
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.
April 8, 2019 AT 7:00 P.M., CLOSED SESSION 5:00 p.m.

Call to order

President Kristin Fitzgerald called the meeting to order at 5:00 p.m. Board members present: Kristin Fitzgerald, Kristine Gericke, Janet Yang Rohr, and Donna Wandke. Charles Cush via phone at 5:12pm, Paul Leong arrived at 5:15pm and Terry Fielden arrived at 6:00pm.

Administrators present were:

Dan Bridges, Superintendent,
Bob Ross, Chief Operating Officer,
Carol Hetman, Chief Human Resources Officer
Michael Frances, Chief Finance Officer/CSBO

Closed Session

Kristine Gericke moved, seconded by Yang Rohr to go into Closed Session at 5:01 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.
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)(11) Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal.

Meeting Opening

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

At 7:04 p.m., Terry Fielden made a motion, seconded by Kristine Gericke to allow Charles Cush who is traveling on business to join the meeting by phone. Those voting yes: Fielden, Wandke, Yang Rohr, Leong, Fitzgerald and Gericke. Those voting no: None.

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 via phone.

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

Administrators present: Dan Bridges, Superintendent, Roger Brunelle, Chief Information Officer, Michael Frances, Chief Financial Officer/CSBO, 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

Led by the Board of Education

Good News

Superintendent Bridges reported about an upcoming event available to parents of students Birth to 5 years old. This will be a play based night focused on Social Emotional learning in preparation for Kindergarten. This is sponsored by NEF in partnership with the DuPage Children's museum. Thank you to Dr. Igoe for her work with the team and NEF and DuPage Children's museum More information can be found on the website.

Public Comment:

Rachael McKinney-Shared son Jack's story during Autism Awareness Month. Mrs. McKinney expressed appreciation educators who support Jack and his educational experience.

Mrs. McKinney proposed a challenge to Board of Education members to get to know the Autism community. What can D203 do to be more aware how students with Autism grow and learn and of the capacity to increase academic achievement of students living with Autism?

Monica Neill-Autism Awareness- Mrs. Neill shared that her oldest of three children oldest has autism and she wanted to share her story. Early intervention was started before age 2 and he was diagnosed prior to age 3. Early intervention helped him and helped parents know how to interact and work with him. Mrs. Neill wants community to know the early warning signs of Autism. We are blessed with ARECC as they noticed a HUGE change in his verbal and social abilities within a couple of weeks of his being there. He can participate in a lot of community activities. Thank you for the dedicated staff in D203.

Vidya Dorjean-Mrs. Dorjean spoke about how security can be increased. She has felt that at times there has not been a lot of communication but now understands how there could not be a lot of communications regarding an event at her child's school. Parents need information in order to know if they should keep students home to keep them safe. Mrs. Dorjean and she says others would like to see metal detectors in schools.

Action by Consent:

1. Adoption of Personnel Report

	EFFECTIVE DATE	LOCATION	POSITION
REASSIGNMENT-ADMINISTRATION			
Jeffery Farson	5-Aug-19	NNHS	Dean
Jessica Freed	1-Jul-19	NNHS	Assistant Principal
APPOINTMENT-ADMINISTRATION			
Angela Ginnan	1-Jul-19	NCHS	Assistant Principal
RESIGNATION-CERTIFIED			
Katelin Foster	11-Aug-19	Ellsworth	Kindergarten
Colby Gregg	11-Aug-19	NCHS	Agriculture
Michael Jelinek	11-Aug-19	NNHS	Social Science

RE-EMPLOYMENT-CERTIFIED FULL-TIME			
Yvette Almaraz	12-Aug-19	Mill St.	EL
Deborah Bidwell	12-Aug-19	Student Services	Student Services Coordinator
Kelsey Caldwell	12-Aug-19	NNHS	Learning Behavior Specialist
Katherine Dugger	12-Aug-19	Steeple Run	School Social Worker
Stefany Konatarevic	12-Aug-19	MJHS	School Counselor
Kathleen Mullin	12-Aug-19	MJHS	Learning Behavior Specialist
Kevin Nalefski	12-Aug-19	NNHS	Social Science
Mario Neal	12-Aug-19	Elmwood	EL
Amie Salter	12-Aug-19	NNHS	Physical Education
Karen Seymour-Ells	12-Aug-19	District	Occupational Therapist
Amy Vogelsang	12-Aug-19	NNHS	EL
Colin White	12-Aug-19	NNHS	Social Science
Kendall Willis	12-Aug-19	Naper	1 st Grade
RE-EMPLOYMENT-CERTIFIED PART-TIME			
Lindsey Fansler	12-Aug-19	JJHS/LJHS	Art (95.73%)
Kirk Hickman	12-Aug-19	NNHS	Music-Instrumental (50%)
Katie Kielminski	12-Aug-19	NNHS	Mathematics (90%)
Lori Peterson	12-Aug-19	LJHS	FACS (87.4%)
Vicki Roberts	12-Aug-19	Mill St.	Learning Behavior Specialist (50%)
Sarah Smith	12-Aug-18	MJHS/WJHS	Foreign Language-French (67%)
EMPLOYMENT OF INTERNS-CERTIFIED			
Melanie Dabrowski	12-Aug-19	Naper	School Social Work Intern
Adriana Resendiz	12-Aug-19	Prairie	School Social Work Intern
Amy Underwood	12-Aug-19	Scott	School Social Work Intern
LEAVE OF ABSENCE-CERTIFIED			
Brittany Lilly	2019-20 School Year	Maplebrook/ARECC	Occupational Therapist

Ashley Volpe	September 20, 2019 – April 5, 2020	WJHS	Spanish
RETIREMENT-CLASSIFIED			
Mary Jean Bazzetta	31-May-19	Steeple Run	Instructional Assistant
Karen Mathis	7-Jun-19	Naperville Central	Executive Secretary
Jean Pociask	31-Jul-19	Ranch View	Instructional Assistant
RESIGNATION-CLASSIFIED			
David Gaydos	1-Apr-19	Naperville Central	Campus Supervisor
Miguel Luis	12-Apr-19	Naperville North	Special Education Assistant
REASSIGNMENT-NON-UNION CLASSIFIED			
Sara McGee	22-Apr-19	PSAC	Bookkeeper
EMPLOYMENT-NON-UNION CLASSIFIED			
Patrick Dolan	29-Apr-19	Buildings and Grounds	Director of Buildings and Grounds
EMPLOYMENT-CLASSIFIED FULL-TIME			
Humera Tasaduq	20-Mar-19	Naperville Central	Special Education Assistant

2. Administrator Contract Renewals

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

Student Ambassador Reports

Haley Cush reported that as the school year is winding down, activities to celebrate the Seniors have begun at NNHS.

- Senior Celebration was held on Saturday and then powder puff on Sunday.
- Winter Guards took 1st place in their competitive group and 3rd place overall at the Midwest Regional Championship
- Girls Soccer and softball both won
- May 18 GLOW run for Nicarico Memorial Fund for Literacy
- April 25-28 at 7:00pm Les Miserables
- Freshman Jamboree for 8th graders on April 29, 2019
- SAT and PSAT tomorrow at NNHS

Superintendent/Staff/School Report

Superintendent Bridges asked us to pause in memory of Ron Gibson, Associate Superintendent for Elementary Education from 1984-2004. It was a long standing dream to have the early childhood center so it is timely that we will be hearing a report this evening on Ann Reid Early Childhood Center.

Superintendent Bridges read the write up on website.

Superintendent Bridges introduced AJ McCree, Principal of Ann Reid Early Childhood Center and invited him to bring us his report at ARECC.

School Improvement Plan-Ann Reid Early Childhood Center

- We have made a commitment to ensure every child living in Naperville District 203 has access to high quality early childhood experiences that results in kindergarten readiness.
- One key component to reaching our goal is expanding the existing services offered within District 203. Through grant funds provided by the Illinois State Board of Education, we have increased our birth to three services for young children and families, expanded our half-day opportunities at Ann Reid, and opened our first full day EC classrooms at two of our elementary schools.
- Early Childhood in District 203 consists of a variety of services that support our families with children aged birth-5.
- The primary goal of our Birth-3 program is to use home visiting to impact children and families who are at-risk of academic failure. Our parent educators work alongside families in supporting child development through play, and they provide ongoing developmental screening to closely monitor child development. Our birth-3 program has expanded from 2 to 8 parent educators as a result of increased funding through the ISBE Preventative Initiative Grant.
- We also offer preschool programming for 3-5 year olds. Within our preschool program we serve families from the community who pay tuition, and we offer spots for families at-risk of academic failure at no cost through our Preschool for All Grant.
- Our Early Childhood Program collaborates with families to create Individual Education Programs (IEPs) for students with special needs. The majority of our students with IEP's receive special education services during the school day in a blended classroom, that includes students with IEPs, the Preschool for All program and Community Preschool students.
- Our full-day blended classrooms allow our most at-risk children to access high quality early childhood experiences which supports students entering kindergarten eager and prepared to learn.
- All children enrolled in our preschool programs receive high-quality preschool education and experiences from highly educated professionals. All of our preschool teachers hold an Illinois Professional Educator's License with endorsements in early childhood education, special education, and nearly all hold an endorsement in teaching English as a Second Language.
- You will notice an increase of 140 students between March of 2015 and March of 2019, with a larger increase this year as we opened full day classrooms at Scott and Maplebrook. Enrollment continues to increase as we add community tuition spots, grant funding opportunities become available, and children in our community are identified as being at-risk of academic failure or qualify for an Individual Education Program.
- We have a more racially diverse representation than the district as a whole.
- Our preschool programs have just under 30% of students enrolled who qualify for Free and Reduced Lunch status.
- 42% of preschool aged students enrolled in District 203 receive some level of special education services through District 203. Our PFA programs account for 38% of our enrollment, and our Community Preschool Program makes up another 29%.
- We have a total of 36 different languages spoken in the homes of our preschool aged families, and about 32% of our total enrollment qualify as English Learners. Because of our teachers' multiple endorsements; students with disabilities and students with home languages other than English, can be found learning side-by-side in all classrooms.
- The State of Illinois has set 190 Illinois Early Learning and Development Standards. We are very intentional with our time and ensuring we are using every minute of the day to educate students.

- The Teaching Strategies GOLD Assessment was used to establish our current school improvement goals. TSGold is used to monitor student progress in all domains of development. Student portfolios include ratings that are completed three times per year. The data shown here includes all 3 and 4 year old students, and reflects the percentage of students who were meeting or exceeding their age expectations in the Spring Trimester.
- In the area of Language, we established *by 2019, 90% of our building will meet or exceed age expectations in overall LANGUAGE on the Teaching Strategies GOLD Assessment.*
- In the area of Mathematics, we established *by 2019, 95% of our building will meet or exceed age expectations in overall MATHEMATICS on the Teaching Strategies GOLD Assessment.*
- In the area of Social Emotional Learning, we established *by 2019, 95% of our building will meet or exceed age expectations in overall SOCIAL EMOTIONAL LEARNING on the Teaching Strategies GOLD Assessment.*
- We set a communication goal, By June 2019, **95%** of Ann Reid families will report feeling very satisfied or satisfied with current Ann Reid communication systems.
- And, we set a Family Involvement Goal, by 2019, a comprehensive family engagement plan to actively and intentionally engage families as partners will be implemented.
- A dedicated team worked to design Curriculum Maps aligned to the Illinois Early Learning and Development Standards and our District 203 kindergarten curriculum in the areas of Language, Math, and Social Emotional Learning. Our first action step for this year is that our Professional Learning communities will utilize the newly developed language arts curriculum map and TS Gold to guide their planning and discussions.
- A consistent program-wide core vocabulary will be taught through the implementation of core vocabulary language boards.
- Related services will utilize integrated therapy and co-teaching with classroom teachers to meet the language needs of students with IEPs and at-risk factors in all EC classrooms.
- The Inclusive Classroom Profile will be utilized to improve instructional strategies and classroom experiences of students with IEPs.
- Professional learning communities will utilize the newly developed **mathematics** curriculum map and TS Gold to guide lesson planning and discussions.
- Small groups and math centers will be used to address focused areas of growth.
- Transitions will be utilized to embed opportunities for students to learn and practice the ability to connect numerals to quantities.
- Professional learning communities will utilize the newly developed SEL curriculum map and TS Gold to guide lesson planning and discussions.
- Related services, LC Director, and EL teacher will utilize integrated therapy and co-teaching with classroom teachers to meet the SEL needs of students with IEPs and at-risk factors in all EC classrooms and throughout the school environment.
- Program-wide visual supports aligned to the Social Emotional Curriculum will be created and accessible to all staff.
- Ongoing professional development of SEL and capacity building will be provided for teachers, related services, teacher assistants, and administrators.
- Students with multiple disabilities will be assessed to target functional independent skills.
- An additional programmatic goal was to have 95% of families report feeling very satisfied or satisfied with the communication they receive from Ann Reid. Action steps we put in place are that all our classrooms will use the SeeSaw app to communicate with families, and a survey will be used to identify the communication most preferred by families. Results of a recent family survey shows families prefer to receive communication through the SeeSaw App and email, and 94% of families report feeling very satisfied or satisfied with current Ann Reid communication systems.
- SeeSaw - 92.3%
- Email - 88.7%

- Our last programmatic improvement goal highlights our intentions to strengthen our family partnerships.
- Families will be surveyed to identify the topics of adult education to be offered at ARECC, to support participation in Family/Child Involvement activities, and to identify the communication most preferred.
- A building wide family communication system will be developed to ensure regular communication with families is consistently implemented in all classrooms.
- Families will participate on the ARECC Advisory Council meetings held during the school year.
- A comprehensive family engagement system will be developed and integrated into the school improvement process that is aligned to the 4 principles in the ISBE Family Engagement Framework.
 - Develop a Family Engagement System
 - Build a Welcoming Environment
 - Enhance Communication, and
 - Include Parents in Decision Making
- Some celebrations we have are that more students are being supported through our services than ever before, our data indicates significant student achievement in the areas of math and social emotional learning, and 97% of our families agree or strongly agree that their family feels welcome at Ann Reid.
- An opportunity for continued growth is that we will look to strengthen our family engagement through a system to be integrated into the school improvement process for the fall of the 2019-2020 school year.

Questions/Comments:

Thank you for the report and thank you to the families who came and spoke about the work of ARECC.

AREC is the model for other districts. The program has exceeded what the original inception was. It has been a sound investment for the community.

How does ARECC work to early identify learning disabilities, e.g. Dyslexia?

Through the inclusive classroom, teachers are able to really look at each student. We don't identify students as dyslexic at ages 3-5. We do look at literacy.

Does ARECC staff have the ability to diagnose disabilities?

Staff doesn't diagnose disabilities. Yes, the staff has special training to work with and help students who do have special disabilities.

Thank you. Can you share a story that awed you in the last couple of weeks? Is there a celebration you can share?

We have Make music Monday where we start the day with a dance party. This movement wakes them up and gets their bodies moving. It also helps student to see other students and staff being silly together. We do know we are making a difference every day. I also want to say that the facility is beautiful.

Can you help me understand the increase in enrollment in 2018-2019? Do you have enough slots for these additional students in the community?

We added four full day classroom as well as classes at ARECC and 6 additional family home visitors/educators to help identify community students who may be at high risk. We do developmental screenings in the community. Working hard to get in touch with families. We do feel that we have enough space for additional students.

Dr. Christine Igoe reported that Principal McCree wasn't at AREEC when the grant was written. We are currently serving about 30% of eligible students. Our goal is to be serving minimally 40% of community students who may be high risk. We are still out looking for additional eligible students.

On slide 10 Do you have sense of growth in individual students vs growth overall/demographics?

Having only been here this year, I will need more time to really be able to speak the growth.

Can you speak to the role of parent educator?

Parents as teachers- 8 home visitors meet families wherever it is best for the families, home, library or ARECC. Parents reach out due to child not reaching developmental milestones.

Thank you for your report this evening. Have to be so excited about all the data and all the family engagement. Continuous conversation to draw in families to be engaged.

Communication has helped to keep families tuned in to the activities at ARECC. We use the SeeSaw app to help parents and teachers be in communication. This has helped parents know what is going on at ARECC on a daily basis.

Superintendent Bridges reported that in the future, we will ask Dr. Igoe to present to the Board of Education all the great things that are happening at ARECC.

President's Report

Sen. Ellman-having a different leader Don Herman take over the legislation regarding abatements. We will be working to bring him up to speed and continue our work in the House of well.

Board of Education Reports

None

Discussion without Action

Superintendent Bridges reported that we have five separate policies for first review. Administration will seek action at April 22, 2019 Board of Education meeting.

Some are required annual reviews of the policies and some are to bring us into compliance with recent legislation or compliance to Regional Office of Education.

Policy Review: First Reading Policy 2.142, Diversity

Chief Operating Officer Bob Ross reported that we want to add a reference to including our professional development, cultural competency and implicit bias. These additions support where we are headed and with compliance. We also updated our definition of diversity with input from the diversity advisory committee.

Questions:

Do we want to call this Diversity and inclusion? Do we have a recognition of those goals as well? Would it benefit from a bullet indicating all families feeling welcome, valued and celebrated?

If this is the Board of Education wishes that language can be included.

The Diversity Advisory committee has done a lot of work around those questions in the preparation of its Mission Statement. Perhaps we can circulate that at some point.

The Board appreciates the language to include all with diverse backgrounds. How do we measure the impact?

In the last bullet can we included progress on the goals so we can see the progress of these goals?

Policy Review: First Reading Policy 6.60, Curriculum Content

Board of Education last revised this policy in July 2018.

In item number four, the change grade four to grade Kindergarten.

The new policy also adds wording regarding Erin's Law.

Questions?

Is item number four funded by any grants?

No it is not funded by any Federal or state grants.

It is required to be in policy but not required to be implemented if no grants.

Regarding the change in curriculum regarding Disability History and Disability Rights movement, do you have any idea how and when that will be implemented?

We will be implementing in curriculum grades 6-12 in Social Studies. This will likely be reviewed next year.

Is that really the language- that we don't have to do if not funded and is it mentioned anywhere else in this policy?

No, it is not mentioned anywhere else in this policy.

Policy Review: First Reading Policy 7.140, Search and Seizure

Superintendent Bridges reported that Assistant Superintendent Nancy Voise will take the lead for the next three policies.

These policies are reviewed by a Committee that includes parents, students, staff and two Board of Education members.

The advisory committee met on March 19. Required by ROE to have a review. District attorneys reviewed and added some language changes. There was some language added around student privacy that is new to the policy but has been our practice all along. No additional changes were recommended.

Questions:

In the past, I have served on this committee and the review didn't include this one so is this an addition to that review?

Yes.

Can we keep the language regarding parent notification kept in?

Yes, that language will be kept. It has been our practice.

There are a lot of changes in this policy. Are the majority of changes, PRESS recommendations and legal counsel?

Yes. The committee had no other recommendations to this policy.

A board member on the committee reported that there were not a lot of comments on this policy.

Another member reported being delighted with the knowledge and awareness of the students on the committee. Good job to the teachers and staff who teach the students the policies and rules.

Student Ambassador Haley Cush reported that the teachers do a very good job of making sure that the students are aware of the policies.

A board member wanted clarifications that we are not changing practice just words.

Policy Review: First Reading Policy 7.190, Student Discipline

Assistant Superintendent Voise reported that this was the same committee who reviewed this policy. There were some minor changes and added expanded language defining weapons, bullying and cyberbullying, teen dating and violence, vaping, as well as removing some redundancies.

Questions/Comments:

A Board member who was on the committee reported that the hard work is also working to keep policies current and thorough.

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

Assistant Superintendent Voise also reported on the committee who reviewed this policy. A lot of conversation about how the code works. We received great feedback from parents and students in changes that will ensure alignment with the student discipline.

Added vaping and damage to property.

Is there a Cliff's note version of this policy so that students are always aware of the consequences?

Students reported that they don't always realize that these are year round policies and not just during the season. We have asked parents to help with that. Students report that coaches and team captains are good at encouraging adherence to the code.

Working on ways to get students to read the codes every year and every season/activity.

Student Ambassador reported that as an athlete, coaches stressed these policies. Students seem to really get the message. There is a lot of clarification about what the policy says.

Consequences are also stated.

Students were really aware of the policy and the consequences.

Is it possible to post the policy as well as the code?

Yes, we will post it tomorrow.

Discussion with Action:

Dissolving Inter Governmental Agreement of eLo (Expanding Learning Opportunities)

Superintendent Bridges gave some background on the Expanding Learning Opportunities Consortium. eLo was founded in 2014 to provide students with online learning options. Through the collaboration between the founding school districts, Wheaton Warrenville Community Schools (District 200), Naperville Community Schools (District 203), and Indian Prairie School District (District 204) teachers, students and parents have experienced high quality online learning at the high school level. In order to continue to provide online experiences that are personalized and aligned specifically to the needs of each district, the founding school districts have collectively made the decision to dissolve the consortium and continue to provide online learning experiences independently. The eLo Consortium will run through the Spring 2020 semester.

This consortium has served us well with one of the greatest benefits being the professional learning from the consortium.

The founding districts have decided to dissolve the consortium in order to provide their own online learning experiences.

There was a vote by the eLo Board on March 8, 2019 to dissolve. Each Board of Education has to vote to terminate. Blended/online learning will continue in our district. The districts are in different places and are ready to go off and offer what is best for our districts.

Will there be any negative financial impacts?

Superintendent Bridges indicated that we have no expectations of any.

Will there be any limitations in course offerings?

No, with our online and blended offerings we should be able to offer all the courses currently available.

We appreciate Dr. Jen Hester Schalk who was on the leadership team to get this developed.

Dr. Hester Schalk reported that it created a strong relationship between the three districts.

Online eLo will continue thru the 2019-2020 school year.

Terry Fielden made a motion to approve the Dissolution of the Intergovernmental Agreement of eLo, Expanding Learning opportunities as presented, seconded by Kristine Gericke. Those voting yes: Leong, Gericke, Fitzgerald, Wandke, Yang Rohr, Cush and Fielden. No: None.

Old Business

New Business

Upcoming Events

Superintendent Bridges highlighted a few events:

- **District 203 Awards-Wednesday, April 10, 2019 celebrate any of our stakeholders and choose the all-star team**

Return to Closed Session:

Janet Yang Rohr moved seconded by Terry Fielden to return to Closed Session at 8:22 p.m. for the purpose 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.

A roll call vote was taken. Those voting yes: Fielden, Leong, Wandke, Gericke, Yang Rohr, Fitzgerald and Cush. Those voting no: None. The motion carried.

Adjournment:

Janet Yang Rohr moved seconded by Kristine Gericke to end the Closed Session at 10:28 p.m. A voice vote was taken and the motion carried unanimously.

Donna Wandke moved seconded by Kristine Gericke to adjourn the meeting at 10:29 p.m. A voice vote was taken and the motion carried unanimously.

Approved: April 22, 2019

Kristin Fitzgerald, President, Board of
Education

Susan Patton, Secretary, Board of
Education