
MINUTES OF A 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 ROAD, NAPERVILLE, IL. February 3, 2020 AT 7:00 P.M., CLOSED SESSION 5:30 p.m.

Call to order

President Kristin Fitzgerald called the meeting to order at 5:30 p.m. Board members present: Charles Cush, Kristin Fitzgerald, Kristine Gericke, Joe Kozminski, Janet Yang Rohr, Paul Leong and Donna Wandke.

Administrators present were:

Dan Bridges, Superintendent,

Bob Ross, Chief Human Resources Officer,

Michael Frances, Chief Financial Officer/CSBO

Chuck Freundt, Assistant Superintendent for Elementary Education

Closed Session

Janet Yang Rohr moved, seconded by Kristine Gericke to go into Closed Session at 5:30 p.m. for consideration of:

1. Pursuant to 5 ILCS 120/2(c)(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District.
2. Pursuant to 5 ILCS 120/2 (c)(2) Collective negotiating matters between the public body and its employees or their representatives.
3. Pursuant to 5 ILCS 120/2(c)(7) The sale or purchase of securities, investments, or investment contracts.

Meeting Opening

Charles Cush made a motion, seconded by Kristine Gericke to return to Open Session at 7:03pm. A voice vote was taken. Those voting yes: All No: None. The motion carried

Welcome and Mission

Kristin Fitzgerald welcomed all and read Naperville Community Unit School District 203's Mission Statement.

Roll Call

Board members present: Kristin Fitzgerald, Donna Wandke, Paul Leong, Joe Kozminski, Kristine Gericke Janet Yang Rohr and Charles Cush.

Student Ambassadors present: Claire Yu, NCHS and Anna Snyder, NNHS.

Administrators present: Dan Bridges, Superintendent, Roger Brunelle, Chief Information Officer, Michael Frances, Chief Financial Officer/CSBO, Chuck Freundt, Assistant Superintendent for Elementary Education, Christine Igoe, Assistant Superintendent for Student Services, Rakeda Leaks, Executive Director of Inclusion and Diversity, Sinikka Mondini, Executive Director for Communications, Patrick Nolten, Assistant Superintendent for Assessment and Accountability, Bob Ross, Chief Human Resources Officer, Nancy Voise, Assistant Superintendent for Secondary Education, and Jayne Willard, Assistant Superintendent for Curriculum and Instruction.

Pledge of Allegiance

Led by the Board of Education

Good News

Superintendent Bridges congratulated Adam Schmitt, Learning Support Coach and Department Coordinator at MJHS and author in his spare time. His book Speechless has been nominated as a 2020-2021 Rebecca Caudill book selection. Illinois students in grades 4-8 vote on this award. There will likely be some work being done in District 203 to make sure that Speechless wins this award. Congratulations to Adam!

Public Comment:

Maureen and Doug Walgren-MOU

Reviewed the draft MOU and would like to know if there will be times to offer public comment on the MOU. We will leave our comments with each person. As you read thru the draft, please read them and carefully consider them as they were made in memory of our son and for the protection of all D203 students.

Superintendent Bridges addressed their process question by saying that no action would be taken this evening. Action will be taken on Feb 18 at a public meeting unless there is more research to be done. Any action will always be done at a public meeting on a public agenda.

Action by Consent:

1. Personnel Report

	EFFECTIVE DATE	LOCATION	POSITION
RESIGNATION-ADMINISTRATION			
Angela Stallion	30-Jun-20	Ranch View	Principal
RESIGNATION-CERTIFIED			
April Forst	23-Jan-20	JJHS	School Psychologist
Anabel Guidotti	27-Jan-20	Beebe	School Social Worker-Bilngl
LaTrice Turk	16-Aug-20	Beebe	Kindergarten
APPOINTMENT-CERTIFIED FULL-TIME			
Maya Smirnov	2/3/20-5/22/20	JJHS	Math Intervention Specialist
REVISED CONTRACT-CERTIFIED FULL-TIME			
Katie Kielminski	12-Aug-19	NNHS	Mathematics
RESIGNATION-NON-UNION CLASSIFIED			
LaQuiesha Williams	1/30/2019	PSAC	HR Assistant
RESIGNATION-CLASSIFIED			
Sadie Conner	12/20/2020	Naperville Central	Special Education Assistant
David Witek	1/9/2020	Transportation	Bus Driver
EMPLOYMENT-CLASSIFIED FULL-TIME			
Sabrina Chung	2/10/2020	Naperville Central	Campus Supervisor
Aaron Heitmann	1/22/2020	Transportation	Bus Driver

Nina Mayer	1/20/2020	Naperville Central	Campus Supervisor Special Education
Ruth Mathusek	1/28/2020	Connections	Assistant Instructional
Kara Van Lieu	1/28/2020	River Woods	Assistant
America Villalobos	2/10/2020	PSAC Naperville	Senior Secretary
Jason Walsh	2/10/2020	Central	Campus Supervisor
LEAVE OF ABSENCE- CLASSIFIED			
Lindsay Bergland	3/9/20 – 5/22/20	Maplebrook	Special Ed Assistant

Charles Cush made a motion to approve the Consent Agenda as presented, seconded by Donna Wandke. Those voting yes: Kozminski, Leong, Wandke, Gericke, Yang Rohr, Fitzgerald and Cush. No: None.

Student Ambassador Reports

Claire Yu-NCHS

- January 24th, DECA regionals at Rosemont IL with 91 students advancing to the state competition.
- Monday, January 27, 7:00-8:30 PM. NCHS Student Services Parent Program 4 years to independence: ideas to help your child be ready. In the Little Theater.
- January 29 - 31st, Peoria Illinois. ILMEA currently offers a district festival experience for Elementary through Senior High students in Illinois. This includes general music events, band, chorus, jazz and orchestral ensembles. Four students made all-state honors in band and chorus.
- January 31st and February 1. Illinois State University in Bloomington Varsity Arrowettes qualified for State.
- Course Selections are wrapping up, and will end on February 4.
- February 5th, 7:00 - 11:00 PM. Mr. NCHS - Comedy/talent show in which a group of male students compete for the coveted title of Mr. NCHS.
- Friday, February 7th is a Winter Assembly where student performers exaggerate up the crowd in anticipation for the Winter Dance.
- Saturday, February 8th is the Winter Dance from 7:00 to 10:00 PM.

Anna Snyder-NNHS

SOCIAL

Student Government is hosting their annual winter blood drive next Tuesday, which we are hoping many students participate!

Last week, the Learning Commons provided equipment for students to make Vision Boards for this coming semester!

ACADEMICS

Not too much is new by means of academics at North besides many seniors committing to their colleges. For myself, I have heard back from all my schools, have committed to The University of Iowa, and will be majoring in Nursing!

ARTS/CLUBS

This past weekend was the winter play at North, Anna Frank. It was an extremely touching production

and was well done by the students in the cast!

This past weekend North sent four students from Orchestra, Band, and Choir to ILMEA State!

This weekend is the annual Orchesis show at North. The performances will be Thursday through Saturday at 7pm!

NNHS Show Choir is preparing for their annual Clash of the Sequins Competition that they host. The event will take place on February 15, 2020 and will feature performances from 19 show choir groups around the country!

ATHLETICS

Wrestling JV1 placed first in DVC and JV2 placed second this past weekend!

The two coaches of Girls Gymnastics won the best coaches at DVC along with their team-winning champions at DVC!

Dance team traveled to state this past weekend ending their competitive season!

Girls Basketball won DVC last Tuesday night!

Superintendent/Staff/School Report

Superintendent Bridges introduced Christine O'Neil, Principal, Beebe Elementary.

School Improvement Plan-Beebe

- Opportunity to express gratitude for the Board's willingness three years ago to review Beebe's unique needs.
- Several members of our School Improvement Team are here this evening to show their support for our school. They are: Matt Langes, Assistant Principal, Noor Shammass & Mary Ellen Oczki, Learning Support Coaches, and Jennifer Schmidt, Third Grade teacher.
- Our school improvement team works diligently to analyze our school data, monitor our plan, and design professional learning for our staff and parents.
- Student work is proudly displayed alongside enlarged photos of our students working collaboratively, playing at recess, or focusing intently on the music they are learning to play.
- Beebe has always been fortunate to be part of a diverse community, and this has always been one of our fundamental strengths.
- Our student population consists of 49.7% white students in comparison with 55% just two years ago.
- Based on the makeup of our school we have continued to qualify as a Title 1 building. We have benefited from having a Math Specialist and the additional funding we have received has afforded us the capability to offer our student population additional before and after school learning opportunities, as well as parent education events that may not have been available otherwise.
- After noting areas of strengths and opportunities for growth we set rigorous, but realistic goals for English Language Arts, Math, and Social Emotional Learning achievement.
- Our students continue to meet ambitious goals, and we are very pleased to share that they met last year's target of 60% of our students would meet or exceed standards on the English Language Arts IAR.
- Our math goals continue to be a work in progress, we feel confident that moving forward as our staff gains further immersion into our school improvement plan, and the new math curriculum is fully implemented, our students will attain our math goal by 2021.
- We are proud to note positive achievement trendlines in both our Math & English Language Arts data. We attribute this academic success to a number of factors such as coaching cycles, professional learning around instructional practices, and the staff's efforts to authentically connect with all students and their families.
- Through our school planning, we identified several subgroups based on achievement gaps. When analyzing our school data, we are always looking at each student's learning progression.

- As we dig further into our IAR/PARCC achievement data, we can clearly see the benefits of professional learning translating to student success.
- Our PARCC/IAR Achievement percentages have shown tremendous growth for our Hispanic/Latino population, English Learners and students from economic disadvantage. Several have doubled over the past five years.
- Our Home & School provided over \$12,000 to enhance our classroom libraries with culturally responsive texts.
- Our school improvement team identified a need to place a heavier emphasis on math instruction. Our coaching team provided professional learning sessions which were supplemented by outside expert, Graham Fletcher, and demonstrated the value of these lessons through consistent implementation of math Number Talks, and communication of clear learning intentions at the onset of each of their lessons.
- While our IAR data did not reflect the same tremendous growth we saw in ELA, we did see gains within our classroom common formative assessments. Our staff is eager to implement the new math curriculum and help support all learners through our Multi-tiered systems of support approach.
- We have some subgroups that have been identified in our School Improvement Plan, such as black/african american and children with disabilities that were not reported in this presentation as their longitudinal data was not able to be reported on over the past five years due to the fact we did not have a large enough sample size within those subgroups. Our School Improvement Team and Instructional Support Team closely monitor the learning progress of these subgroups and continue to design rigorous differentiated learning paths for all students.
- Our students' growth percentile is a particular point of pride for the Beebe staff. At Beebe our staff believes they can make a positive impact on each student that enters their classroom. This collective efficacy mindset led our staff to establish learning goals for each of their students.
- In the spring of 2019, our school implemented a master schedule to maximize the effectiveness of our available human resources in an effort to help our specialists reach a greater number of learners.
- Diversity such as ours can create some challenges, and those have been met with great success.
- As we look at our data in comparison with District and State averages, Beebe has exceeded expectations and outpaced average growth from both.
- Our staff is also excited at the fact that we are performing in the top 10% of schools statewide with no underperforming sub-groups allowing us to move from the status of commendable in the 2017/18 school year to exemplary status in the 2018/19 school year.
- Through our Professional Learning Communities our teams meet each week to analyze data, share instructional practices, and identify their essential standards. Through the study of multiple data points we have been excited to learn that an increasing number of Kindergarten and first grade students continue to exit the year on or above grade level in the area of literacy. This encouraging trend can be attributed to smaller class sizes at these grade levels, and more efficient utilization of building specialists in support of students.
- While our ultimate goal is to increase student achievement we believe it is essential in developing the whole child.
- Our Dine for the Better program allows our fourth and fifth grade students the opportunity to be leaders in the lunchroom and on the playground for some of our younger learners.
- Bobcats on a Mission empowers our fourth grade students to identify ways they can make a difference at Beebe and in the community at large.
- Lego League was identified as it highlights the partnership we have with the Naperville Education Foundation and their commitment to making a difference in our community.
- Using the Science curriculum, students were able to collaborate to program their EV3s and utilize their higher level thinking skills through an inquiry based approach.

- As complex thinkers, students have embraced a process of setting rigorous academic and social emotional goals. Goal setting is present in all grade levels as students are setting a clear purpose while opening up a learning pathway with attainable action items.
- Collaborative workers can also be seen throughout our day as students work to problem solve, engage in math talk, and work through STEAM activities.
- Beebe students are also self directed learners. One example that I am proud to share is the work of several fourth grade students who designed an all school writing contest. These students chose to give up recess to formulate a comprehensive plan as to how we could engage all students in an optional writing contest.
- Our staff is committed to the development of our learners, and place a strong emphasis on the continuous evaluation of our progress in order to ensure the proactive environment needed to put our students on the path to being college or career ready.

Board questions/comments:

Thank you for your report. ELA and Math PARRC and IAR subgroups were the ones with enough students. Is enough students 20? Why do we not have any data for black students? The report card has 50 students every year. What is the number of black kids we have had over the last five years because it does not match the Illinois report card.

Yes, the correct number a subgroup needs to be reported is 20. If we are looking at longitudinal data, we use five years of data. The data has the necessary number of students for two of the five years. Dr. Patrick Nolten, Assistant Superintendent for Assessment and Accountability noted that we are not held accountable for all the students that we test for ESSA. It can be based on when a student was enrolled in the district.

Chuck Freundt stated that for K-5, Beebe as about 50 African American but this testing is for 3-5 so it would be about half of that number who would be tested..

Can you speak to the SEL culture for both students and staff?

We make sure we are balancing the demands being put on the educator. We do little pick me ups or motivational things like giving them time to collaborate and talk things thru.

Thank you to you and your staff for all you are doing to close gaps.

Can you speak to the data for Hispanic and Asian Math scores, as they seem to be lower than the state level?

We have increased our EL population so that could attribute to their lower performance. This is only one year of data. We are watching it to be sure it is not happening over time. We have to look at many measures over time.

Happy to see the team and is exciting to see that Beebe has moved to exemplary. We really like seeing that you are aware of the areas that need work and the supports you are putting into place to help those areas.

Can you speak to the high math goal? That goal is aggressive. How do you expect that your work as a building is going to get you to that spot?

It is really about moving about 20 students forward. We have added a lot of professional learning with Math and with new District curriculum; we feel that students will have more opportunities to be enriched in Math. It is realistic. Will push us to work differently with students.

President's Report

None.

Board of Education Reports

None.

Discussion without Action

General and Optional Fees

Superintendent Bridges remarked that annually we ask the Board of Education to approve the General and Optional Fees. Invited Michael Frances, Chief Finance Officer/CSBO to address the changes. Mr. Frances reported the following changes:

- An increase of Early Childhood Full day program monthly tuition from \$520-\$560 to include daily lunch
- An increase in price for 6th grade Heart Monitor Straps from \$14.40 to \$18.25 due to cost increase
- A new novel fee for English Language Arts for Junior High in the amount of \$30 to cover three novels per year

Administration will be asking for action on February 18, 2020.

Board questions/comments:

There was a question from a board member regarding the waiving of these fees temporarily this year to see what effect it would have on the budget due to running a surplus this year and likely next year as well. Superintendent Bridges noted that this was not a conversation that Administration has had but if the Board would like to have that conversation, we can. The total impact of those fees would be a loss of about \$3.2 million. This would not be Administration's recommendation at this time as a lot of these fees cover consumable materials. CFO Michael Frances remarked that we keep track of how our fees relate to districts around us and can be reported if the board would like. There was concern by other board member to consider the fairness as some of those fees cover items that go above and beyond what other courses may offer and those opportunities may be lost without the fee.

Board members asked what the percentage of students who get fees waived presently, Mr. Frances responded that about 17% of our student population has fees waived.

Parking and yearbook are not included as they are optional fees.

Superintendent Bridges noted that Administration would look sat waiving the fees if that is the direction given by the Board.

Could we look at a portion of fee waiver if not the full fee amount?

Superintendent Bridges suggested that we look at benchmark districts to see where we stand and ask if districts have ever done this. We can also get information as to the impact these fee waivers will have on the budget. The Board can also approve the fees as presented and come back later and update them. Board always wants to understand what the highest priority for our

Dollars with the Administration. Superintendent Bridges also asked the Board to consider where this stands with the abatement the debt service levy and abatement of our extension that may pass on savings to not only the actual consumer but also the whole community. The \$3.2 million dollars in fees includes all fees including activity and athletic fees. The question being asked is specifically regarding the general fees. The Board has always tried to return as much money to taxpayers as a whole. We have to look at this as a piece of the budget as a whole. Superintendent Bridges reminded the Board that it needs to be consensus of the Board to look at reducing or eliminating these fees. For the majority of the Board, waiving these fees would be low on the priority of ways to pass along savings to the taxpayers. Administration expressed confidence that families who need fees waived are being identified. Administration will provide a chart of fees being charged by benchmarking districts.

Action will be taken at the February 18, 2020 Board of Education meeting.

High School Course Fees

Superintendent Bridges stated that annually reviews and approves High School Course fees. Assistant Superintendent for Secondary Education, Nancy Voise reviewed the requested changes. The changes are due to publisher increases, material costs, and course or text changes.

Both High Schools' course fees are listed on the document. Both are consistent but there are a few differences as outlined. There are five courses with different fees between the two high schools.

Board questions/comments:

Superintendent Bridges referenced a review done several years ago that found that course fees did not keep students from taking courses. All fees are waived Free and Reduced lunch students. The Board appreciates that the fees are reviewed and in some cases, the fees are reduced. There was also conversation about reducing or eliminating all non-optional fees presented. There was a question as to why some classes have fees and some do not. It depends a lot, on what the teachers choose to do in the class. All are approved resources. Superintendent Bridges also stated that these are also consumable items retained by the students who enroll in these courses. We work to be sure that the fees cover only the costs. The General fees in Elementary school cover all the materials. A student ambassador asked about the fee for Multi variable Calculus. Assistant Superintendent for Curriculum and Instruction Jayne Willard noted that that class run in conjunction with the University of Illinois is deeply discounted. The fee is waived for all Free and Reduced Lunch students. Board members asked if the fees were shared with families when they are signing up for the class. The fees are not stated. The process can be reviewed. We do not want students choosing courses based on fees. Sometimes the fees cover much of what the students love to do in the courses. Board members shared concern that courses would not do the same level of learning or parents would have to shop for the supplies and would not be able to access the discounts that the district has access to. President Fitzgerald asked the Board if this has a similar priority as the General and Optional fees. There would be less inclination to reduce or waive these fees, as these are user fees and are costs of the courses. Some on the Board have no trouble covering these fees for most if not all students. Some on the Board see these are fees for students who receive benefit from attending schools and there are other ways we can pass along savings to all taxpayers.

These fees are really only going to affect High School students. These fees are not always covering the course fully. The Board would like more information as to how other districts handle these questions. The thought has been expressed that we have a surplus now and may not in the future. We will look at this again in the future.

We will look to take action at the February 18, 2020 Board meeting.

Career 203 Update

Superintendent Bridges introduced Brian Valek, Director of Human Resources and welcomed him to his new role. Mr. Valek gave the Board of Education an update on Career 203.

- Review the cornerstones of the Career 203 program.
- Provide an update on the performance of Career 203.
- Present the Career 203 Assessment Committee's recommended changes to the 2020-2021 *Career 203 Professional Growth Guide*.
- Career 203 is Naperville CUSD's professional growth model created to reward educators for participating in relevant and rigorous educational opportunities that fulfill the evolving needs of the district's students.
- To ensure our staff was up to date on accessing the Career 203, HR staff conducted meetings in each school this past fall to review expectations and procedures related to the program.
- District #203 certified staff are designated as either an emerging educator, staff yet to earn a first master's degree, or career educator, those with at least one master's degree.
- Career Educators fully participate in Career 203 as they engage in brickwork in order to earn compensation for targeted learning experiences that positively affect student learning.
- Points or one-time payments compensate each brick on the Career 203 model.
- Points advance educators on the salary schedule and are earned by completing bricks that result in a fundamental change of an educator's practice that leads to increases in student learning.
- Educators earn a onetime payment by completing a brick for which current knowledge and skills are extended and refined.
- Career 203 also awards educators who have maximized their lane advancement by offering the opportunity to earn a \$1500 onetime payment upon the accrual of 120 points.

Proposed Changes:

1. NUEA contract identifies October 1 as deadline for reflection and transcript reflection. Career 203 Program Guide states October 31 is the deadline date.
Edit page 21 of program guide to read:
“9. Brick Credit process requires the following to be submitted by October 1 for fall lane advancement and January 31 for mid-year lane advancement.”
2. Confusion on the opportunity for staff to teach more than one original D203 course. D203 courses provide relevant, rigorous learning to district staff by peer colleagues.
Edit page 80 of program guide to read:
“Compensation for educators successfully completing this brick for each original course is as follows”
3. Specialist positions such as school nurses, OT/PT, etc. must complete continuing professional development for licensure.
PD opportunities are not typically provided through colleges and universities, which offer graduate credit.
The U.S. Department of Education states, “CEUs are most commonly converted via a formula that considers at least ten (10) CEUs to equal a single academic credit hour.”
“When graduate credit information is not available, Continuing Education Units (CEUs) may be considered for conversion into the equivalency academic credit hours for Career 203 credit. To be considered for conversion, the following criteria apply:
 - The person applying for CEU credit holds a role, which the professional development is relevant and applicable.
 - The professional development generating the CEUs is relevant to the student needs of District #203 and represents new learning for the staff member.
 - The professional development is provided by a credible source.These criteria are subject to the assessment of the Career 203 Director. If all criteria are met, the following conversion formula will be used to determine Career 203 points:
$$10 \text{ CEUs} = 10 \text{ Career 203 Points}$$
All other expectations for reflections and documentation apply.”
4. Public Act 98-0610 recommends 15 clock hours of professional development equals one semester hour.
Section 21B-45 of the Illinois School Code affirms that the coursework/professional development must “directly relate to the educator’s license or endorsement areas and must address State-approved standards.”
“When graduate credit information is not available, professional development contact hours may be considered for conversion into the equivalency academic credit hours for Career 203 credit. To be considered for conversion, the following criteria apply:
 - The person applying for contact hour credit holds a role, which the professional development is relevant and applicable.
 - The professional development contact hours encompass learning that is relevant to the student needs of District #203.
 - The professional development is provided by a credible source.These criteria are subject to the assessment of the Career 203 Director. If all criteria are met, the following conversion formula will be used to determine Career 203 points:
$$15 \text{ contact hours} = 10 \text{ Career 203 points}$$
All other expectations for reflections and documentation apply.”
5. Present Rules
Educators who have maximized their salary potential shall earn points and be rewarded a one-time payment of \$1500.00 upon earning 120 points.
The payment will coincide with salary advancements as per NUEA and Naperville 203 BOE Bargaining Agreement.
Each educator is allowed one \$1500 payment per school year.
“Certified staff whose salary lane placement is at MA+54 (540) may elect to receive a cash payment instead of Career 203 points for participation in District 203 coursework.

Staff eligible for this option would be compensated at a rate of \$20 per point for course enrollment and completion up to \$400 per year. These same staff are restricted to being compensated for up to 20 points per fiscal year (July 1-June 30) in which the course is completed.

Staff whose salary lane placement is at MA+54 (540) may also elect to receive payments instead of points for the creation and facilitation of an original District #203 professional learning course. The rate for compensation for this activity will be \$25 per point relative to the points identified for creation of a six hour (30) or twelve hour (40) course. These same staff are limited to compensation at this rate for one original course per year.

All other expectations for brick reflection submission apply. Payments will be made within the applicable fall or mid-year salary advancement windows as identified in Appendix C of the NUEA contract.”

Board questions/comments:

Did you travel to all buildings?

Yes. Brian Valek and Shelly Nelson went to all schools including ARECC and Connections. Have been meeting in groups in individually with staff to be sure they understand how Career 203 works.

You have addressed all concerns that I have heard from staff over the years.

Can you talk about the point's value for the creation of a six or twelve hour courses? How were those numbers determined?

Those point values were established at the inception of the program but it does relate to the time required to the creation of the course.

Is there some professional development on the front end?

Yes there is. Before new courses were developed this year, we provided new training from members of our Learning Services Staff.

It is great that you did the review. It is wonderful to hear feedback from staff. We are glad you looked at proposal two and make sure that Staff who want to create more than one original course are able to. Do you expect to have more staff create more courses because of this?

We do. We are looking at ways we can recruit more talent.

We will look to approval on Feb 18.

First Reading Policy 4:20-Fund Balances

First Reading Policy 4:40-Incurring Debt

Superintendent Bridges noted that Michael Frances, CFO-CSBO has been reviewing policies related to investments and fund balances. We will look at these two policies together.

Mr. Frances took a holistic look at language and at language at other comparable districts and AAA rated districts. We will look for action at the Feb 18 meeting.

Fund Balance policies were reviewed from our comparable local Unit School Districts as well as other AAA rated Districts throughout the Chicago area. The proposed changes incorporate language from both and would strengthen our policy to be in line with other highly financially rated school districts. The changes proposed to 4:20 would be seen as replacement for section 7 of policy 4:40 which is recommended to be removed. Our financial advisors who lent guidance in the changes have reviewed the language.

Board questions/comments:

Have we stayed in this range or is this new? Have we ever gotten to the five to fifteen percent range?

That number has increased the last eight years in a row. The suggested range is 6-9 months. About eight to ten years ago, we were at six months, this year, we just exceeded 9 months. This new policy narrows this range.

In regards to the fund balance exceeding the range, currently we are at 30% and the range is five to 15% so we would be in the situation immediately. Do other districts have the same kind of paragraph about the excess funds?

Some do and they recommend a one time expenditure for reduce the fund balance. Districts all have unique fund balance policies. We would need to present a plan to the Board in the next few months. Mr. Bridges noted that the plan could be over time.

The part we are taking out of 4:40 talks about cash and cash equivalent and what it includes and it only includes the investments maturing in 90 days, if this is taken out, what are you referring to? Does the five to 15% not included long-term investments?

We have a cash flow and investment strategy. Section seven of 4:40 hinders our ability to make investments. This does not limit our liquidity. We will try to earn as much investment income as we can.

Does the provision in 4:20 makes section seven in 4:40 unnecessary.

Yes.

Please send any questions to Superintendent Bridges. We will consider both policies at the next Board meeting.

MOU/IGA with Naperville Police Department

Superintendent Bridges noted that we have been working with local law enforcement and legal counsel to develop these documents and policies. Assistant Superintendent for Secondary Education Nancy Voise walked the Board thru the documents.

Attached is Intergovernmental Agreement for School Resource Officers between the City of Naperville and the Board of Education of Naperville District 203 for your review.

The City and School District believe it is in the best interest of both parties to enter into this Agreement for the safety of our community. The services, which are provided under this Agreement, help to prevent crime and maintain the safety and order on school property. The School Resource program is designed to provide law enforcement services and related education to our students, staff and families. This agreement is intended to operationalize the existing working agreement between the two agencies and is based upon national best practices including the United States Department of Justice's Safe School-Based Enforcement through Collaboration, Understanding and Respect recommendations.

Attorneys from the City of Naperville and Naperville School District 203 have collaborated on this agreement and what is presented to you in this document is reflective of that collaboration and are in compliance with all laws.

The administration is recommending that this IGA be accepted and approved at the February 18, 2020 Board of Education meeting.

Board questions/comments:

None.

Attached is the Memorandum of Understanding between the City of Naperville and the Board of Education of Naperville District 203 for School Resource Officers for your review. School policing is intended to promote a safe, welcoming, and inclusive environment for all students, staff and other members of the school community. The SRO program provides District administrators with law enforcement resources and expertise to assist with and maintain safety security, and order in the school environment, and bridges a gap to related community services.

In the past, we did not have an MOU with the City in regards to the SRO program, however we worked closely and collaboratively to ensure laws were being followed and services were being provided that were in the best interest of our school communities.

This MOU operationalizes and clarifies the responsibilities of the City and the District, the roles and responsibilities of the SRO and District administrators, and the scope of their authority in the administration of the SRO program.

Attorneys from the City of Naperville and Naperville School District 203 have collaborated on this agreement and what is presented to you in this document is reflective of that collaboration and changes to the law.

The administration is recommending that this MOU be accepted and approved at the February 18, 2020 Board of Education meeting.

Board questions/comments:

Will we have a similar one with Lisle?

Yes, is in the works with their legal counsel.

It would be helpful to have administration's response to the comments handed out earlier.

If you have additional questions, please submit them to Superintendent Bridges.

NPD Reciprocal Agreement

Assistant Superintendent for Secondary Education Nancy Voise explained the reciprocal agreement with the Naperville Police Department.

Attached is the Agreement concerning Reciprocal Reporting between District 203 and the City of Naperville for your review. State law, as reflected in the Juvenile Court Act, requires a reciprocal reporting agreement between the school district and law enforcement regarding criminal offenses. Attorneys from the City of Naperville and Naperville School District 203 have collaborated on this agreement and what is presented to you in this document is reflective of that collaboration and changes to the law.

The administration is recommending that the reciprocal reporting agreement be accepted and approved as presented at the February 18, 2020 Board of Education meeting.

Board questions/comments:

None.

First Reading Policy 7:150-Police Interviews

Assistant Superintendent Voise reviewed the proposed Policy 7:150 Agency and Police Interviewing. The proposed policy has been revised and reviewed by legal counsel to reflect changes in the law and PRESS recommendations.

Board questions/comments:

This complies with the Law and is current practice, correct?

Yes, we implemented this policy in August following training of staff in the summer. This is our current practice although the law did not go into effect until January 1, 2020.

There was continued conversation regarding fee waivers. Board member requested that fee waivers be looked at in isolation and the Board does not have to do what benchmark districts do. This does not have to be done in conjunction with abatements of debt levy or general levy.

Both of those are harder to reverse while the Board has a lot more control over fees. The board can decide to collect fees one year and not the next. Would it influence the Board's judgement on this if you would receive calls, emails or public comment on this topic in numbers?

It will be helpful to receive the benchmark data. When we look at abatements or a reduction in the levy that effects every taxpayer in our community and not just those who have students in schools. Board members noted that all communications from the community are impactful and are heard. The Board has to look at all factors that affect educational programs. The Board should be very careful to pull all

fees and then having to put them back. The Board must look at the long term and not just short term fixes.

Discussion with Action

None.

Old Business

None.

New Business

None.

Upcoming Events

Superintendent Bridges noted the upcoming Presidents' Day Holiday on February 17, 2020 and the next Board of Education meeting on Tuesday, February 18, 2020.

Thursday, March 19, 2020, NEF Building a Passion breakfast.

Adjournment

Donna Wandke moved seconded by Charles Cush to adjourn the meeting at 8:51pm.

A voice vote was taken. Those voting yes: All. Those voting no: None. The motion carried unanimously.

Approved: February 18, 2020

Kristin Fitzgerald, President, Board of Education

Susan Patton, Secretary, Board of Education