

MINUTES OF A BUSINESS MEETING OF THE BOARD OF  
EDUCATION, NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT  
203, DUPAGE AND WILL COUNTIES, ILLINOIS, HELD AT THE  
ADMINISTRATION CENTER, 203 W. HILLSIDE RD., NAPERVILLE, IL.  
JANUARY 23, 2017 AT 7:00 P.M. CLOSED SESSION 6:00 p.m.

- Call to Order President Terry Fielden called the meeting to order at 6:00 p.m. Board members present: Jackie Romberg, Charles Cush, Mike Jaensch, Terry Fielden, Kristin Fitzgerald, Susan Crotty, and Donna Wandke.
- Administrator present was: Dan Bridges, Superintendent.  
Present until 6:20 p.m.: Nancy Voise, Assistant Superintendent for Secondary Education.  
Present until 6:25 p.m.: Carol Hetman, Chief Human Resources Officer; Bob Ross, Chief Operating Officer, and Brad Cauffman, Chief Financial Officer.
- Closed Session Romberg moved, seconded by Crotty to go into Closed Session at 6:00 p.m. for consideration of:
1. Discussion of lawfully closed minutes whether for purposes of approval by the body of the minutes 5 ILCS 120/2(c)(21).12/19/16, 1/9/17
  2. Appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District 5 ILCS 120/2(c)(1).
  3. Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal 5 ILCS 120/2(c)(11).
  4. Collective negotiating matters between the public body and its employees or their representatives 5 ILCS 120/2(c)(2).
  5. Student Disciplinary Cases 5 ILCS 120/2(c)(9).
- Meeting Opening Crotty moved seconded by Romberg to return to Open Session at 7:03 p.m. A voice vote was taken. Those voting Yes: Fitzgerald, Cush, Jaensch, Romberg, Crotty, Fielden and Wandke. No: None. The motion carried.
- Meeting Opening Welcome and Mission
- Roll Call Board Members present were: Kristin Fitzgerald, Jackie Romberg, Donna Wandke, Charles Cush, Mike Jaensch, Susan Crotty and Terry Fielden.
- Administrators present: Dan Bridges, Superintendent; Jennifer Hester, Chief Academic Officer; Bob Ross, Chief Operating Officer; Chuck Freundt, Assistant Superintendent for Elementary Education; Nancy Voise, Assistant Superintendent for Secondary Education; Jayne Willard, Assistant Superintendent for Curriculum and Instruction; Tim Wierenga, Assistant Superintendent for Assessment; Carol Hetman, Chief Human Resources Officer. Michelle Fregoso, Director of Communications, Brad Cauffman, Chief Financial Officer.
- Student Ambassador present:  
Thomas Zugay, NNHS

Student Ambassador absent:  
Anthony Molina, NCHS

Pledge of Allegiance Debbie Doyle, Principal of Steeple Run Elementary School introduced the following students who led the Pledge of Allegiance: Michael & Matthew Obermeier, Dhareni Raveendran, Cal, Jenna and Chad Bhatt, and Markus Trivedi.

Recognition **Mission Maker Award**  
The District 203 Mission Maker Award is a monthly award given to students who live the District Mission in exemplary ways.

Superintendent Dan Bridges, Principal Brian Valek, Counselor Rochelle Northrup, and Social Studies teacher Ellie Reitz, recognized Kennedy Junior High School Mission Makers: Maansi Ahuja, Manav Ahuja, Audrey Davis, Keya Jain, Maryam Habib, Isabel Iocca, Brooke Schneider, Tessa Devine, Grace Raquel.

According to nominator, Rochelle Northrup: This group should be called "Magic Makers." Whatever they touch turns to gold! They have had an active role in Student Council for the last two years. During this time they have led initiatives to raise money, donations and awareness for the Hesed House, VFW, Loaves and Fishes, Feed My Starving Children, and Walk for Water just to name a few. They are all leaders and role models to other students. They have planned social events, attended school engagements and promoted school spirit.

Public Comment Patricia Kirincich  
Questioned why staff members handle student discipline the way they do. She posed several questions about the steps taken by staff in handling a student discipline incident, questioned parent notification and student's rights in those cases.

Laura Mengel  
Indicated that she is happy that the District is considering a later start at the high school level. She noted reasons such as increased scores, less car accidents, depression and weight gain. She urged the Board to make the change as soon as possible.

Monthly Reports

- Treasurer's Statement – The Board received the November Treasurer's Statement.
- Investments – The Board received the November Investment Report
- The Board received Budget Reports for November.
- The Board received the November Insurance Report.

Action by Consent The following items were presented on the Consent Agenda:  
**1. Bills and Claims** from Warrant #415081 through Warrant #415810 totaling \$18,457,725.29 for the Period of December 20, 2016 to January 23, 2017.

**2. Adoption of the Personnel Report**

**Retirement – Administration**

Ronald Helms, June 30, 2017, NNHS, Assistant Principal  
Alice Parrott, end of 16/17 school year, PSAC, Assistant Director Student Services

**Retirement – Certified**

Debra Altimier, end of 16/17 school year, Mill St., Reading Specialist  
Deborah M. Baker, end of 16/17 school year, Scott, Certified School Nurse  
Karen Barenbrugge, end of 16/17 school year, Maplebrook Art  
Charlotte Bunce, end of 16/17 school year, KJHS, Language Arts/Social Science  
Brent Davis, end of 16/17 school year, LJHS/MJHS, General Technical Arts/PLTW  
Mary Beth DiBona, end of 16/17 school year, MJHS, Mathematics  
Nicholas DiGiovanni, end of 16/17 school year, NCHS, Science  
Kermit Eby, end of 16/17 school year, NNHS, Social Science  
Deborah Fogg, end of 16/17 school year, PSAC, Assistive Technology Specialist  
Janice Harrington, end of 16/17 school year, JJHS, Physical Education  
Kathleen Hartman, end of 16/17 school year, Ellsworth/Prairie, Certified School Nurse  
Beth Hoen, end of 16/17 school year, Ellsworth, 1<sup>st</sup> Grade  
Elizabeth Koepnick, end of 16/17 school year, PSAC, EC-8 ELL Coordinator  
Pamela Kovar, end of 16/17 school year, Kingsley, Learning Behavior Specialist  
Georgie Lukas, end of 16/17 school year, Ranch View, Gifted  
Heather Mantel, end of 16/17 school year, MJHS, Speech-Language Pathologist  
Lisa McGinnis, end of 16/17 school year, Maplebrook, Speech-Language Pathologist  
Stephen Meehan, end of 16/17 school year, Mill/Highlands/Naper Technology Integration Specialist  
Jeffrey Moores, end of 16/17 school year, Maplebrook, Physical Education  
Susan Petras, end of 16/17 school year, Scott, 4<sup>th</sup> Grade  
Karen Randolph, end of 16/17 school year, Maplebrook, 4<sup>th</sup> Grade  
Kent Richardson, end of 16/17 school year, JJHS, Mathematics  
Julie Trabaris, end of 16/17 school year, Mill St., Gifted

**Appointment – Certified (Full Time)**

Stephanie Budrow, 1/17/17 – 5/26/17, ARECC, School Social Worker

**Leave Of Absence – Certified**

Elise Katter, First Semester 2017-18, NCHS, Spanish Teacher

**Retirement – Classified**

Wendy Liu, February 10, 2017, NCHS, Computer Support Associate

**Resignation – Classified**

Jamie Sudar, January 11, 2017, River Woods, Special Education Assistant  
John O'Neill, January 20, 2017, Transportation, Bus Driver

**Employment – Classified**

Heather Turner, January 23, 2017, Beebe, Special Education Assistant  
Matthew Medick, January 23, 2017, Connections, Special Education Assistant  
Niru Aery, November 21, 2016, KJHS, Special Education Assistant  
Kathleen Getty, January 9, 2017, LJHS, Special Education Assistant

3. **Board Meeting Minutes, 12/19/16, 1/9/17**
4. **Student Discipline as discussed in Closed Session**

### **Consent Agenda**

Romberg made a motion to approve the Bills and Claims from Warrant #415081 through Warrant #415810 totaling \$18,457,725.29 for the Period of December 20, 2016 to January 23, 2017 and all other items on the Consent Agenda from 1 through 4 as presented. Crotty seconded the motion. A roll call vote was taken. Those voting yes: Romberg, Fitzgerald, Fielden, Cush, Crotty, Jaensch, and Wandke. No: None. The motion carried.

Communications  
Student  
Ambassador  
Reports

### **Student Ambassador Reports**

Thomas Zugay, NNHS reported:

- High School students have finalized class selections for next year and summer school registration for online classes has opened up.
- A representative from College of DuPage (COD) is coming to North once a month to help seniors transition to college.
- Jessica Sciabica won the Station 9 Fire Department logo contest.
- The 4.0 Celebration Breakfast will be on March 8 on late arrival day.
- The Hockey Team is selling T-shirts as a fundraiser for one of their teammates who recently passed away.
- Last week the Special Olympics basketball game Team 203 vs. Team 204 was held. They raised money for the Swifty Foundation.
- Stephen Kurtides went to the Bowling sectionals and did well.
- Boys Swim and Dive Team had Senior Night last week.
- Wrestling Team had their Senior Night on Friday of last week.
- Swifty Fifty 90's Dance was held Friday and they raised money for the Swifty Foundation.
- Boys Basketball Team beat #2 team in the state - Evanston.

Written  
Communications

### **Freedom of Information Requests:**

- Mark J. request for the Teacher Contract with the front page.
- Sandy Gonzales request for contract with D203 and BrightStar (staffing agency) to provide nurses in classrooms.
- Baltes, A Momentus Group, request for invoice information.

Superintendent  
Staff/School  
Reports

### **Professional Learning Communities Overview**

Superintendent Bridges noted that the Districts' work on school day and start times was presented at the January 9 Board meeting. At that time he indicated that at some point this year he would be bringing a formal recommendation for a weekly late start at the high school level with the purpose of allowing professional learning communities time to meet on a regular basis. He noted that it is important to get an overview of what a PLC is, its structure and what happens during that time. He introduced Dr. Jennifer Hester, Chief Academic Officer and Jayne Willard, Assistant Superintendent for Curriculum and Instruction who gave the presentation. Dr. Hester began by giving an overview

of how intentional and purposeful professional collaboration connects to school improvement and increases student achievement. Professional collaboration is embedded in the Strategic Blueprint. Learning Support Coaches and Digital Learning Leaders are a source of job-embedded professional learning for Professional Learning Communities (PLCs) at the elementary and junior high levels. Research articles were provided as read-ahead for the Board in BoardDocs and highlights that support teachers' participation in PLCs were reviewed. Every month one of our schools presents a report on their school improvement efforts. PLCs provide an opportunity for collaborative study time for teachers to review data and results and identify and plan for students' intervention and enhancement. At the elementary and junior high levels, the PLC teams are grade level or course teams, most of which meet twice a week. They set norms for collaboration, establish common student goals and agree on an agenda. Four questions guide the work of the PLCs. 1. What do we want students to know and be able to do? 2. How will we know when the students acquire the essential knowledge and skills? 3. How will we respond for students who don't learn the essential knowledge and skills? 4. How will we respond for students who have already demonstrated the essential knowledge and skills? The response to the questions drives interventions, differentiation and enrichment for students. They discover what was effective and what did not work. PLC learning began at the elementary level and moved up through junior high this year. We are preparing our high schools for full implementation in the 17 – 18 school year. Pilot teams are working at both high schools this year. Professional learning began with the leadership teams who in turn share their learning with the entire staff. Ongoing coaching is provided and PLCs are continuously monitored, adjustments are made as they work through the process. Collective collaboration is happening in the schools to increase student achievement for all since students do not learn at the same pace and the same way.

#### Board Questions/Comments

- Exciting to see the positive effects of PLCs.
- Trying to understand the effect of the exchange of instructional time.
  - We have considered instructional time and have done research. Collaboration maximizes what we do in instructional time.
  - As we prepare a recommendation, high school teachers are looking at maximizing the instructional time for learning.
- What does a PLC look like in the high schools?
  - During the pilot, course teams are focused on working on one area, since teachers don't have shared students. Their focus is on essential content and skills and thinking through differentiated strategies. Students have similar learning behaviors to discuss.
  - Course teams at high school have a PLC facilitator or leader, they usually have either 2 or 3 preps and they pick the PLC where the majority of their students are. Instructional practices are shared with teachers who are not able to sit in the PLC.
- How will it be different than is already is?
  - Focus of the collaboration is different – looking at identifying essential content and skills and looking at assessment – shifting to

- instructional lens and what are we doing to support each student to move forward based on assessment. They are very targeted with assessments and going through the four questions. They are writing an assessment, delivering it and then looking at the results.
- Previously the collaboration happened by chance. Now it is structured, intentional and deliberate focusing on the four questions. It is a specific gap closing strategy. Job embedded professional learning and the collaboration that goes with it makes this a success.
  - This models the mission – It is a good example for students to see teachers modeling collaboration, and it encourages them to do the same.
  - How will we understand the effectiveness of the PLC both for the group and the individual teacher?
    - Ultimately student achievement is one of the ways we look at the results.
    - PLCs pick a focus and work on that focus.
    - For the individuals, we have used rubrics that use practices of high functioning PLCs. The PLCs rate themselves and it is in the implementation of their practice.
    - Part of the culture that develops – they trust each other to share successes and not so much. Share what strategies work and why students are being successful. The relationship of the team members is key.
    - Teams set norms and they hold each other accountable.
  - Glad to see the Hanover research being used.
  - The way we chose to look at teacher performance is all in and PLCs are similar with shared ownership within the PLC.
  - Is the percentage of improvements because of increased communication similar to other districts?
    - When we go back to the laws of school improvement it is hard to pinpoint the reason for the improvement. It is a combination of the PLCs, intervention work that has been done, working with coaches, concentrated efforts of talented teachers with multitude of professional learning; all things together say it is a success. This has sited results that say it is worth doing.
  - How does the group dynamics work?
    - At the elementary level they are set up by grade level.
    - At Jr. Highs 2 PLCs - course and content teams by subject areas and interdisciplinary team.
    - At high schools the pilots are primarily by content teams.
    - The teams have a range of 4 – 6 teachers sometimes a little higher.
    - They go through a process of setting norms, understanding the process of PLC and set agreements about learning. Also there are structures of how many times they will meet and how it fits into the school day.
    - Administrators or the PLC itself can make adjustments based on the needs of the students and staff.
  - It feels like it changes the culture of the schools. It has taken a process to get here and when the teachers help each other, everyone gets better.

- The collective collaboration creates community that all the students belong to everyone – equal responsibility for students on the team not just in the classroom.
- Amazed that our staff can take such a complex issue and make it seem like we have been doing it forever.
- In the supplementary reading and in the report is the sense of community that they are all of our children – in the building all students belong to all educators.
- Understand intentional collaboration; is there a way to look at prep time or supervision time to schedule it differently so we do not lose instructional time.
  - Nature of the high school schedule and the organization of the classes would be difficult to do. Most high schools who are implementing PLC are doing it through late start.
- Would like us to consider other options rather than late start once a week.
- Collaboration is backed up by the four questions.

President’s  
Report

Board of  
Education  
Reports

Donna Wandke indicated that she attended the Business Partnership Council meeting earlier today. They discussed College and Career Readiness. The committee and community are doing a lot of things for students like job shadow days and internships. It was interesting to be part of the discussion.

Charles Cush had the opportunity to go to the Connections Snack Shack on January 11 for a cup of coffee. He commended the Connections team on what they are doing to help students. The Snack Shack is not open to the public yet, you need a District ID to get in.

Discussion  
Without Action

**Tentative 2018 – 2019 School Calendar**

Superintendent Bridges indicated that the calendar criteria were confirmed at the January 3 Board meeting and now Bob Ross will discuss the proposed 18 – 19 school calendar. Mr. Ross noted that the committee met and considered the three calendar criteria as they discussed the proposed calendar: exams before winter break, number of days in semesters as equal as possible, and start as late as possible in August without disrupting the other two criteria. The calendar committee is comprised of administrators, teachers and parents. They discussed and reviewed about 13 or 14 calendar drafts. He noted that the proposed version is similar to the 17 – 18 calendar with two exceptions: Columbus Day is a day off and Institute Day has been moved from the day after the last day of school to the last day of winter break. Home and School will be consulted and the Board will be asked to take action at the February 21, 2017 Board meeting.

Board Questions/Comments

- Thought school was going to start on the third Wednesday of August.
  - The approved 17 – 18 calendar has a Thursday start day and is the first time there are three teacher work days before students arrive.

- April 19, 2019 is a day off and it happens to be Good Friday. With culturally responsive practices, if we choose one religion, we need to consider them all.
  - We would have large numbers of absences both staff and students if we held school that day.
  - It would be difficult to calculate how many absences we would have because historically, we have never had attendance on that day.
  - If the Board directs us to review that in the future, we will.
  - The school year does not end until June 4; they are days that are waived in case we do not need them.
  - We will get feedback from Home and School.
- We are making Columbus Day a no school day in this calendar. It is the first semester that is shorter of days, it is an easy day to have school to balance the semesters.
  - There are 85 days in the first semester and 89 in the second.
  - The criteria is to keep them as close as possible within 8 days.
  - The committee had a good discussion about Columbus Day and they liked this draft.
  - What does not show on this calendar is the assessment that accounts for 2 days.
  - The reason for Thursday start is to allow professional learning time before school starts.
- We need to be conscious of balancing the semesters.
- Think about shifting the two emergency days so we don't come back for one day at the end of the year.
- How did the professional learning day at the end of winter break in January come about?
  - It was a suggestion by a teacher member of the committee. We discussed the idea before the calendar committee met.
- Interested in hearing what Home and School has to say.
- When will the 17 – 18 calendar on line become official and not tentative?
  - We would have removed the tentative but we decided to wait until the Board takes action on the late start days at the high school which are noted on the calendar. Following that, we will remove the tentative.
- Talk to Home and School about the January institute day, Columbus Day, April 19 – Good Friday and shifting June 3 and 4.

Discussion With  
Action

**DLI Phase II Update, Phase III Overview and Second Grade Device Recommendation**

Superintendent Bridges indicated that the Board heard an overview of the DLI implementation in the District as well as the updated recommendation for 2<sup>nd</sup> grade devices. There is no new information. There were no questions from the Board

Wandke made a motion to approve the DLI Phase II, Phase III Overview and Second Grade Device Recommendation as presented. Cush seconded the motion. A roll call vote was taken. Those voting yes: Fitzgerald, Wandke,



Cush, Fielden, Jaensch, Crotty and Romberg. No: None. The motion carried.

**Policy Review: Second Reading Policies 7.100, 7.130, 7.290**

Mr. Ross indicated that no changes have been made since the Board reviewed the policies on January 3. There were no questions.

Fitzgerald made a motion to approve Policy 7.100, Student Health Requirements, 7.130, Student Rights and Responsibilities and 7.290, Suicide Awareness and Prevention as presented. Crotty seconded the motion. A roll call vote was taken. Those voting yes, Jaensch, Crotty, Wandke, Cush, Fielden, Fitzgerald and Romberg. No: None. The motion carried.

New Business

Old Business

President Fielden indicated that Board members need to find a date for the second Self-Evaluation. Since none of the proposed dates work for everyone, he will reach out to Barb Toney, IASB to check her availability to come around 4:00 or 4:30 before a Board meeting. Superintendent Bridges indicated that the February and March Agendas are a little longer, so a self-evaluation after a Board meeting might not be feasible. It was asked that March 6 not be considered due to unavailability.

Upcoming  
Events

- Board of Education Meeting February 6, 2017
- Business Partnership Appreciation Breakfast is February 7, 2017
- President's Day Holiday February 20, 2017
- Board of Education Meeting Tuesday, February 21, 2017
- Alliance Leadership Summit - Feb 21 and 22, 2017. The Lobby day is the second day.
- Key Dates for Board Candidates - 5 seats open: 4 four-year terms and 1 two year term.

Adjournment

Crotty moved seconded by Wandke to adjourn the meeting at 8:25 p.m. A unanimous voice vote was taken. The motion carried.

Approved

February 21, 2017

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Terry Fielden, President  
Board of Education

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Ann N. Bell, Secretary  
Board of Education