
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 7, 2019 AT 7:00 P.M., CLOSED SESSION 5:30 p.m.

Call to order

President Kristin Fitzgerald called the meeting to order at 5:31 p.m. Board members present: Kristin Fitzgerald, Kristine Gericke, Joe Kozminski, Janet Yang Rohr, Donna Wandke and Paul Leong. Absent: Charles Cush.

Administrators present were:

Dan Bridges, Superintendent,
Bob Ross, Chief Human Resources Officer,
Michael Frances, Chief Financial Officer/CSBO
Nancy Voise, Assistant Superintendent for Secondary Education

Closed Session

Donna Wandke moved, seconded by Janet Yang Rohr to go into Closed Session at 5:31 p.m. for consideration of:

1. Pursuant to 5 ILCS 120/2(c)(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District.
2. Pursuant to 5 ILCS 120/2(c)(2) Collective negotiating matters between the public body and its employees or their representatives.
3. Pursuant to 5 ILCS 120/2(c)(10) The placement of individual students in special education programs and other matters relating to individual students.
4. Pursuant to 5 ILCS 120/2(c)(9) Student Disciplinary Cases

Meeting Opening

Kristine Gericke made a motion, seconded by Paul Leong to return to Open Session at 7:00 pm. A voice vote was taken. Those voting yes: all No: None. The motion carried.

Welcome and Mission

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

Roll Call

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

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

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

Pledge of Allegiance

Led by the Board of Education

Good News

Superintendent Bridges congratulated Principal Erin Marker of Kingsley Elementary School on being named a 2019 National Blue Ribbon School.

Public Comment:

Holly Blastic, Parent, community member and volunteer with Moms Demand Action. Thank you for your leadership last year with the arming teachers' resolution. She provided the Board with reasons not to arm teachers: arming teachers is asking teachers to shoot their current or former students, training is long and takes teachers out of the classroom. The focus should be on prevention. Work on keeping guns out of buildings. Educating students and families on safe storage. Ms. Blastic asked the Board to vote against Resolution number 1.

Allison Longenbaugh parent, asked that the Board of Education Resolutions delegate vote against Resolution #1, Student Safety. Guns in circulation will always put students at risk. Arm teachers with facts and districts with funding and legislators with facts to pass.

Peyton Arens representing March for Our lives. Student at NNHS. Illinois state director. Gun prevention advocacy. Students are filled with fear of violence at school along with rigorous learning. Advanced training, mental health days, better id methods at school. Guns do not belong in our schools.

Action by Consent:

1. Adoption of Personnel Report

	EFFECTIVE DATE	LOCATION	POSITION
RETIREMENT-NON-UNION CLASSIFIED			
Connie Norgren	1/31/2020	PSAC	Coordinator-Payroll
RESIGNATION-CLASSIFIED			
Eric Casey	9/13/2019	Bus Driver	Transportation
Sean Culp	9/20/2019	Special Education Assistant	Naperville North
Michael Mongolis	5/31/2019	Music Assistant	Naperville North
Gladis Nevarez	5/31/2019	Special Education Assistant	Naperville Central
EMPLOYMENT-CLASSIFIED FULL-TIME			
Rose Herbert	9/30/2019	Elmwood	Health Technician
Sydel Hodges	9/24/2019	Meadow Glens/Ranch View	Custodian
Jill Johnson	8/19/2019	Ranch View	Instructional Assistant
Shih Ming S Li	10/7/2019	Madison	Special Education Assistant
Marybeth Spitzer	10/7/2019	Lincoln	Special Education Assistant
Jake Tesar	10/7/2019	Naperville Central	Special Education Assistant

2. Matters relating to individual students as discussed in Closed Session

3. Student Discipline

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

Student Ambassador Reports

Claire Yu-NCHS

- Because of weather, the Crosstown Classic was moved to Saturday. Central won! The Naperville North Huskies (1-4, 1-1) were defeated by the Naperville Central Redhawks (2-3, 2-0) by a final score of 23-7.
- Signs of Suicide Training begins October 7, 2019 for juniors.
- Parent teacher conferences Thursday and Friday, 5-8:30 PM and 8 AM-Noon respectively.
- The PSAT, which is a shorter version of the SAT and is used as a scholarship qualifier, will be administered to juniors on Wednesday October 16th. The day will end at 12:45 PM.
- Next week is homecoming, assemblies, dance on Saturday the 19th.

Anna Snyder- NNHS

SOCIAL

NNHS Annual Homecoming Dance occurred this past Saturday.

We had our Annual Class Olympics last week where Sophomore defeated Freshman and Seniors defeated Juniors.

The Homecoming Assembly happened last Friday and featured a performance from the Adaptive PE classes, the results of homecoming court, and entertainment done by the Xtreme Team.

On Friday the 27th, North hosted a guest speaker, Clint Pulver, to share his story and talents to inspire NNHS students to persevere and always remain authentic to one's true personality.

ACADEMICS

The FAFSA form was released on October 1st for Seniors to apply for Student Aid

The PSAT is happening next Wednesday October 16th

The learning commons has provided a list of 2019 National Books to encourage students to read books as a way for students to take a break from their studies.

ARTS/CLUBS

About a dozen NNHS Students from Band, Choir, and Orchestra got accepted into the ILMEA District 9 Ensembles.

This past week, NNHS Show Choir had their first performance of the year that featured their Fall Show. Student Government hosted their annual Mr. NNHS show last week. The winner this year was Senior, Jerecho Agudelo.

ATHLETICS

The football team played Metea this past Friday and finished with a great victory.

Girls golf won DVC last Tuesday with many girls placing in the top 10.

Girls Swim and Dive have their Senior night, tomorrow at home.

Girls Tennis players Tiffany Zhang and Irene Zhang remain unbeaten as No. 1 in doubles.

Superintendent/Staff/School Report

Superintendent Bridges invited Lisa Polomsky, Principal of Elmwood Elementary School to present Elmwood's School Improvement Plan report.

- When they set and manage achievable goals, build their reading stamina, persevere through a 3-Act Task and implement new strategies, students are living our district mission.
- Students work together to build tunnels in Science, synthesize multiple perspectives in Reading, and create 'Group Norms' to manage their behavior in small group settings.
- Elmwood Eagles look forward to contributing to our Elmwood community, our neighborhood community, and our Naperville community throughout the year in many different ways.
- Our current two-year school improvement goals will be updated this year based upon this fall's NWEA Map Growth results and the Illinois Assessment of Readiness or IAR.

- In 17-18, we set a goal for 66% of students to meet or exceed the ELA standards. I am proud to share that we met that goal in 17-18! As a result of us meeting that goal, we increased our goal by 4% for the 18-19 school year. With our current work in place, we are on the right track to meet our 18-19 goal of 70%.
- We are proud of both the 20% increase in reading achievement in 3 years' time as well as the fact we continuously meet our goal each year. What necessary steps need to take place in this coming year as we continue to work to close the overall achievement gaps at Elmwood? We're encouraged by the fact that we met our 2018 goal of 66%, and with our current work in place, we are on the right track to meet our 2019 goal.
- The focus of our work regarding subgroups has centered around Special Education students, those that are economically disadvantaged, and our Hispanic/Latino population. We are celebrating the overall growth each subgroup, with all groups showing gains from 2015 to 2018.
- In 17-18, we set a goal for 66% of students to meet or exceed the Math standards. We also met that goal in 17-18! As a result of us meeting that goal, we increased it by 4% for the 18-19 school year. Our new goal for last year, 18-19 was for 70% of students to meet or exceed in the area of Math.
- We are again proud of our gains in this area, as we have again grown over 20 percentage points in 3 years' time.
- As you can see, we met our 2018 goal and given this data trend at Elmwood as of late, we are on the right track to meet our SIP goal of 70% for 2019.
- Similarly, to the subgroup growth we've seen in ELA, we've also seen our subgroups grow in the area of Math.
- At Elmwood, we've worked hard to create a data driven culture, where we focus on giving meaningful assessments that are analyzed in a timely manner and used to plan instruction.
- In our PLCs, teams target a handful of Essential Standards to focus on in these meetings.
- A strength at Elmwood is the way in which we analyze and share out our data. We pride ourselves in the mindset of being 'ALL IN' when looking at data across the building as an entire staff to determine patterns, strengths, and goals.
- As part of the district's Strategic Blueprint 1.18.D implementation of the Social Emotional Learning (SEL) standards, teachers have focused on implementing SEL lessons embedded into their day.
- We have seen firsthand the positive impact relationships have on our students, and we create opportunities for students and teachers to have 1-1 time together to establish a connection and build rapport after a disagreement or conflict has occurred.
- With the School Board's support over the last 2+ years with our increased staffing to include both a 2nd LSC and a 2nd Math Specialist, we've been able to make a positive impact on both student learning and by building teacher capacity. Our increased Learning Support Coach allocation from 1 to 2, has allowed us to consistently support PLC efforts focused on data-driven discussions to improve instructional practices, student growth, and achievement.
- We will continue to celebrate our parent involvement on our Home & School board as they provide us with an abundance amount of support for both our students and staff. At Elmwood, our goal is to #MakeADifference through the enhancement of our mission statement to further develop the idea of shared leadership and ownership. We have much to celebrate at Elmwood and plan to continue to celebrate what is going right! We will continue to work hard to build meaningful relationships with our students and their families when we collaborate and work relentlessly together to support our students grow and reach their goals.

Questions:

None.

The Board thanked Mrs. Polomsky for her report. The Board noted that it is nice to see that you have some strategies to get over the plateaus. Congratulations on your increases in both Math and ELA. Thank you to you and your staff.

Illinois School Report Card and ESSA Overview

Superintendent Bridges introduced Dr. Patrick Nolten and CFO/CSBO Michael Frances

This is an overview with data from last year. This year's data will be released on October 30, 2019 at midnight. This can be found at illinoischoolreportcard.com

- The report is a high level preview of the content that will be shared with you including our actual data on October 21.
- With respect to outcomes, we will address the current status of the Illinois Report Card which will reflect information from the 2018-2019 academic year.
- Children with Disabilities will include students with IEPs and 504 Plans on December 1st or between December 1st and end of the test window. Will make it a bit more difficult to compare fully with last year with the addition of 504 students.
- Data reported is from students who were enrolled in our district for 134 or more calendar days.
- Exemplary-Schools performing in the top 10 percent of schools statewide, with no underperforming student groups.
- Accountable for student groups of 20 or more.
- Commendable-A school that has no underperforming student groups, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide.
- Underperforming- A school in which one or more student groups is performing at or below the level of the "all students" group in the lowest performing 5 percent of schools.
- Lowest performing-A school that is in the lowest-performing 5 percent of Title 1 eligible schools in Illinois and any high school with a graduation rate of 67 percent or less.
- ELA/Math proficiency equals the percentage of students meeting/exceeding standards.
- Graduation rate is weighted across the 4, 5, and 6-year composite rates.
- Chronic Absenteeism is the percentage of students that have missed 10% or more of school days whether excused or unexcused.
- Summative designation top 10% and bottom 5% based on All Student ranking within K-8 and 9-12.
- For the first time, every public school in Illinois will report site-level expenditure data that will appear alongside each site's summative designation. Expenses for the year ending June 30, 2019 were reported on a per pupil basis, differentiating between Federal funds and State and Local funds combined.
- Costs reported include site specific expenses as well as a share of all centralized costs.
- Users will be able to see site specific data, either separated by Federal vs. State and Local sources, or by site specific vs. centralized expenditures, all displayed with district averages.
- There will also be ways to view the financial data by summative designation, the number of low income, English language learners, and Special Education students.
- It's important to remember that this calculation is not the same as operating expense per pupil and site specific per pupil expenses can vary based on a variety of factors, including specialized programs that offer different, and often individualized resources for students as the years of service of staff which can vary from year to year.

Questions:

Questions can only be about format at this time.

Where does capital fit in the formula for site based expenditures?

Capital along with others are included in the education fund but are excluded from this formula in the operations and maintenance fund There are some other exclusions also.

Can you talk about some of the other exclusions, especially the larger ones?

Capital is by far the largest, debt service is also excluded as well as any community service based expenditures and adult education.

Are those categories in general or specific to us?

Statewide, everyone has the same exclusions.

Which are the largest for us?

Capital expenditures from the operations and maintenance fund are by far the largest.

Thank you for the context around why some schools will look different. Will there be context in the District report?

We have provided a general narrative. The biggest difference we have seen is the salary of staff as some buildings have a higher percentage of more tenured staff.

We don't have a site specific narrative but a general district narrative.

Will there be a separation between federal and local and state spending?

Each state was allowed to make a decision as to how to show spending, Illinois said we can put state and local together and separate federal. We get very little federal resources. Over 90% of our funding is from state and local funds. The reason is to show how districts are allocating their federal revenue amongst their locations.

How do IDEA funds work?

Allocated by special education enrollment by building.

Suicide Prevention Program Update:

Superintendent Bridges invited Dr. Christine Igoe to update the Board on our Suicide Prevention program.

As part of our commitment to having a comprehensive social-emotional learning curriculum, the district requested Dr. Jonathan Singer complete a suicide prevention program review in all three areas:

Awareness, Intervention and Postvention.

We received 2 reports from Dr. Singer:

- A draft preliminary report in January of 2018 that identified the priority practices and procedures we needed to address; and
- A final report in August of 2018 which outlined progress toward the priority recommendations and identified secondary recommendations for us to consider over the next 3-5 years.

The program review included:

- Reviewing all of our policies, procedures and practices within the district;
- Conducting focus groups with district staff who were responsible for implementing our policies, procedures and practices, and
- Interviewing key administrators who oversee the process.

Dr. Igoe shared some of the information Dr. Singer shared with us during our community conversation about suicide in November 2017:

- Suicide prevention is a community responsibility and requires a comprehensive plan. Schools are an important component of the community plan because of the access we have to students on a day-to-day basis.
- More importantly, suicide prevention is highly aligned with our overall mission.
- Finally, we required by an addition, often known as Ann Marie's Law, to the Illinois school code to have a comprehensive suicide prevention program in place.

As Dr. Singer shared in November of 2017,

- Suicide is the 2nd leading cause of death in youth ages 10-24
- 90% of people who die by suicide have a treatable mental illness

- Data in the state of Illinois indicates that students are less likely to report suicide thoughts but have the **same rate of planning** and a higher rate of suicide attempts when compared to students nationally. Prevention is **extremely important**.

Some key concepts in the research that guide the development of suicide prevention programs are:

- Asking someone about suicide **does not** encourage them to act- in fact- it reduces the likelihood a person will act.
- Suicide risk increases and decreases rapidly in youth- with varying degrees- not only from day-today - but sometimes within a day.
- Research shows that students are most vulnerable to acting on their STB within the first 2-3 weeks following their release from the hospital- requiring that we carefully plan and monitor students as they transition back to school.

We begin with suicide awareness which includes:

- Programs, activities or trainings that create awareness about suicide risk factors, warning signs, and protective factors.
- Identification of youth at-risk for suicide;
- Establishing formal agreements with community groups who can support suicide related services; and
- The inclusion of how to respond to a suicide crisis integrated into our overall crisis planning.

In the area of suicide awareness, there were 2 priority recommendations-

- Providing ALL students and staff, with training related to identifying, responding, and connecting an at-risk student to a trusted adult and
- Universally screening of 6-12 students for suicide risk and depression.
- The District formed a partnership with Elyssa's Mission, a nonprofit organization that provides resources to support suicide prevention, to implement the Signs of Suicide or SOS program to all of our students in grades 6-12.
- The SOS program provides training for both students and staff on the risk and protective factors, as well as, the warning signs of suicide. Students/staff are taught to ACT: Acknowledge how the student is feeling; Care - let them know you care; and Tell - tell a trusted adult so that the student can get help.
- Within the SOS program, students complete a brief screener that identifies the student at risk for suicide and depression. Parents are always notified when a student is seen for follow up.

The next area of suicide prevention, focuses on intervention which includes:

- Programs, activities and trainings that establish safety plans, protocols and procedures for suicide assessment;
- Connecting youth and families with appropriate community supports; and
- Re-entry guidelines for youth returning from hospitalization, including ongoing progress-monitoring.

In the area of intervention there were 3 primary recommendations:

- The first one was to develop clear and consistent protocols across all district schools for how we are respond to students who are experiencing STB. This includes:
 - Screening and assessing for suicide risk,
 - Parent notification,
 - Developing safety plans; and
 - Reentry to school protocols following a hospitalization

Recommendation 2 calls for us again to train all staff on their roles when a student is presenting warning signs for suicide.

The final recommendation was to establish a suicide prevention coordinator for each building or level for the purpose of:

- Supporting staff in completing SRA
- Collecting and reviewing data on all suicide related incidents
- Monitoring implementation of protocols and policies

In regards to the 1st recommendation,

- It was important that we developed one system for all staff.
 - All student services staff, K-12 has been trained on these protocols
 - For recommendation #2 we included this training within the SOS teacher presentation for all 6-12 staff and developed a gatekeeper training for our elementary staff.

The third recommendation was addressed by developing a building response team at each building with each team being led by a building administrator.

- The final area of suicide prevention is Postvention which refers to the programs, activities and trainings which reduce risk and promote healing after a suicide death.
- School-based Postvention is particularly important because suicide contagion is a phenomenon that occurs almost exclusively among adolescents.
- Our crisis manuals were updated in the fall of 2018 and we have included a procedure for in-school suicide attempts.
- The district response team developed procedures to outline how schools will respond to requests for memorials for any student or staff member that has passed away.
- Suicide attempts among gender diverse students is reported to be significantly higher than the binary students. In order to better support our students, Dr. Singer recommends that we utilize gender inclusive language in all of the materials we produce as a district, and to take extra care when communicating about suicide prevention.
- In order to build the expertise of our staff they will engage in PrePARE training. PrePARE is a comprehensive crisis training that is designed for the needs of school age students, and the structures available within school systems. Both of these recommendations will be reviewed by the district response team this school year, and recommendations for implementation will be given by the end of the school year.

Questions:

Thank you for the outstanding report, it is wonderful to see all the progress in this area.

According to a Student Ambassador, students report that universal screening is a concern at NCHS.

It is screening that we use for all students. Screening is important to make sure that if students are experiencing those thoughts that they tell and get help.

A Student Ambassador asked, do you think that students sometimes are not honest on the screening?

Sometimes that is going to happen but the research shows that is not the case.

Student Ambassadors also asked, how do you resolve the fear that if students answer they will get sent to a mental health center?

It is our responsibility to take care of students who may have some issues.

What plans are in place to help students feel like they can go and talk to a School Counselor without their parents being called?

We do have an obligation to call parents and make a referral if we believe that students are in trouble.

Can you reassure that our work abides with state and federal laws?

We have been working closely with Dr. Singer and he has helped us make sure we are following the best evidence based practices. We have also had our attorneys review our procedures to make sure we are following all the guidelines.

Have we updated our policies?

There were no policies that needed to be updated, only procedures that we had to put in place.

What are reentry protocols?

Depends on the level. At the High School we have a Dean of Intervention and the Junior Highs we have Counselors and the Assistant Principal who oversees Student Services.

We meet with the family and medical professionals and go over the discharge papers. We work with the students on how they will respond. We individualize it based on the students.

Are we giving these interventions team members and staff tools for their own self care?

We are continuing to work on that and continue to remind everyone to take care of themselves.

This continues to be an area of growth.

Thank you. Would rather have a false positive and get a student help than not give a student the help they may need.

Have we implemented all the recommendations?

We have implemented all the priority recommendations. We are reviewing the additional and will begin to implement within the next 2-3 years.

How big of a gap was there?

Our biggest gap was that each building had their own system and now we have one districtwide system. The idea of universally screening is new.

Another Student Ambassador asked, are you educating the parents in how to notice these issues and how parents can help their child talk?

We do share information with parents. We have had a community event with Dr. Singer who gave them some tools. We must remember that there is a trusted adult for every child.

Thank you for all the work. Principals have shared how this has been a real time safe place for students. Can we share this at Home and School Presidents' meetings? This will help keep the communication going.

District does share information to parents about how to take advantage of community offerings for help and support.

President's Report

President Fitzgerald remind the Board that we were contacted by D204, D200 and Elmhurst to look at IASB dues. LEND has looked at their dues and are working to make sure that larger districts are not paying a larger portion of the dues. The conversation is going to happen October 15. We may look at areas the direction IASB is taking. Let Kristin know if you have thoughts to share.

Board of Education Reports

Donna Wandke and Kristine Gericke attended a Diversity and Inclusion meeting. Thank you to Dr. Rakeda Leaks for your work.

Mrs. Gericke learned a lot and there is a great cross section of people on the committee. The discussions were very honest.

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. There is a delegate assembly where one delegate from each Board of Education.

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 21, 2019.

Administration recommends approving all resolutions except resolution number one, student safety.

Board members supported what Superintendent recommended. Nothing has changed in the last year to compel changing the way we support.

Superintendent Bridges reminded all that these don't become law, they are simply positions that the IASB would take.

President Fitzgerald noted the need for our Board to make a statement in opposition as a leader district. We need some additional information regarding resolution number 3. Additional grant funds for school security officials and SRO's. We want to promote prevention.

Can we get last year's statement resent to us?

It is in November 2018 Boarddocs.

If there are any areas where we want more information? Please send to Superintendent Bridges.

IASB Resolutions Delegate

The Boards of Education who participate are allowed to have a delegate. At the October 21 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. 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.

Board Member Kristine Gericke has expressed interest in being the IASB Resolutions Delegate.

Let us know if you would like to be a delegate in coming years.

Resolution to Regulate Expense Reimbursements:

Superintendent Bridges reported that there is a recommendation from the Business office in relation to Board Policy 2.125 and Policy 5.60 in relation to Board Expenses. The recommendation is to reduce the reimbursement for Breakfast from \$20 to \$15. We will be looking for action at the October 21, 2019 meeting.

Has anyone exceeded the limit at this point?

This change is to align it to the procurement card procedures.

We are not changing this to correct some form of abuse?

No.

Thank you for taking a look at ways we can limit expenses.

Discussion with Action

None

Old Business

None

New Business

None

Upcoming Events

Superintendent Bridges reminded of the next Board meeting on October 21.

If you are interested in attending the LEND event on Wednesday, or the October 25 event, let Susan know tonight.

Adjournment

Janet Yang Rohr moved seconded by Joe Kozminski to adjourn the meeting at 8:39 p.m. A voice vote was taken and the motion carried unanimously.

Approved: October 21, 2019

Kristin Fitzgerald, President, Board of Education

Susan Patton, Secretary, Board of Education