
MINUTES OF A MEETING OF THE BOARD OF EDUCATION, NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE AND WILL COUNTIES, ILLINOIS, HELD AT NAPERVILLE CENTRAL HIGH SCHOOL 440 AURORA Ave, NAPERVILLE, IL 60540
April 6, 2021, AT 7:00 P.M., CLOSED SESSION 6:00 p.m.

Call to order

President Kristin Fitzgerald called the meeting to order at 6:01 p.m. Board members present: Tony Casey, Kristin Fitzgerald, Kristine Gericke, Joe Kozminski, Paul Leong and Donna Wandke. Absent: Charles Cush.

Administrators present were:

Dan Bridges, Superintendent,
Bob Ross, Chief Human Resources Officer
Michael Frances, Chief Financial Officer/CSBO
Joe Perkowski, Legal Counsel

Closed Session

Kristine Gericke moved, seconded by Donna Wandke to go into Closed Session at 6:01 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.

Meeting Opening

Donna Wandke made a motion, seconded by Joe Kozminski to return to Open Session at 7:08 pm. A roll call vote was taken. Those voting yes: Casey, Fitzgerald, Wandke, Kozminski, Leong and Gericke. No: None. Absent: Cush. 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, Tony Casey, Joe Kozminski, and Kristine Gericke. Absent: Charles Cush.

Student Ambassadors present: None.

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, Stephanie Posey, Assistant Superintendent for Secondary Education, Bob Ross, Chief Human Resources Officer, , and Jayne Willard, Assistant Superintendent for Curriculum and Instruction.

Pledge of Allegiance

Led by the Board of Education

Board President Fitzgerald read a statement condemning hateful acts that have taken place toward Asian Americans. She noted that as a district we have resolved to create a positive learning environment for all students that is equitable, inclusive and focused on the social and emotional needs.

We stand with the Asian American community. She then asked for a moment of silence.

Good News

Mrs. Mondini reported during a live segment on ABC’s Good Morning America on March 31, the College Board surprised 25 class of 2021 students from across the country with \$40,000 scholarships for completing the college planning steps laid out in the College Board Opportunity Scholarships program. Naperville 203 student Vivek Ily, a senior at Naperville North High School, was among the recipients of its Complete Your Journey Opportunity Scholarship winners announced. These twenty-five students in the class of 2021 from across the country earned a total of \$1 million toward their education by completing the steps in the College Board Opportunity Scholarships program—steps that help them plan, prepare, and pay for college. “Naperville 203 congratulates Vivek Ily on this incredible honor,” said Dan Bridges, Superintendent of Schools, Naperville 203. “Vivek exemplifies our mission of self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors. We are so proud of his achievements and this scholarship will help make his college dreams a reality.”

Mrs. Mondini also reported Naperville Community Unit School District 203 is one of six school systems nationwide to receive technical assistance, collaborative support and a \$4,000 grant from AASA, The School Superintendents Association to enhance professional development and strengthen its social and emotional program. AASA, the nation’s premier organization representing school system leadership, is partnering with the Chan Zuckerberg Initiative (CZI) to launch the SEL Impact Project to enable school districts to realize the benefits of SEL and provide a supportive and effective return to in-person learning.

Public Comment:

See BoardDocs for attached comments.

President Fitzgerald gave the parameters for public comment. She will designate thee next speaker so that they have the appropriate time to enter the meeting room. Issues raised in public comment will be taken under advisement by the Board of Education but will not be discussed in this meeting. Because the questions raised in public comment address district operational matters, the Superintendent is designated by the Board to coordinate responses and will apprise the Board accordingly. All public comments have been added to Board Docs. President Fitzgerald reminded the community that as outlined in Board Policy 2.30, individuals addressing the Board should conduct themselves with respect and civility toward others. Individuals are free to express their criticism regarding Board policy or decisions by the Board but should refrain from personal attacks.

Action by Consent:

	Effective Date	Location	Position
RESIGNATION-ADMINISTRATI ON			
Christine Igoe	30-Jun-21	PSAC	Asst. Supt. Student Services
APPOINTMENT-ADMINISTRATI ON			

Kimberley Rutan	1-Jul-21	Ellsworth	Principal
RESIGNATION-CERTIFIED			
Michael Pawelski	23-Mar-21	Ellsworth	3rd Grade
APPOINTMENT-CERTIFIED FULL-TIME			
Carolina Weiss	8/16/2021	Maplebrook	School Psychologist-Bilingual
Tracy Schmitz	3/24/21-6/10/21	Ellsworth	3rd Grade
LEAVE OF ABSENCE-CERTIFIED			
Victoria Donnelly	4/7/21-end of SY21	LJHS	Science
Kelsie Kittilsen	11/8/2021-end of 1st semester SY22	Ellsworth	1st Grade
Katherine Ulreich	6/9/21-end of SY21	NCHS	Mathematics
RETIREMENT-CLASSIFIED			
Linda Battaglia	9-Jun-21	WJHS	Special Education Assistant
Carol Visney	10-Jun-21	NNHS	Campus Supervisor
Lubna Khwaja	30-Jun-21	Elmwood	Special Education Assistant
John Yackley	26-Mar-21	NCHS	Custodian Night Supervisor
RESIGNATION-CLASSIFIED			
Monica Novak	8-Apr-21	NNHS	College & Career Coordinator
Jennifer Sanders	9-Apr-21	MJHS	Health Technician
REASSIGNMENT-CLASSIFIED			
Olivia Chobak	6-Apr-21	Prairie	Computer Support Associate
EMPLOYMENT-CLASSIFIED FULL-TIME			

Amanda Wood	6-Apr-21	Prairie	Health Technician
Monica Neill	6-Apr-21	Beebe	Dual Language Assistant
Connor Boray	7-Apr-21	NNHS	Special Education Assistant
Himabindu Gogineni	7-Apr-21	Elmwood	Special Education Assistant
EMPLOYMENT-CLASSIFIED PART-TIME			
Timothy Berner	6-Apr-21	Kingsley	Computer Support Associate
LEAVE OF ABSENCE-CLASSIFIED			
Janet Rueb	3/15/21 - 6/10/21	NNHS	Special Education Assistant
Nikollaq Pipa	4/27/21 - 4/26/22	NCHS	Custodian

2. Administrator Contract Renewals

3. Certified Employees recommended for re-employment and dismissal, full time, part time, temporary and permanent substitutes.

Kristine Gericke made a motion to approve the Consent Agenda as presented, seconded by Joe Kozminski. Those voting yes: Gericke, Fitzgerald, Kozminski, Wandke, Leong and Casey. No: None. Absent: Cush.

Superintendent Bridges acknowledged Kim Rutan as new Principal at Ellsworth. Kim has spent the past six school years as Principal at Madison Elementary School in Hinsdale 181. Prior to that, she was an elementary assistant principal in Palatine, IL. She is excited about this new opportunity to join D203 and I have no doubt will provide Ellsworth excellent leadership!

Superintendent/Staff/School Report

Return to Learn Update

Superintendent Bridges gave an update on the Return to Learn plan.

- The purpose of this evening's presentation is to provide an update concerning our Return to Learn Plan, review district level results based on our NWEA MAP Growth assessment as administered to kindergarten through eighth grade students in February/March.
- Our purpose is to identify areas of strength and challenge in both reading and mathematics.
- The latter part of this presentation will outline our plans to address the academic and socio-emotional needs of our students as we conclude this school year, transition to summer and the next school year.
- Our in-person, 5 days per week return to learn plan remains on track to begin tomorrow.

- The new guidance from ISBE and IDPH recommends that schools default to in-person instruction and use the adaptive pause approach to determine when hybrid or remote learning needs to be implemented.
- We will continue to monitor the level of community transmission, the transmission level within our schools, and our ability to implement the necessary mitigation strategies.
- We will continue to update the COVID-19 Dashboard so that families can make informed decisions.
- We continue to be confident in our ability to implement the mitigation strategies and to minimize the spread of the virus within our buildings. As an additional mitigation strategy, we will continue to offer surveillance testing for students in grades 6-12 and all staff members and will be increasing the frequency to 2x per week.
- We want to remind families that have traveled internationally- they are required to quarantine following their trip unless they are fully vaccinated. Please contact your school health office for next steps.
- If you traveled domestically and were not able to follow the travel guidelines of wearing a mask, avoiding crowds, and maintaining 6ft of physical distance from people not in your household, we are encouraging families to follow the CDC guidelines and get an RT-PCR test 3-5 days after you travel and quarantine from others for 7 full days. If you are not able to a COVID test, we are asking that families quarantine for a full 10 days following their return.
- Any student that is quarantining during this time may participate in remote/eLearning.
- We are aware of the recent New York Times article about the safeguard surveillance program. The article omits several important points about the program, including how the program has been authorized to operate under guidance from the federal Department of Health and Human Services and the fact that it has successfully identified hundreds of cases of COVID-19.
- IDPH has changed the definition of social distancing for students and fully vaccinated staff during school hours to 3-6 feet of physical distance when universal face masking is in place.
- The definition of close contact, and the need to quarantine for 14 days, has not changed.
- Should your student come in close contact with an individual who has been diagnosed with COVID-19, you can expect a phone call from our health office. Staff will inform you of the close contact explain the IDPH and DCHD recommendations for quarantining and procedures for returning to school.
- These procedures are defined by the IDPH and all school districts are required to follow them.
- Dr. Nolten, assistant superintendent for assessment and accountability, will now provide an assessment update.
- In Naperville 203, we administer the NWEA MAP Growth assessment to kindergarten through eighth grade students.
- This is an online assessment of both reading and mathematics that is aligned to the Illinois Learning Standards.
- Ordinarily, we administer this assessment three times a year roughly corresponding to August, January and May.
- This school year, our first administration was conducted from mid-February to mid-March.
- We will follow up with a second administration in mid-May to mid-June.
- It is important to note that the norms to which we compare our students' performance were recently updated and are reflective of a non-pandemic state.
- Ordinarily 98+% of students typically complete this assessment. In our district, 84% of our students participated in NWEA MAP Growth assessment this past winter.
- We extended an invitation to all students to participate whether attending in-person or online/remote with transportation available.
- Quintiles slice our distribution of scores into five subsections with cuts that correspond to the 20th, 40th, 60th and 80th percentile ranks.

- The percentage of students that fell in the highest quintile, at or above the 80th percentile rank equaled 46% of students in the winter of 2020.
- The top quintile in the winter of 2021 equaled 44% of students.
- The proportions of students by quintile did not shift substantially for the district as a whole in the area of reading across kindergarten through eighth grade.
- Our median reading national percentile rank in the winter of 2020 equaled 78 and now in the winter of 2021 it equals 76.
- This is a strong indicator of district stability.
- Our median mathematics national percentile rank in the winter of 2020 equaled 77 and now in the winter of 2021 it equals 75.
- This is additional support for district academic stability.
- The Asian, Two or More Races, and White student groups demonstrated educationally insignificant differences.
- African-American/Black and Hispanic/Latinx student exhibited a larger difference comparatively.
- As with reading, we did not assess all students this winter.
- Overall, you will note lesser differences in median national percentile rank in kindergarten through fourth grade.
- Beginning with fifth grade, greater differences in national percentile rank are displayed.
- Similar to reading, retrospective analysis of the students for which we have data but didn't participate, particularly at the junior high level, suggest that they are higher achieving relative to those assessed.
- Again, this may suggest that some of the 6th through 8th grade differences are exaggerated to some degree.
- As a whole, our median performance in mathematics continues to be above average relative to a national sample.
- Shifts range from 0 to 5 national percentile ranks with a more significant shift among students identified as Hispanic/Latinx.
- We did not note dramatic shifts in the distribution of student scores across quintiles for reading or mathematics.
- Our overall reading achievement continues to be higher than our mathematics achievement.
- We observe a great degree of shift in the area of mathematics relative to reading compared to last winter.
- Grades five through eight evidenced more substantial shifts compared to other grades - some of this may be accounted for by the exclusion of historically higher achieving students at the junior high level.
- Reading shifts more significantly impacted students of African-American/Black and Hispanic/Latinx backgrounds and students with educational disabilities.
- Mathematics shifts more substantially affected students of Hispanic/Latinx backgrounds and economically disadvantage relative to other groups.
- There is stability in performance at the kindergarten and second through eighth grade levels.
- First grade performance was lower in foundational skills, language and writing, literature/informational text, and vocabulary.
- Kindergarten mathematics was higher in all subareas.
- First grade mathematics was stable with respect to measurement and data, but lower in the areas of operations and algebraic thinking, numbers and operations, and geometry.
- Mathematics achievement is an area of stability in grades second through fourth.
- Fifth grade was largely stable with the exception of geometry.
- With respect to mathematics, we identified lower areas of performance at the sixth and eighth grade levels.
- Seventh grade reflected stability with respect to geometry, statistics, and probability.

- Lower performance at seventh grade was identified in operations and algebraic thinking, and real and complex number systems.
- It is critical to recognize that many historically high achieving students did not participate in the winter testing, possibly resulting lower overall performance in mathematics as well as specific subareas.
- As we analyze the data just reviewed, it is important to remember that only 84% of eligible students took the winter MAP assessment.
- Our future analysis of the impact of the pandemic and related school closures must include multiple assessment tools and data points so we are better able to make informed instructional and programming decisions.
- School level teams have begun using MAP data to make instructional decisions for every student.
- As planned, Panorama surveys will be administered this spring to students in grades 4-12 to assess their social-emotional well-being.
- We will administer the spring NWEA MAP Growth assessment to students in kindergarten through eighth grade to evaluate concluding level of academic achievement.
- A second academic data point will provide additional confidence in our identified areas of need as we prepare for the next school year.
- As in the past, students in these grade levels will be assessed again in August once the school year is underway.
- Per ISBE mandate, we will administer the IAR from early April to mid-May and expect results from this assessment mid-summer.
- The results of this assessment in conjunction with our NWEA MAP Growth results will be integrated to fully understand our students' academic needs.
- It is critically important that we continue to support the whole child. We must focus on social-emotional learning alongside academic instruction.
- We are currently gathering additional data on how the pandemic has affected each student.
- Teams will be analyzing the Five Essentials survey to assess the emotional impact of remote learning and this spring.
- We will be surveying our students on their sense of belonging, safety and inclusive practices using the Panorama survey.
- Educators will be observing students both in-person and online to gather informal data on their social-emotional wellbeing.
- We have provided professional learning to all educators on the impact of this trauma and classroom practices that are trauma informed.
- We have implemented and will continue to implement our SEL curriculum.
- We want to ground our response to the disruption of in-person instruction within our multi tier system of support.
- Parents are viewed as essential partners and their expertise and knowledge of their child is critical in developing interventions/enhancements that accelerate learning.
- We have identified three formal collaborative teams: (1) School Improvement Team, (2) Professional Learning Community, and (3) Instructional Support Team--as the central structure for responding to the academic and social-emotional needs of students.
- School improvement teams engage in ongoing systematic evaluation of the core curriculum, the school climate based upon student data and stakeholder feedback for the purpose of adjusting current practices and structures to engage every student in rigorous curriculum, and high quality instruction to ensure every student has access to the same learning opportunities.
- Professional Learning Communities engage in an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Teams work collaboratively to assess, analyze results, and create interventions and extensions to ensure the success of all students.

- IST teams engage in developing individualized learning plans for students who are in need of intensive interventions/extensions.
- All three teams work together to analyze data, leverage resources.
- Buildings have recently received their respective winter MAP school data and will be spending time in collaborative teams to analyze and break down their individual school data by standard to identify instructional needs at the building, grade, classroom, and student level.
- Based upon the individualized needs of each building, grade level, classroom, or student, the SIP, PLC, and IST teams will develop a plan for meeting the needs of their students. The Response may include:
 - SIP determining that the master schedule needs to be adjusted to allow for more instructional minutes in math.
 - A PLC team deciding to reteach specific essential standards to all students by co-teaching with the reading or math specialist;
 - A PLC team identifying groups of students for targeted intervention in math or literacy and leveraging reading or math specialists to provide small group and individual interventions as needed.
 - An IST team engaging in individual problem solving for specific students to develop personalized plans for each student.
- We will continue to partner with the DuPage Children's Museum to provide enrichment opportunities and to partner with NEF to support students and schools with after school, summer and social-emotional supports.
- Buildings will have time this summer to meet and do a comprehensive review of the data and plan for how to best meet the needs of students in the 21-22SY and make shifts in instruction based on student needs.
- Providing students with additional time to learn the grade/course level content- through summer school is an effective strategy to address the disruption students experienced.
- We are recommending that the district fund the cost of one summer school course, for all students.
- Families may choose any course that is offered in summer school either this summer or the summer of 2022.
- Within summer school, there will be bridge courses that will support students in developing and reinforcing the skills necessary to be successful within the grade level/course.
- We will offer Algebra Essentials this summer for incoming freshman and we have added an additional bridge math course for 9th grade students enrolled in Honors Algebra or Geometry.
- Enrichment courses will once again be offered for students and at the HS level, we will be offering AP prep courses.
- We are planning for full in-person instruction this summer.
- We will also continue to livestream courses for students who are not able or ready to return to in-person instruction.
- We are also prepared to purchase summer content for all grade levels if we are unable to staff all of our summer courses.
- In addition to summer school, we will be expanding Jump Start to all elementary and JH schools.
- In addition to high quality tier one planning and instruction, we are committed to providing additional resources and supports that will benefit all students as a response to the disruption of instruction. We are recommending supports that allow students to continue to work within the grade-level curriculum and provide them with the support they need to master the essential skills.
- For the 2021-2022 school year we are recommending the following:

- Provide at least one math specialists at each building to support grade-level and content area teachers with co-teaching, targeted instruction, and differentiation necessary to meet the needs of all students
- Provide additional LBS and EL teachers at targeted schools to increase supports for students through the use of co-teaching. Co-teaching allows students to remain in the core curriculum and receive the targeted instruction necessary. It also provides additional supports to all students in the classroom.
- Enter into a contract with a tutoring agency to provide tutoring services onsite or virtual before or after school in literacy or mathematics to students identified by school teams.
- Develop learning boot camps (8 sessions) that are designed to strengthen core skills needed for mastery of the essential standards.
- Implement new resources to support math and literacy instruction.
- Expand our community school concept and provide additional social work support where necessary.
- As we have stated previously, Naperville 203 remains committed to in-person learning as the best learning environment for students. We are excited that increased in-person learning begins tomorrow, April 7, 2021, for every student who selected that model. For the remainder of this school year, we will continue to offer high quality remote learning for families who have selected that option.
- Our teams are busy working on the plans to return to full in-person learning for next fall. As we shared during the last presentation, there will be a remote option for next fall for those students who are unable to return to in-person learning due to a medical contraindication.

Board Questions/Comments:

Thank you for the report. Nice to hear that we are on track for tomorrow.

I understand that we assessed about 80% of students this year, how many are we assessing in a regular year?

Dr. Nolten responded that in a typical year we usually assess 99% of students. There are several opportunities for students in a typical year. There are parents who were reluctant to send their students in even with all precautions.

We have four assessments, the Panorama Survey, the MAP, the IAR and the Five Essentials, can any of them be done remotely?

Dr. Nolten noted that the Five Essentials Survey is completed as of last Friday. IAR is not allowed to be given remotely. We are no longer being held to 95% of students tested this year. IAS is allowed to be given remotely. MAP cannot be given outside of the school setting. Panorama can be done at home like the Five Essentials.

Can you let the community to know the options that are available?

Dr. Nolten responded we would be giving placement assessments multiple times in the summer. We may be able to give some outside on school grounds.

Thank you. At a high level, results look good. How far are you digging in to identify individual students?

Mrs. Willard stated that tonight, we have looked at the district data. PLC teams will be looking at the data on a student by student basis to see what is needed to help students achieve standards. This work belongs at the school and grade level.

Superintendent Bridges added that PLC's look at standards to see where they need to add supports for students.

8th grade math looks like a drop and we want to be sure they are ready for 9th grade math. What will be done to make sure these students are ready?

Mrs. Willard responded that strategic math teachers would work with students on a standard by standard basis. The summer essentials course focuses on 8th grade content and pre teaches 9th grade concepts. Every building will respond in whatever way best supports the students in front of them. This will look different school to school.

Can you talk about the trauma and SEL impact? Will there be a similar response to the academic needs?

Dr. Igoe responded we would use a similar process. The data gathering is a bit different as it is a lot of observation of students as well as if a parent voices concerns. We have worked with our teachers to set up their classrooms to support trauma informed practices.

Assessments for Spanish language, what is the timing and how will that work?

Dr. Nolten responded we usually use LAS LINKS around November/December. We were unable to give this assessment, as we were fully remote. This assessment is given to all Dual Language participating students. We will pick that up in the fall of 2021.

We will continue to assess those students per standards?

Dr. Nolten noted that we do continue to assess these students using the same assessments as other students.

I want to continue to ensure we are looking at those students and the impact of remote learning. Can you address when we will address the additional costs? Is this the staffing that we have already approved or is it additional staff?

Superintendent Bridges reminded that the Board of Education has allocated \$5 million for additional support for students. The staffing approved earlier does not include any additional staff that may be needed for additional support.

I am hopeful that the collaboration of staff and the SIP teams does not take away staff from teaching Summer School.

Superintendent Bridges noted that we might not be able to run all of these recommendations due to lack of student response or the lack of staff.

Mrs. Willard added that summer is typically staff collaboration time; the pandemic has changed how we collaborate. We always collaborate outside of summer school and can now do it virtually. We will make sure these are not competing.

How will parents who have already registered for summer school be refunded for a free course?

Superintendent Bridges noted that there would be a process to work with those families.

How will the end of the year special for students?

Superintendent Bridges responded that Principals are looking at what are some things that we can do to end the year on a positive note.

I know that schools are trying to adjust end of the year activities.

President's Report:

There are four who will be participating in the NSBA virtual conference this year.

We will be giving a report of what we heard and leaned later.

Board of Education reports:

Mr. Kozminski reported on the Diversity Advisory Committee. Dr. Leaks gave a good overview of activities. The Equity Institute has a component of hearing student voices. Thank you to Dr. Leaks, staff and students for pushing these initiatives forward.

Thank you for the work.

Dr. Leaks added that SIKH awareness is April 15, the day after the Asian Awareness presentation.

Discussion without Action

Superintendent Bridges noted that there are several policies for review. Changes come from a number of resources, legal, changes in School Code, from PRESS.

Policy Review: First Reading Policy 7.180, Preventing Bullying, Intimidation, and Harassment

Mrs. Posey thanked the committee who met to review and edit this policy and policies 7.190 and 7.240. The committee members included students, parents, teachers, administrators and Board of Education members Tony Casey and Joe Kozminski.

The only change in this policy is an addition of a reference in 12b.

Board Questions/Comments

None

Policy Review: First Reading Policy 7.190, Student Discipline

Mrs. Posey indicated the only change to this policy is the addition to language to address the current Elearning setting and an updated definition to sexual harassment.

Superintendent Bridges added that we would add language including an annual review of discipline data to the Board of Education.

Board Questions/Comments

Thank you for the added language for adding in the discipline data report to the Board as well as a metrics based plan to reduce discipline disparities.

Struck most of the language for sexual harassment. Can we have some language or a brief definition so that people do not have to look at another document?

When we talked about the change to Title IX, we thought our definition was stronger and would like to see us keep the strong language of our definition.

Mrs. Posey remarked that she would speak to legal counsel.

We have included isolated timeout that we have not had before.

Dr. Igoe responded that ISBE removed isolated time out. The final decision from ISBE was to include it. Our practices do not allow for isolated time out but it is in law that it be included.

We don't use it in our procedures, correct?

Superintendent Bridges responded that is correct. The policy governs but the procedure is what directs the treatment in the school setting.

Seems ill suited to be in the behavior policy. Would like to see us break this off into its own policy.

Superintendent Bridges noted that this is modeled on the PRESS guidance. The more we break away from PRESS policy, the harder it is to know if we are in compliance.

Physical restraint, we don't allow?

Dr. Igoe remarked that our physical restraint procedure does not allow us to physically restrain when a student is on the floor. This is in our procedures.

Superintendent Bridges added that we could add language at the end to point staff more clearly to the procedures.

Policy Review: First Reading Policy 7.240, Co-Curricular Code of Participation

Mrs. Posey indicated that the only change was updated language in the last section.

Board Questions/Comments

Can the report also be written for parental process of review?

Mrs. Posey noted that she would add that language.

Why have we added that students may be required to practice with the team when there is a first offense?

Mrs. Posey noted that this comes from a SEL viewpoint. Keeps kids engaged and accountable.

What is the difference from last year? Were they not allowed to participate in practice?

Superintendent Bridges noted that last year they could participate in practices not performances. There was concern about their engagement, relationships and staying engaged.

In some activities there are weeks of nonparticipation as opposed to missing one or a specified number of competitions, can we have some discussion around that?

Mrs. Posey noted that with activities, there is not a specified number of competitions so they note it days or weeks. Some of the activities may have a separate set of bylaws that outline the discipline.

Policy Review: First Reading Policy 2.260, Uniform Grievance Procedure

This policy outlines the grievance procedure for any one of several state and federal regulations. Some have been removed as they are addressed in other policies and procedural documents. This policy and policy 2.265 brings into alignment our policy with Title IX.

Board Questions/Comments

Why did we strike that the Superintendent will keep the Board informed of all complaints?

Mrs. Posey responded that until we build the policy we have to keep anyone who might be a piece of the grievance out of the process.

Superintendent Bridges added that we could add a disclaimer that the board will be updated unless it pertains to a board member.

Policy Review: First Reading Policy 2.265, Title IX Sexual Grievance Procedure

Board Questions/Comments

I see that we striking the availability of supportive measures but then it is included a little further down.

Mrs. Posey noted that this is just moving the order of the policy.

If we change the sexual harassment definition, it will just pertain to that?

Mrs. Posey responded yes.

Policy Review: First Reading Policy 7.20, Harassment of Students Prohibited

This is another policy that governs our responsibilities and procedures as a district with Title IX and other grievances specifically regarding students.

Board Questions/Comments

None

Policy Review: First Reading Policy 7.150, Police and Agency Interviews

Superintendent Bridges noted this is one of a number of policies that have been delayed.

Board Questions/Comments

Have there been any changes since we last reviewed it?

Mrs. Posey noted there have been some changes from parents' suggestions related to notification and documentation.

Policy Review: First Reading Policy 7.345, Use of Educational Technologies; Student Data Privacy and Security

Related to a presentation made to the board on student data policy.

Board Questions/Comments

None

New Course Proposals

Superintendent Bridges noted that annually, Learning Services presents to the Board of Education a review of the curriculum and resources.

Mrs. Willard referred to the memo in BoardDocs outlining the changes being brought for approval.

Music production level 2, pairs with music production level 1

Also bringing ASL as a world language. Will begin with level one and add level two the following year.

Two courses we are looking to retire, Geometry Core and Algebra II Core. Will now be enrolled in a Tier 2 support if needed.

Board Questions/Comments

I have concerns about removal of the math courses. What is the process used to determine the removal of these two courses?

Mrs. Willard stated that they looked at data. Decisions are data driven; we were looking at how students were performing. The data said that these courses are not working the way we wanted. We needed to create another curriculum that will support students more.

The Instructional Coordinators and Math specialists at both high schools looked at the data. Done with the MTSS process.

Are we looking at class size?

Mrs. Willard noted that when we co teach we do look at class size. We are also asking to add Math specialists at each high school. Teachers will help us as we design the course.

Aren't these classes co taught already?

Mrs. Willard responded that not all are cotaught.

How are the core and non core different?

Mrs. Willard stated that the standards are different.

Can you talk a bit more about the statistics course?

Mrs. Willard stated that we developed in collaboration with COD. When they pass this course, they receive college credit at COD that will transfer to their college of attendance.

We are looking are looking at the prerequisite courses to be sure these students will be successful at the college level.

Mrs. Willard added that we know we have to support students in Geometry and Algebra, we have to look at how we can do that well.

Superintendent Bridges added that we are not taking away supports; we are looking at how we can do it better.

Are the students being successful in the course but not in the assessment?

Mrs. Posey talked about the supports that NNHS is thinking about for next year.

Instructional Resources

Jenny Donatelli noted that we regularly review our resources, to replace dated materials, to add online resources and to ensure we meet the diverse needs of our students.

Board Questions/Comments

This is an addition to a longer list so it is not limited to this? What is the review process?

Mrs. Donatelli remarked that annually we have a core group, extended text committee. They identify areas where we need some more diverse topics. The books are read and narrow the list down to be sure that the text does align with the standards. These are additions to our resource offerings.

Online PE platform, where are we headed with that?

Mrs. Donatelli reported that in the fall 2019 we had a pilot in place at each of the high schools. The pandemic helped the entire PE department rethink how PE is taught virtually; this is another option for students who cannot participate in class.

Discussion with Action

None

Old Business

None

New Business

None

Upcoming Events

Superintendent Bridges noted that April 7, 2021 is the first day of in person instruction five days a week.

Last day on June 9, institute Day on June 10.

Will add June 6 as Graduation to the calendar.

Adjournment

Tony Casey moved seconded by Paul Leong to adjourn the meeting at 9:13 p.m. A roll call vote was taken. Those voting yes: Leong, Kozminski, Casey, Fitzgerald, Wandke and Gericke. No: None. Absent: Cush. Motion carried.

Approved: April 19, 2021

Kristin Fitzgerald, President, Board of
Education

Susan Patton, Secretary, Board of
Education