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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. October 1, 2018 AT 7:00 P.M., CLOSED SESSION 6:30 p.m.

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### **Call to order**

President Kristin Fitzgerald called the meeting to order at 6:30 p.m. Board members present: Charles Cush, Kristin Fitzgerald, Kristine Gericke, Janet Yang Rohr, Paul Leong and Donna Wandke. Absent: Terry Fielden

Administrators present were:

Dan Bridges, Superintendent,  
Bob Ross, Chief Operating Officer,  
Carol Hetman, Chief Human Resources Officer

### **Closed Session**

moved, seconded by to go into Closed Session at 6:00 p.m. for consideration of:

1. Pursuant to 5 ILCS120/2(c)(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District.

### **Meeting Opening**

Charles Cush made a motion, seconded by Terry Fielden to return to Open Session at 7:01pm. 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, Terry Fielden, Kristine Gericke and Janet Yang Rohr, Charles Cush.

**Student Ambassadors present:** Seamus McGuinness, NCHS and Haley Cush, NNHS.

**Administrators present:** Dan Bridges, Superintendent, Roger Brunelle, Chief Information Officer Chuck Freundt, Assistant Superintendent for Elementary Education, Jennifer Hester, Chief Academic Officer, Carol Hetman, Chief Human Resources Officer, 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 Operating Officer, Nancy Voise, Assistant Superintendent for Secondary Education, and Jayne Willard, Assistant Superintendent for Curriculum and Instruction.

### **Pledge of Allegiance**

Board Members led the Pledge of Allegiance.

## Good News

Superintendent Bridges acknowledged that October is Principal appreciation month. He thanked all 22 principals for their hard work and commitment.

Betsy DeVos announced that Naperville North High School is a Blue Ribbon School.

The National Blue Ribbon Schools Program recognizes public and private elementary, middle, and high schools based on their overall academic excellence or their progress in closing achievement gaps among student subgroups. Every year the U. S. Department of Education seeks out and celebrates great American schools, schools demonstrating that all students can achieve to high levels. More than 8,500 schools across the country have been presented with this coveted award. The National Blue Ribbon School award affirms the hard work of students, educators, families, and communities in creating safe and welcoming schools where students master challenging content. The National Blue Ribbon School flag gracing an entry or flying overhead is a widely recognized symbol of exemplary teaching and learning.

## Congratulations to all at NNHS!

Four Board of Education members will be honored at the IASB DuPage Division Fall Dinner to be held on October 2, 2018.

Charles Cush	Master Board Member Level I
Terry Fielden	Master Board Member Maintained
Kristin W. Fitzgerald	Master Board Member Maintained
Donna Wandke	New Master Board Member

Thank you and congratulations for your commitment to the community and students of District 203.

## Public Comment:

None

## Action by Consent:

### 1. Adoption of Personnel Report

	EFFECTIVE DATE	LOCATION	POSITION
RESIGNATION-CERTIFIED			
Paola Cruz	10/15/2018	Elmwood	EL
Cristina Dorsey	9/28/2018	Scott	2nd Grade
APPOINTMENT-CERTIFIED FULL-TIME			
Karen Seymour-Ells	10/1/2018	MJHS & Naper	Occupational Therapist
Carolina Pierce	10/1/2018	Scott	2nd Grade
REVISED CONTRACT-CERTIFIED FULL-TIME			
Matthew Colbert	8/13/2018	JJHS	Vocal Music
Michael Kralovic	8/13/2018	NCHS	Foreign Language-Chinese
REVISED LEAVE OF ABSENCE-CERTIFIED			

Jillian Jacobucci	8/13/18 – 5/24/19	Scott	2nd Grade
RETIREMENT-NON-UNION CLASSIFIED			
Gary Gebauer	11/30/2018	Naperville Central	Facilities Manager
RETIREMENT-CLASSIFIED			
John Bootz	8/14/2019	Transportation	Bus Driver
Barbara Lamb	12/31/2018	Naperville Central	Health Technician
Michael Meisch	9/6/2019	Transportation	Bus Driver
RESIGNATION-NON-UNION CLASSIFIED			
Jennifer Hannon	9/28/2018	PSAC	Communications Manager
RESIGNATION-CLASSIFIED			
Tara Barnard	10/3/2018	Mill Street	Special Education Assistant
Johnell Collins	9/28/2018	Buildings and Grounds	Custodian
Rebecca Collins	9/16/2018	Elmwood	Instructional Assistant
Laura Kopstain	9/27/2018	Kennedy	Academic Support Program Assistant
Sarah Redding	9/27/2018	Mill Street	Special Education Assistant
REASSIGNMENT-NON-UNION CLASSIFIED			
Elizabeth Wenzel	9/26/2018	PSAC	Learning Services Coordinator
EMPLOYMENT-CLASSIFIED FULL- TIME			
James Crandall	10/1/2018	Naperville North	Custodian
Armand Dantignac	10/2/2018	Naperville North	Campus Supervisor
Pasquina Frantantion	10/2/2018	ARECC	Special Education Assistant

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

### Student Ambassador Reports

Haley Cush-NNHS

- NNHS was named a National Blue Ribbon school for overall academic performance and progress in closing achievement gaps.
- Our college and career center hosted an informational junior parent night last week. The center has also been and will continue to host over 200 colleges and universities.
- Parent teacher conferences are this week on Thursday and Friday
- Naperville North Students will have the opportunity to learn about different fields of interest from local professionals on October 4, job shadow day

- North celebrates its seven National Hispanic Scholars as well as its now 15 seniors in the class of 2019 with a perfect 36 on the ACT
- Girls golf team won DVC and is on to the state series
- Boys soccer competed and won in an Iowa tournament last week, also defeating Naperville Central
- Girls cross country competed in Minnesota this weekend, JV won 2nd in the Naperville invite against other varsity teams
- Girls volleyball was victorious against Hinsdale South
- Tennis DVC is fast approaching.
- The crosstown game was Friday, there was great energy.
- The annual murder mystery theater dinner was Saturday which is a fun event where the community can enjoy dinner and a show.
- Rehearsals for Winnie the Pooh and the fall radio play Dracula is in full swing.
- Marching huskies won class 1A at the Red and Black Fall Classic at Northern Illinois University

#### Seamus McGuinness-NCHS

- This week will end early for students, with no school this Thursday and Friday, the 4th and 5th due to parent teacher conferences.
- Next week is Homecoming and there will be assemblies on Monday and Friday. Our space-themed homecoming dance on Saturday, October 13th.
- The Junior parent planning night last week was a success, as many parents gathered to hear more information in a presentation centered around the standardized testing process. Now that it's October, FAFSA applications for financial aid are open, and the school will be hosting a workshop around the process on Tuesday, October 9th.

#### **Superintendent/Staff/School Report**

Superintendent Bridges invited Brian Valek to offer his SIP report.

- Over the past five years, our student enrollment has fluctuated yearly but has not significantly impacted building usage.
- Our student diversity has remained relatively consistent, with no large changes to the makeup of our student body.
- KJHS has seen growth in two special populations, students with IEPs and families identifying need for financial assistance. This growth has influenced how we disperse staff, managed some of our resources, and impacted how we schedule classes.
- Since I last presented to the Board two years ago, our school community has engaged in several areas of focus which have helped benefit student growth and achievement.
- Participation in the standards reporting pilot since the fall of 2016 has involved extensive engagement and feedback from all stakeholders including teachers, students, and parents. Though this pilot will be detailed at the October 15th BOE meeting, I can report that our participation has resulted in common grading practices that have improved teacher examination of evidence of student learning, stronger student reflection, and clearer description to parents of the performance levels that mark student achievement. This spring, our focus has been on the common grading practices of using performance language when providing feedback to students, making a distinction between formative and summative work, providing varied reassessment opportunities to enable students to demonstrate mastery, and separating academic performance and behavior when reporting. The professional learning around these practices has helped direct focus to learning over grading.

- Our staff collaboration has continued to grow and flourish in the past two years. As we move closer to implementing the Multi-Tiered System of Support, staff have used their weekly Professional Learning Community (PLC) meetings to create common assessments, provide differentiated instructional techniques, and review data in order to identify students needing additional support or intervention.
- Our enhanced staff collaboration has helped us improve our delivery of services through special education. In the past two years we have increased the number of students being included in general education classes and reduced the instances of providing support through pull-out schedules.
- Moving into our school improvement goals, we recognize that three specific strategies have helped our students' growth and achievement in literacy.
- Our ELA teachers have adopted and embraced the readers' and writers' workshop models to use in our daily blocks of language arts. These structures help students through frequent, specific teacher feedback on reading and writing, exposure to literature varied by level, genre and interest, and empower them to be self-directed in their own goal setting.
- Literacy standards are embedded in the instruction taking place throughout the building. Recent revisions to science and social-science curriculum have emphasized the claim-evidence-reasoning structure in writing. Non-core subjects, such as art, Project Lead the Way and Family Consumer Sciences, are frequently employing written reflections. PE teachers have partnered with other content areas to provide vocabulary review paired with fitness training. And world languages have enhanced their use of literature structures in class studies.
- To address recognized achievement gaps in our student data, ELA teachers have regularly attended professional development centered on emerging trends in young adult literature. We have invested in our classroom libraries to include texts specifically selected to address the varied reading levels, diversity of cultures, and points of view present in our classrooms.
- As a result of using these strategies, we have seen successful achievement by our students in reading data.
- Recent measurements of literacy on the PARCC exam suggest a slight trend downward; however, I am hopeful results from the 2018 assessment will demonstrate significant progress towards our school improvement goal for literacy.
- Three specific strategies have also been employed to address our math school improvement goal.
- Staff collaboration in PLCs has increased our efficacy in identifying students with learning needs, particularly those who are missing important background knowledge. We have provided additional small group math interventions in supervised study while redistributing math support in classrooms during instructional periods.
- Teacher collaboration, coupled with our participation in the standards-reporting pilot, have helped to reshape assessment practices to better inform teachers of student progress as well as enhancing staff's ability to illustrate to students where along a learning progression their performance lies. An example of a seventh grade math quiz, designed in a PLC among math teachers and our Learning Support Coaches, is significant for three key features:
  - The organization of questions by row is aligned by performance standards from beginning to exemplary. Students must answer all questions in a row to provide sufficient evidence of that rating.
  - In addition to answering questions correctly, students must provide a description of how they successfully solved the problems in order to earn a 'secure' rating.
  - Students are required to attempt the challenge questions to earn a secure rating.

- Ultimately, our common reassessment policy allows students the opportunity to continue to demonstrate security in a standard until they are secure.
- Student reflection and teacher feedback are two other tools that help further student understanding and provide evidence to the teacher of learning. Teachers use digital tools, such as Flipgrid or Educreation, to empower students to best express themselves in the modality that is most successful for them.
- Our math data suggests that these strategies have been productive for our students. These numbers identify the percentage of Kennedy students who scored above the 50<sup>th</sup> percentile on the Performance Series.
- Performance Series measurements of math achievement reveal upward trends for students over the past four years.
- PARCC assessments of math proficiency have remained consistent over the past two years, but I hope that 2018 results shared next month will reveal further upward trends by our students.
- Our school improvement goals also address full implementation of the District 203's social emotional goals.
- Class activities have embedded strands of the SEL curriculum. For example, our PI+ program implemented a yearlong learning activity referred to as '10 Time' projects in which students identified their own strength and/or area of interest which they applied to improve their local or school community. Project topics included raising awareness of the lack of diverse characters in literature, promoting positive messaging for teens through social media, and devising a pen-pal program with students in the district to serve as role models. Students were self-directed in their goal setting, implementing of their projects, and sharing their experiences with their peers.
- Extra-curricular programs are also being used to further the inclusiveness of our environment and support the SEL curriculum. Over the past two years we have added a middle school chapter of the SUCCESS program and provided evening programs to foster self-esteem and goal setting. Each of the past two years, over 100 students have signed up to be positive peers and help students in our specialized program during the school day or special after school events. This year, we are also adding a chapter of the Gay Straight Alliance to provide more opportunities for students to feel connected to Kennedy.
- We will continue to monitor our implementation of the curriculum through review of data from sources such as the Illinois Youth Survey.
- While recent trends have generally shown improvement in our climate and environment, we are also aware of opportunities to further address student needs in areas related to bullying and mental health. Most recently, Kennedy 6th and 7th grade students have participated in the district's Signs of Suicide program, and we are promoting anti-bullying efforts in the month of October through the STOMP Out bullying campaign.

**Questions:**

**Board Members loved the updating of the classroom libraries with books that appeal to a more diverse population of students. How has that impacted students?**

- They have seen an increase of students reading more as they are relating more to the characters in the books.

**In the presentation shows the responses to an Illinois Youth Survey for years 2014, 2016 and 2018. Can you tell us more about this data?**

- The survey asks approximately 75-80 questions
- Look at some key points that KJHS will really focus on. Do still have instances of students being bullied even though the numbers have gone down. Encouraging students to not just be a bystander and to learn to report bullying instances that they may see or hear about.
- Still concerned about the students who identify as being sad for two weeks or more. Working on plans to provide some sound support to these students.

**Do all students take the IYS?**

- All 8<sup>th</sup> graders.

**We all would like to commend you on KJHS' PARCC Scores.**

- We are hoping to see the total goal happen over a couple of years.
- We attribute our scores to reassessment opportunities allowing students to become secure in the standard and our continued focus on the learning.

**President's Report**

President Fitzgerald reported that she and Superintendent Bridges met with the Superintendents and Board of Education Presidents from D200 and D204 regarding a Legislative Breakfast. We had a great first meeting. One of the ideas is having a breakfast after the swearing in of new IL legislature and before the passage of bills where Superintendents would present about initiatives in district. The group will have several more meetings to finalize the format.

**Board of Education Reports**

None

**Discussion without Action**

**IASB Resolutions**

Superintendent Bridges mentioned that later this fall the Board of Education will participate in the Illinois Association of School Boards (IASB) conference at the joint annual conference.

You each have a copy of resolutions that have been presented by Boards of Education across the state for your consideration. Please review and ask questions. Cabinet will also review the resolutions and we will look at them again on October 15, 2018.

**BOE Discussion:**

Mr. Fielden who is the Resolutions Chair for IASB mentioned that the first three resolutions are the same. Teachers being armed has been discussed in each of the last three years. Logic is because of rural districts who don't have SRO or law enforcement who could arrive quickly. Not every district has to abide by passed resolutions. The resolutions call for a lot of training of people within the buildings. It is the belief of Mr. Fielden that school districts and school boards should be placing pressure on state legislators to add funding and training. There is always a risk with firearms in the hands of civilians. This is not a resolution that this School Board is looking to support.

**How are the officers aware of who is a "good guy" with a gun vs the perpetrator?**

Police officers would need to be involved in any training at any district who supports this resolution.

**We will want the administration's view. Is this where we want IASB to put their time and resources?**

**We need to look at what is the direction we want to move?**

Review the resolutions as they are written and reach out to Superintendent Bridges with any questions.

**The Board indicated that they would like to have an opinion of our local law enforcement.**

**What are some studies or data or resources on the subject?**

**Energy savings resolution.**

Raised by one of the DuPage districts. These districts would like to do some energy studies by engineers and not use performance contractors.  
Would save a step and cut down on some fees paid to the contractors.

### **IASB Resolutions Delegate**

The Boards of Education who participate are allowed to have a delegate. At the October 15 Board of Education meeting, you will need to appoint a delegate to the IASB conference.

The position of the delegate is to present on behalf of the Board of Education. Mr. Fielden's experience as Resolution Chair might be worthwhile. Please express your interest so that we can vote once we have a written statement.

It is an annual opportunity so if it doesn't work out this year, there will be another opportunity next year.

### **CTE Course Proposals**

Jayne Willard, Assistant Superintendent for Curriculum and Instruction and Jill Hlavacek, Director of Innovation and Learning, updated the Board of Education on CTE curriculum development and pathway revisions in the area of technology and engineering education and recommend new high school courses for board of education approval.

- Career & Technical Education (CTE) in District 203 centers around four main areas - Business Education, Family & Consumer Sciences, Agriculture Education, Technology & Engineering Education. The variety of course choice we offer students is vast. District 203 is a leader among our benchmark districts due to the quality of programming, experienced staff, and level of community partnerships and engagement within the district.
- The skills they are developing in our programs and the innovative approaches we take to create engaging classrooms leads to increased post-secondary opportunities for students. Courses and pathways are designed around student needs & interests, industry trends, best practices in education and postsecondary options.
- CTE course outcomes align to the district mission and prepare students for college & careers centered around three skill areas:
  - **Academic Skills** = Students practice skills aligned to Common Core Standards and Next Generation Science Standards in their CTE classrooms – they defend ideas, support their thinking with textual evidence, persist in solving problems, and communicate solutions via technology and within teams.
  - **Employability Skills** = Through CTE courses, students work to develop and cultivate career readiness skills such as responsibility, creativity, problem solving, teamwork, collaboration, ethical decision-making that are needed in all occupational settings.
  - **Technical Skills** = These are industry driven, career specific skills that can relate to certification, licensure, or degree specific training = Students learn in relevant, authentic settings where students can make connections to class and community – with curriculum aligned to industry driven and career specific standards or tied to future certification or licensure
- The 49 certified Career & Technical Education staff across the district are committed to providing rigorous and relevant learning that provides real world, hands on knowledge and skills aligned to current industry trends and careers.
- This work is part of the overall revisioning for CTE and the Technology & Engineering Education Department which began in 2017. This past school year we met as a district-wide department to vision high priority work for this area. Information Technology (IT), including cybersecurity, was a high level priority for all stakeholders.
- Team members attended conferences, workshops, and procured sample resources to better understand curricular options. Teachers were able to meet with outside post-secondary experts



from local colleges to learn about potential partnership opportunities. Departments then shared learning and research to identify areas for shifts and create an action plan for a new IT-Systems pathway with finalized course recommendations.

- The plan for IT pathway implementation would mean new course offerings for students in the fall of 2019-20. This work requires a collaborative effort of expert teachers and Instructional Coordinators, building and district administrators, and D203 IT leaders. If approved, this year we will complete curriculum development, secure any supplies and equipment, and provide professional learning to staff.
- Mrs. Willard and Mrs. Hlavacek are recommending 3 new high school courses for Board of Education approval. Information Technology Systems 1 (ITS 1) and Information Technology Systems 2 (ITS 2) and Project Lead the Way (PLTW) for Cybersecurity. ITS 1 provides students an in-depth, hands-on look at the hardware and software used to power personal computers and information systems around the globe. ITS 2 provides students an in-depth, hands-on look at more sophisticated IT systems including computer networking principles, system security, and computer forensics. Cybersecurity is a course in which students explore the tools and concepts of cybersecurity and create solutions that empower people to share computing resources while protecting privacy.
- Through the curriculum development process, two courses were identified for removal from the menu of offerings. We propose to remove Computer Repair/A+ Certification and LAN/WAN Networking. While creating the new sequence of courses, we will work to retain our ability to offer Dual Credit for students as well as help them begin the process of securing CompTIA certifications from completion of our courses.
- Our teacher team has been diligent in researching this field of study. Our Systems and Software teachers are some of the best in the area. They are truly committed in bringing relevant opportunities to our students that will open doors for successful college and career paths.
- ITS1: Students who take this course will have a strong foundation of knowledge to take the next courses in the IT sequence (ITS2 and Cybersecurity). This course will also help them begin preparing for a CompTIA A+ certification which is a globally recognized IT certification that can help them gain employment. This course should also remain dual-credited with the College of DuPage as it aligns with the learning outcomes of CIT 1111. This course's learning standards are aligned with the industry standard CompTIA A+ Certification. These are the same learning standards for CIT 1111 and CIT 1112 at the College of DuPage.
- ITS2: will continue the strong foundation of ITS1 knowledge, while also preparing students for the ITS capstone course, PLTW Cybersecurity. The course will build students' interest and curiosity in today's IT systems, potentially leading to a computer science or information technology college major and career IT opportunities. This course will also help students begin to prepare for the CompTIA Network+ certification, which is an industry standard and globally recognized IT certification. We recommend this course is considered for dual-credit with the College of DuPage CIT 1116.
- We are recommending a sequence of courses that completes an IT-Systems pathway to support our already very strong Computer Programming (IT-Software) pathway, resulting in widening the IT options for all students. Existing courses, Programming 1 & 2, AP Computer Science, Software Engineering 1 & 2 fit into the IT-Software pathway creating software to be used for computer systems. These pathways, systems and software, converge at the STEM Capstone Course.
- The purpose of curriculum redesign reflects current industry trends, goals for pathway development, and student knowledge. Students today are coming in with more exposure to concepts from current courses and experiences. The way consumers use information technology is changing in the world around us. Break/fix is less of a focus with the cost of devices today. Information privacy is of the greatest importance in society.

- Course offerings need to reflect job growth and trends. Nationwide there is a shortage of cybersecurity professionals. Illinois is particularly desperate.
- Information Technology is a defined career pathway. The pathway houses all IT related courses (ITS, Cybersecurity, Computer Science). The curriculum is truly divided between IT-Systems and IT-Software. Both the Systems and the Software branches of the Information Technology pathway converge at STEM Capstone Course.
- As with all our curricular areas, we constantly Change, Adapt, Innovate, Improve, and Evolve. This is especially true with our Career & Technical Education Department. CTE is an ever changing area, driven by industry trends. Teachers in this area embrace the continuous improvement process. They work every day to ensure innovative & relevant programming.
- We want to capture this excitement with a strategic approach in our “next steps” in the department visioning, by keeping a laser focus on preparing students for careers of the future. This mindset is part of our CTE department and remains important as we design our 6-12 experiences. We see many opportunities to support our district mission and produce graduates who are college and career ready. We know how important it is for our students even as young as 6th grade to see college as a part of their career pathway.

Questions:

**Board members are interested in knowing if any programs align to certifications?**

- Yes, that is what we will be working for.

**What would level of interest that would drive enrollment be in these new course offerings?**

Through interests and capabilities.

**Student Ambassador Seamus McGuinness noted that he has taken both courses that will be removed. I can see the increase in Cybersecurity will be helpful.**

**Board members asked if the courses that lead to the Stem Capstone need to be taken in the order presented.**

- We are looking at the pathways. Students can move between the two and not have to take prerequisites. This allows teachers to focus on the skills that students bring to the class.
- These are the recommended pathways but there can be some flexibility.

### **Master Facility Update**

With the completion of the Master Facility Plan (presented to BOE on 9-21-15), Administration will annually present to the Board the updated Five Year Capital Improvement Plan (CIP). The CIP is essentially the planned steps that we will take in the next five years to achieve the goals in the Master Facility Plan.

The presented Capital Improvement Plan (CIP) includes the current fiscal year’s projects that have been completed or are being completed along with 4 additional years of proposed projects.

Approving the FY2019-2020 CIP is the first step in putting the plan into action. With this approval, Administration can begin to have the projects designed and prepared for bidding. The Board will approve the bid contracts associated with the CIP just as they would under any other bidding circumstance.

Administration will be looking for action at the Board of Education meeting on October 15, 2018.

Questions:

**The Board of Education is appreciative of the hard work that has gone into creating this plan.**

**Board members have requested pictures of the work that is both ongoing and has been completed.**

**It was also noted that ongoing upkeep of facilities to keep students learning safe by replacing older piping and mechanical units. This upkeep also brings both an energy and labor savings.**

Please continue to submit any questions to Superintendent Bridges.

## **Discussion with Action**

### **Approval of Waiver of Claims Agreement**

Terry Fielden made a motion to approve the Waiver of Claims Agreement as presented, seconded by Paul Leong. Those voting yes: Leong, Fielden, Fitzgerald, Cush, Gericke, Yang Rohr and Wandke. No: None.

### **Old Business**

None

### **New Business**

Election calendar. Board Member Fielden noted that his term ends in April and he will not be seeking reelection. He wants the community to know there will be an open seat.

### **Upcoming Events**

**October 3, 2018 HURRAH General Meeting 1:30-3:00pm**  
**Conferences on Thursday and Friday**  
**IASB dinner**

### **Adjournment**

Donna Wandke moved seconded by Kristine Gericke to adjourn the meeting at 8:16p.m. A voice vote was taken and the motion carried unanimously.

Approved: October 15, 2018

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Kristin Fitzgerald, President, Board  
of Education

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Susan Patton, Secretary, Board of  
Education