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MINUTES OF A MEETING OF THE BOARD OF EDUCATION, NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE AND WILL COUNTIES, ILLINOIS, HELD AT District Administration Building, 203 West Hillside Road, Naperville, IL 60540  
April 15, 2024 AT 7:00 P.M., CLOSED SESSION 6:00 p.m.

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### **Call to order**

President Kristine Gericke called the meeting to order at 6:00 p.m. Board members present: Kristine Gericke, Kristin Fitzgerald, Joe Kozminski, Melissa Kelley Black, and Donna Wandke. Charles Cush and Amanda McMillen arrived at 6:04 p.m.

Administrators present were:  
Dan Bridges, Superintendent,  
Bob Ross, Chief Human Resources Officer,  
Michael Frances, Chief Financial Officer

### **Closed Session**

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

1. Pursuant to 5 ILCS 120/2(c)(21) Discussion of minutes lawfully closed under the Open Meetings Act, whether for purposes of school board approval of the minutes or semi-annual review of the minutes as mandated by the Act. 03/18/2024, 04/01/2024.
2. Pursuant to 5 ILCS 120/2(c)(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees or legal counsel, including hearing testimony on a complaint lodged against an employee or legal counsel to determine its validity.
3. Pursuant to 5 ILCS 120/2 (c)(11) Litigation, when an action against, affecting or on behalf of the school board has been filed and is pending before a court or administrative tribunal or when the school board finds an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting.
4. Pursuant to 5 ILCS 120/2 (c)(2) Collective negotiating matters between the school board and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.

Those voting yes: Gericke, Fitzgerald, Kelley Black, Kozminski, and Wandke. Those voting no: None. The motion carried.

The Board of Education entered closed session at 6:01 p.m.

### **Meeting Opening**

Charles Cush made a motion, Joe Kozminski seconded by to return to Open Session at 7:12pm. A roll call vote was taken. Those voting yes: McMillen, Fitzgerald, Gericke, Wandke, Kelley Black, Cush, and Kozminski. Those voting no: None. The motion carried

### **Welcome and Mission**

Kristine Gericke welcomed all and read Naperville Community Unit School District 203's Mission Statement.

## **Roll Call**

**Board members present:** Kristine Gericke, Kristin Fitzgerald, Charles Cush, Melissa Kelley Black, Joe Kozminski, Amanda McMillen and Donna Wandke.

**Student Ambassadors present:** Kim Ibarra and Javier Sevilla

**Administrators present:** Dan Bridges, Superintendent, Roger Brunelle, Chief Information Officer, Allison Boutet, Assistant Superintendent for Administrative Services, Michael Frances, Chief Financial Officer/CSBO, Chuck Freundt, Assistant Superintendent for Elementary Education, Chala Holland, Assistant Superintendent for Administrative Services, Lisa Xagas, Assistant Superintendent for Student Services, Patrick Nolten, Assistant Superintendent for Assessment and Accountability, Bob Ross, Chief Human Resources Officer, and Jayne Willard, Assistant Superintendent for Curriculum and Instruction.

## **Pledge of Allegiance:**

**Led by Ellsworth Elementary School**

**Superintendent Bridges welcomed Ellsworth Principal Kim Rutan who had her students introduce themselves.**

## **Recognition**

### **Good News**

Congratulations to NNHS Coach Andy McWhirter for securing his 500th victory in girls' water polo for Naperville North High School.

Last Monday, students across the district witness the last total solar eclipse visible across the United States for the next 20 years. This unique learning experience is a reminder on how connected we are through these shared moments of wonder.

## **Student Ambassadors Reports:**

### **NCHS- Javier Sevilla**

Past events:

- Spring break
- Past week with SAT, ISA, and PSAT
- Central got talent
- Drum show successful
- Math teams went to the state
- State walk for math and journalism
- NWC Senior Art show had lots of NCHS seniors in attendance

Current events:

- 4.0 awards this Wednesday
- Spring sports are going strong, LAX, track and field
- Seniors making final decisions, College nerves
- Senioritis has taken a firm grasp of central
- Grade days, 9,10,11,12 of each month, snack are provided and people enjoyed

Future events:

- Prom May 4
- Legally blonde next weekend the 25

- Lots of end of year awards, such as academic and athletic awards
- Journalism goes to state next weekend
- Icarian published next month

## **NNHS-Kim Ibarra**

### **Athletics:**

- Boys baseball has 2 away games on the 22 and 25 and a home game on the 23. This is due to the poor weather conditions that have plagued the spring outdoor seasons
- On April 4 our girls water polo team played against Central and earned their 499th win
- Over the weekend both girls and boys track won the Gus Scott Invitational hosted at North.

### **Arts:**

- Our spring musical Matilda is showing on April 24-27 at 7pm and April 27 and 28 at 2 pm
- The Vocal Pop concert will be held on May 4 at 7pm and May 5 at 4pm

### **Activities:**

- Senior Powderpuff football took place this past weekend and everyone had a great time in the sunny weather
- Our yearly Latinx dance is this week Friday April 19 open to both North and Central students
- Our prom tickets became on sale today and will be on sale until April 28
- On April 29 we will implement a new arranged seating plan for prom involving students filling out a google form for groups of up to 10 students
- Our math team placed 4 at State

### **Schoolwide**

- The freshman jamboree will be held on April 29 at 6pm for incoming freshman to get an idea of the clubs and activities North offers
- Freshman took the PSAT 9, sophomores took the PSAT 10, and juniors took the SAT and the Illinois Science Assessment last week
- Summer school registration is now open

## **Public Comments**

President Gericke gave the parameters for public Comments.

Derek Miller, teacher at NCHs and parent. Tech Edge and Web Design both have had low enrollment. Need to find another way to deliver to students. Research and Design, somewhat familiar with the course. Incredible work being done in those courses. Glad to see PLTW coming to the district. Important to have some courses that are semester only courses. PTLW courses are full year courses. Enrollment is strong in Research and Design. Would love to see students be able to dip their toes in some of these courses without the full year commitment.

President Gericke reminded the Board and Community that because questions raised during Public Comment address District Operational matters the board has designated our Superintendent as the spokesperson for the District. As our designate to respond to Public Comment, he will apprise the Board accordingly.

## **Monthly Reports**

- Treasury Report- The Board received the February Treasurer's Statement
- Investments- The Board received the February Investment Report
- Insurance-The Board received the February Insurance Report
- Budget-The Board Received the February Budget Report

## **Board Questions/Comments:**

**None.**

**Action by Consent:**

**1. Bills and Claims** from WARRANT NO. 1058679 THRU WARRANT NO. 9000000071  
 TOTALING \$23,606,228.15 FOR THE PERIOD OF March 19, 2024 TO April 15, 2024.

**2. Adoption of Personnel Report**

	<b>Effective Date</b>	<b>Location</b>	<b>Position</b>
<b>RESIGNATION-CERTIFIED</b>			
Blanca De La Garza	8/11/2024	Beebe Elementary	First Grade Teacher
Katherine Gilman	5/23/2024	River Woods/ Steeple	Occupational Therapist
Devyn Courtney	8/11/2024	Ellsworth	School Psychologist
Georganne Gabrielli	8/11/2024	NCHS	Social Science Teacher
Abbie Hunt-Halfman	8/11/2024	Connections	Speech Language Pathologist
<b>APPOINTMENT-CERTIFIED FULL-TIME</b>			
Bailey Schejbal	8/12/2024	Elmwood/ Steeple	School Psychologist
Viktorija Bielskyte	8/12/2024	MJHS	School Psychologist
<b>RE-EMPLOYMENT-CERTIFIED FULL-TIME</b>			
William Marshall	8/12/2024	NCHS	Science Teacher
Ana Rosa Diaz	8/12/2024	NCHS	WL-Spanish Teacher
Kimberly Nethercot	8/12/2024	Beebe	Kindergarten Teacher
Marissa Roberts	8/12/2024	Prairie	School Social Worker
<b>RE-EMPLOYMENT-CERTIFIED PART-TIME</b>			
Angela Vock	8/12/2024	NCHS	WL-French Teacher
Christin Fairchild	8/12/2024	Mill Street	Learning Commons Teacher
<b>LEAVE OF ABSENCE-CERTIFIED</b>			
Piling Chiu	1/6/25 - 5/27/25	NNHS/NCHS	World Language - Chinese
Marisa Bolin	SY 24/25 40%	JJHS	School Psychologist
<b>RETIREMENT-CLASSIFIED</b>			
Cheryl Gach	7/31/2024	Mill Street	Instructional Assistant
Karen Fulsang	5/23/2024	Beebe	Clerical Assistant
<b>TERMINATION-CLASSIFIED</b>			
Laura Jados	4/3/2024	Districtwide	Health Tech Float
<b>EXTEND LEAVE OF ABSENCE-CLASSIFIED</b>			
Cierra L. Scott	4/1/2024-5/23/2024	NCHS	Special Education Assistant

- 3. Board Meeting Minutes: 03/18/2024, 04/01/2024**
- 4. Closed Session Minutes: 03/18/2024, 04/01/2024**
- 5. Junior High School Yearbook Publication**
- 6. FACS/PTLW Renovations at Junior High**

**Board Questions/Comments:**

**Mill Work and Electrical there was only one bid, why?**

Mrs. Brown responded that oftentimes during summer work, there are a lot of opportunities for work so we only had one vendor bid our work. It really is one bid but we had different trades bid on the specific work. This way we were able to secure competitive bids.

**When did the Bid request go out?**

Mrs. Brown remarked in March.

**In residential you have to book it at year in advance. Is there any way to bid this out sooner?**

**Can we bid these projects bid together?**

Mrs. Brown noted, we do have plans for the next phase to go out to bid in the fall. We got this out as soon as possible with the amount of input we needed to get from staff.

**When ideally you will get these bids out?**

Mrs. Brown stated we will begin on the design process after this phase is complete.

**Is this inclusive for all of the projects?**

Mrs. Brown stated yes.

**Was this in the plans?**

Mrs. Brown noted that it was not in the capital plan but included in the presentation on Junior High Exploratory changes. This is included in the Operation and Maintenance fund.

**These bids are itemized, correct?**

Superintendent Bridges noted that Mrs. Brown is great at preparing bid packages.

**As a new Board member it would be great to get these in a more global way.**

Mrs. Brown stated that she anticipated the next phase to be more fine tuned.

**Thank you for your work.**

**It would be helpful to share how many vendors were solicited.**

Mrs. Brown stated, 57 electrical and 19 millwork vendors.

**Thank you for this work and the work of Wight for their help. I think your work to speed up this process will be great. We did see this in the presentation in December so we did kind of see it coming. This is included in the total that we approved. Did that take up the entire 6 million when we approved the 2023-2024 plan? I know we typically leave a little bit of variance, is that what we are funding this out of?**

Mrs. Brown noted this is not part of the 2024-2025 plan.

**Excited about the process changes.**

**Timing is the key factor.**

Mrs. Boutet added that the timing is also based on what we are learning as spaces are completed. Important to see it in action before we replicate it elsewhere.

Donna Wandke made a motion to approve the FACS/PLTW Renovations at Junior High on the Consent Agenda seconded by Amanda McMillen. Those voting yes: Kelley Black, Cush, Fitzgerald, McMillen, Kozminski, Wandke, and Gericke. No: None. The motion carried.

## **7. High School Photography and ID Services**

Superintendent Bridges noted that proposals were received from seven photography companies to provide service at District 203 High Schools. This was coordinated through the work with the Deans of Student Activities and Dr. Holland.

**I have a problem with the pricing and parents paying those fees and the district getting those funds back and then applying them somewhere else. We should not be benefitting from their fees.**

Dr. Holland note that all High Schools have a similar process. Common practice for a vendor to provide incentives back to high schools. We don't pay anything to vendors. They are providing services to the greater community. Part of what they give back, all vendors give back, not just one vendor. The funds

go back into the student activity funds. Goes back to the students and different programs we offer in the High Schools.

Dr. Holland added that the relationships really matter. We look at the prices of course and we have to care about the quality and the commitment to the district.

Kristin Fitzgerald made a motion to approve High School Photography and ID Services on the Consent Agenda seconded by Joe Kozminski. Those voting yes: Fitzgerald, Wandke, Kelley Black, Kozminski, McMillen, Gericke, and Cush. No: None. The motion carried.

- 8. Bid: Bus Diesel Fuel**
- 9. DAOES Appointment**

Joe Kozminski made a motion to approve WARRANT NO. 1058679 THRU WARRANT NO. 9000000071 TOTALING \$23,606,228.15 FOR THE PERIOD OF MARCH 19, 2024 TO APRIL 15, 2024 and items 7.01, 7.02, 7.03, 7.04, 7.05, 7.08, and 7.09 on the Consent Agenda seconded by Amanda McMillen. Those voting yes: Cush, McMillen, Fitzgerald, Wandke, Kelley Black, Kozminski, and Gericke. No: None. The motion carried.

## **Communications**

### **Written Communications**

#### **Freedom of Information Requests:**

McKinnon Freedom of Information Act Request-Legal Information

Syron Freedom of Information Act Request- Buildings and Grounds Information

Goloven Freedom of Information Act Request- Business Office Information

#### **Superintendent Bridges**

No report.

### **MTSS Overview**

- Our outcomes for tonight include revisiting the initial implementation of our district's Multi-Tiered System of Support (aka MTSS), which is in response to Illinois state law. We will also examine the current work of our MTSS committee, detailing the processes that promote learning for all students and discussing our next steps for continuous improvement.
- For our inclusive school communities, the focus is centrally on three key components: Multi-Tiered System of Supports, or MTSS, Social Emotional Learning, or SEL, and equity. These components are interconnected, ensuring that every student receives the support they need, both academically and emotionally.
- In alignment with the Illinois definition, our district embraces the Multi-Tiered System of Supports or "MTSS" as a comprehensive framework designed for continuous improvement. This systemic, prevention-focused, and data-informed approach ensures that we are responsive to the needs of all learners—emphasizing that 'ALL means ALL': all students, all educators, and all families. It's important to recognize that effective implementation is a commitment that we have had in our district for the past several years.
- MTSS is a robust and flexible framework, providing appropriate instruction and support that is strengths-based and student-centered. It targets the development of academic, social, emotional, and behavioral skills using evidence-based interventions and values the cultural and ethnic diversity within our school community. Importantly, MTSS is not a rigid set of cut scores, nor is it solely for students with or without disabilities. It is not merely a curriculum, resource tool, or an add-on program, and it does not prioritize compliance over educational effectiveness.

- Our district is fully aligned with the regulations and expectations set forth by the Illinois State Board of Education as detailed in Public Act 101-0515. Our practices adhere to the tiered process of school support that emphasizes scientific, research-based interventions and collaborative decision-making involving parents, ensuring compliance with both state and federal laws regarding the education of children with disabilities.
- Since the 2016-2017 school year, our district has been proactive in embracing and refining our MTSS framework. Over the years, we've engaged in continuous professional learning, aligning our instructional practices and assessments to ensure high-quality support at every tier. Most recently, in January 2022, we launched the SOAR and WIN initiatives at Naperville Central and Naperville North respectively, reflecting our commitment to continuous improvement based on feedback and evolving needs of our school community.
- Throughout the implementation of our MTSS framework, the district began our efforts on ensuring that this system is both responsive and adaptive, providing tailored academic and social-emotional interventions to meet the diverse needs of every student. Through consistent assessments, our educators are equipped to closely monitor student progress, which supports the strategic planning and adaptation of instruction for students at all performance levels.
- Our core focus within the MTSS framework is to begin with strong Tier 1 instruction, which is foundational for both academic and social-emotional learning. By ensuring that our curriculum is guaranteed and viable, we prioritize high-quality instruction that minimizes the need for more targeted or intensive supports. This approach is deeply rooted in principles of inclusivity, ensuring that all students have access to the curriculum, are represented within it, and can participate meaningfully.
- Structuring our focus with high-quality tier one instruction for our MTSS framework is grounded in the principles of equity. Educational equity ensures that our policies, practices, and resources are reflective of, created by, and responsive to all individuals, granting every student access to high-quality learning experiences. By embedding these equity concepts into every facet of our educational practice, we strive to provide an equitable learning environment that supports high outcomes for all students.
- The reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004 mandated that school districts implement a process to assess how students respond to research-based interventions, known initially as Response to Intervention, or RtI. This early RtI model primarily focused on identifying at-risk students using screening measures, employing defined cut scores to dictate the level and type of intervention across Tiers 1, 2, and 3, and systematically monitoring student progress through documented interventions.
- In the MTSS framework, interventions and extensions are tailored to meet the educational needs of each child based on their specific stage in the learning progression, coupled with the collaborative efforts of our educators. This holistic approach not only addresses academic challenges but also incorporates social-emotional learning, ensuring that all students have the support they need to succeed.
- At Tier 1, all students receive differentiated core instruction, designed to meet the diverse needs of the entire classroom. For those requiring additional support, Tier 2 offers targeted instruction, often conducted in small groups, to address specific learning gaps. Finally, Tier 3 intensifies this approach by providing highly targeted and often one-to-one interventions, with the intensity, frequency, and duration tailored to the individual needs of the student. This tiered approach ensures a responsive and inclusive educational environment for every learner.
- These principles—Inclusiveness, Equity, Collaboration, Communication, Accountability, Responsiveness, Consistency, and a Relationship-Oriented approach—form the foundation of our commitment to each student's success. By adhering to these values, we ensure that our interventions are not only effective but also equitable and inclusive.
- Our district's school-based structures are fundamental to the effective implementation of MTSS. Each school is equipped with Professional Learning Communities, Instructional Support Teams, and School Improvement Teams, all dedicated to reviewing student data, planning

interventions, and monitoring progress. Our highly qualified classroom teachers, specialists, and support staff are responsible for providing Tier 2 and Tier 3 interventions, which are crafted from classroom and grade-level data using research-based strategies. To ensure the efficacy of these interventions, they are continuously progress-monitored through classroom and universal assessments, with student progress regularly reviewed to determine if modifications to the intervention plans are necessary.

- This part of our presentation will delve into the ongoing processes and committee efforts that are crucial to refining and advancing our MTSS practices to better serve all students.
- Throughout the course of this school year, our district has convened a diverse MTSS Revision Team, led by Ms. Kelly Talaga and Ms. Kim Burke, composed of 45 staff members from every K-12 school and the administrative office. We are incredibly grateful for the time and commitment this team of educators has devoted to our MTSS work this year. This team is dedicated to refining our MTSS processes to ensure consistency in expectations and services across all educational levels. They have actively piloted and are moving forward with the adoption of the MTSS platform recently approved by the Board of Education, that will enhance our ability to accurately document interventions and supports. Additionally, the team is focused on developing a shared understanding of interventions across academic, social-emotional, and behavioral domains, ensuring that our practices are effective and unified district-wide.
- The 'Student Success Platform' is a pivotal enhancement in our MTSS framework, designed to streamline the way we handle student data. By automatically importing data from a variety of sources—including iReady, NWEA MAP, Infinite Campus, College Board, ACT, Dynamic Learning Maps, behavior incident data, FastBridge, WIDA, and others—this platform provides a seamless integration that equips our educators with immediate, real-time access to comprehensive student profiles. This integration allows teachers to make informed instructional decisions swiftly and effectively within the MTSS framework. The result is a significantly improved educational experience for students and a reduction in workload for educators, enabling them to focus more on teaching and less on administrative tasks.
- The Panorama Student Success platform ensures the utmost security and privacy of student data, adhering to FULL FERPA compliance with a dedicated security engineering team and full data encryption. Our district retains complete ownership of the data, supported by a secure role-based permissioning system and mandatory continuing security training for all staff, safeguarding our students' information at every level.
- The integration of the Panorama Student Success platform with our SIS, assessment tools, and survey data offers a comprehensive view of each student's progress, ensuring that every aspect of the child's educational journey is aligned and monitored. Importantly, equity is a core component of the platform, which includes features for disproportionality analysis, helping us to advance our understanding of educational strengths and gaps, ensuring fairness and inclusivity in student achievement.
- The Student Success Platform is a cornerstone of our MTSS framework, enhancing multiple aspects of our educational approach. Importantly, all data and reports can be disaggregated and viewed through an equity lens, reinforcing the integration of equity within MTSS. Additionally, the platform supports home-school communication and maintains transparency with real-time data accessible to all relevant stakeholders, fostering an environment of continuous improvement and consistent engagement.
- In addition to the MTSS revision team, our district and building leadership have been proactive in enhancing our tiered behavior instruction and supports, aligning closely with our School Improvement Plans throughout this school year. We've implemented targeted professional development for counselors to bolster their skills in identifying and providing Tier 2 interventions. A series of Trauma-Invested Professional Learning sessions were also conducted, focusing on coaching and delivering tiered supports for all students, alongside the implementation of clear Tier 1 behavior expectations and communication strategies at the high school level.



- In the upcoming 2024-2025 school year, each school within our district will take significant steps forward by establishing a MTSS Building Leadership Team. These teams will receive comprehensive training on the Panorama Student Success Platform, equipping them to meticulously document all tiered interventions and academic supports.
- As we conclude our presentation, let us reflect on the critical success factors that will guide our MTSS implementation moving forward. To achieve optimal results, we must establish collaborative team structures such as Professional Learning Communities, Instructional Support Teams, and School Improvement Teams, which are essential for effective problem-solving and decision-making. Regular progress monitoring will allow us to adjust interventions dynamically and assess the effectiveness of our MTSS framework continuously.
- Furthermore, integrating academic and behavioral supports addresses the holistic needs of each child, while implementing culturally responsive practices ensures that our interventions consider the diverse backgrounds of all students. Robust data systems will underpin our decision-making, providing a solid foundation for targeted interventions and professional development tailored to enhance the capabilities of our educators in applying evidence-based practices and data analysis.
- Lastly, by developing a clear, tiered system of supports and fostering a culture of continuous improvement, we will remain responsive to stakeholder feedback and adapt based on evolving educational best practices. Together, these factors will ensure that our MTSS framework not only meets the current needs of our students and staff but also evolves to meet future challenges effectively.

Board Comments/Questions:

President Gericke reminded the Board of Education that she will call on individual members to ask questions or make comments per Board Agreements.

**Thank you for the report. I recall in 2016-2017 hearing experiences from students. Students were giving half of their lunch periods for support. These are honors students. It has evolved so much over the years. The minimum to meet the public act is never what we do. Can you explain how you have moved from what it looked like in the beginning to now for a Tier 3 student?**

Mrs. Willard talked about a student in Tier 2- biggest difference is our being responsive to the student in front of us. It may look very different between students and buildings. WIN and SOAR secure times for students to receive support. Tier 2 students were harder to reach in the beginning. Now they are easier to support. WIN and SOAR may be enrichment. At other levels we are still creatively looking for time to offer additional supports. The addition of math specialists from the BOE has been incredibly helpful for teachers and students. Tier 3 is more intensive as they are more 1:1.

Mrs. Xagas added that when we brought the new exploratory to add at the JH level there is a new exploratory that will offer an opportunity to provide some tiered support. Tier 3, we have learned a lot about what we need to offer. We go by student by standard. Time is still a challenge. We keep in the curricular time. Better at tracking data.

**It is so multifaceted; it is amazing how it all comes together. Appreciate how far we have come in these interventions; it is amazing to see it all come together.**

***Echo what DW said. This was helpful to understand what MTSS is. Can you help me make a connection to what we approved?***

Mrs. Xagas responded that what you approved is the data warehouse for all the data. It is a system that will help teachers see all the data in one spot.

Mrs. Willard added it will gather all the data we have already collected. It is a repository for all of our data. It also allows the educator to get idea to get research based strategies. It will build consistency across buildings. Doing a slow roll out where our specialists will use it first. SIP teams will also use it for Tier 1 students.

**The students who qualify for Tier 2 and 3, do they have IEP's?**

Mrs. Xagas stated it can be for any student.

**As we move forward, what are some potential resources you may need from us?**

Superintendent Bridges noted that time-in a school day experience.

**What specific adjustments have we made due to COVID?**

Mrs. Xagas noted we saw SEL struggles post pandemic. Had teams come together and review our Tier 2 practices. Staff did research and put together an MTSS document for SEL.

Mrs. Willard added that for academics-we did see a bit of a dip. For Tier 1, we looked at what was consistent across students. Then we had to target the Tier 2 and Tier 3 students. We did ask the BOE for the Math Specialists. Scores are trending up but we want to keep our math specialists. When we look at EL, that is Tier 1 and needs to be in all of our buildings. WIN and SOAR. Looking for any minute we can get at the Elementary and Junior High levels.

**Excited about the system we approved a few weeks ago. Seems like we will be able to pull together some data in ways we have not been able to before. If your observing, are there any variances by student cohorts? May be too early to tell.**

Mrs. Xagas noted it is a little too early to tell. We only have a couple of data points. Plan to look at the data this summer in a variety of ways.

Mrs. Willard added this will be helpful for educators and teams to see the data student by standard by cohort.

**Can you say a little about the moving longitudinally from one level to the next?**

Mrs. Xagas noted the alignment will be improved. Currently the elementary and JH have data systems in a google doc that they share. This will improve that process.

**Will this play a role in SIP?**

Mrs. Xagas responded, yes.

**Wonderful job in engaging the BOE on the MTSS process over the years. Exciting to see how it supports our core values. How data drives the whole thing and equity as well. Appreciative of the ways to use and share the data. Thank you for bringing the board along on the journey and reflecting our core values.**

**Appreciate that this is ongoing and an effort to improve it. This is good general information. This is not enough for those families who are living it. Is there some way for teachers to sit down with parents and help them navigate this process? Would love to have a board committee to help struggling parents.**

Superintendent Bridges remarked thank you for providing your perspective. I would encourage parents who are not getting what they need to meet first with the teacher.

**Would like to add this on the agenda again.**

***Hope the new platform makes it even stronger as they will have easier access to their data.***

**Talked a lot about individualized learning for students, down to the level of a cohort.**

Mrs. Willard remarked that this goes beyond differentiation. This is by student by standard. This is a tailored approach.

Mrs. Xagas responded the problem identification is what can be helpful.

Mrs. Willard added that MTSS is a general education system not a special education support.

**This will help educators get to the holes of missed learning. All students have missing pieces. MTSS is for all students. Our IEP students regressed according to Dr. Nolten. Progress data needs to be given to a parent when you meet with them, they are not getting timely information.**

**President's Report**

President Gericke reported None.

**Board of Education Reports:**

Board Member McMillen mentioned the NEF Building a Passion Breakfast is tomorrow April 16 at Embassy Suites. Team NEF-looking for sponsors, gift cards, swag bag inserts.

School visit at RanchView. Cleanup club from two fourth graders. Tying this into Earth Day.

Great work going on at RanchView.

Appreciate that Amanda McMillen takes the lead on NEF.

Board member Cush reported on his adopt a school visit to NNHS-Senior week, a lot of energy. Favorite traditions, Principal Posey wears a gown signed by all students. It was great to see the students signing that gown.

Vice President Fitzgerald reported on State Assessment review committee. Talked about the RFP for the performance level series. Thrilled to have a public comment from our district about the RFP and the costs we would have to endure as a district. We are tasked with reporting on the time and task of these assessments. Thank you Dr. Nolten for putting our viewpoint out there. LEND-Felt is important to talk about our own facts with IDEA funding. Thank you to Mr. Frances and Mrs. Xagas. Surveyed all districts. Representatives Foster and Casten were able to hear what we had to say because of the data.

Board member Wandke encouraged all to reach out to state legislators to reach out to Federal. Board Member Kelley Black reported on her visit to Scott School- Principal Boger and staff are amazing. Resource Fair, it was wonderful. Nice to see all the resources in our community. Board member Kelley Black also Requested to have the Superintendent evaluation process on the agenda.

President Gericke stated this is not an agenda. This is not a Board report and you are out of order.

#### **Discussion without Action:**

##### **PRESS Policy Update 114**

Superintendent Bridges stated this is night one in a three night process. Mostly language changes. On May 6 we will have a Policy Consent for all but three. We will continue to have discussions about three policies. Will seek action on May 20, 2024.

Plases send questions to Dan and we will post on the agenda.

#### **Board Comments/Questions:**

**None.**

#### **Joint Purchasing Agreement/Buses**

Superintendent Bridges noted that at the May 18, 2021, the Board of Education approved the district joining a Cooperative purchasing process through the state of Illinois' independent procurement office.

By policy we have that authority now to go thru a bidding process. Drivers and mechanics have asked that we use the procurement process the Board has approved. Will ask for action at the May 6 meeting.

#### **Board Comments/Questions:**

**Wanted to understand how this plan agreement works. Excited about purchasing buses this time. The increases are being kept down with this purchasing agreement.**

***Has the District received any IRA money from grants?***

Mr. Frances stated that we have applied for three rounds of grants and rebates and have not received any yet. We have not heard from round 3.

**Is there any impact if we buy thru the co-op if we got these grants?**

Mr. Frances responded no.

**Do we have any idea as to what we would pay if we went out on our own?**

Mr. Frances noted the purchasing co-op goes out to get the bids themselves.

**Do they get the bids every year?**

Mr. Frances stated the bids are very extensive. This is a newer award for these buses.

**Blue Bird buses had several issues. Advantages as far as warranties?**

Mr. Frances stated the contract is between us and the vendor. We still work directly with the vendor for the warranty.

**Is it a flat rate?**

Mr. Frances remarked yes.

Superintendent Bridges noted that last year was the first year we have bought a different brand.

**Do we turn in our used buses?**

Mr. Frances noted that he has asked Cindy LaBorn to look into the disposal of 14 buses.

**Capital Development Plan-Board Policy 4.20**

Superintendent Bridges shared a presentation that reviewed Policy 4.20 identified some capital projects for the Board's consideration.

Use of the funds from this fund balance fall into one of three categories

Taxpayer relief, capital projects or other nonrecurring expenses, Investments aligned to District initiatives that are typically one time or short term costs for the District.

Tonight, we will focus on the capital projects.

Connections and previously approved contracts for the Print Shop and IT.

Ranchview-need to add classroom and educator space. Currently using nontraditional classroom space.

NNHS-facility upgrades.

NNHS-exterior field spaces. There is the potential for partnership with outside agencies.

On May 6, we will bring this back seeking action for RanchView and NNHS.

**Board Comments/Questions:**

**Thank you for addressing these needs at Connections, Ranchview and NNHS.**

**Proposals would put is between 20-25% fund balance?**

Mr. Frances stated yes.

**Glad to be moving forward.**

Superintendent Bridges noted that action would signify moving forward with the processes.

**Thank you to Superintendent Brides and Mr. Frances to pull all this together. You have outlined a great plan to look at these three and then review. Excited to look at space at Ranch View, and the inequities at NNHS.**

**Will this be included in our 2024-2025 budget?**

Mr. Frances noted that he is working on next year's budget and an amended budget for FY24.

Also included for FY24 will be an approval for a transfer of these funds. I am not sure of the exact timing as it will take a few years to spend this money. We may end up bringing an amended FY25 budget later in the year when we better know how much we will utilize.

Mr. Frances added that transfers are important for the fund balance.

**Need to understand the process works that we allocate. Have we looked at the big picture to globally see what we need? When are these things discussed?**

Superintendent Bridges noted these projects are the outcomes of conversations over years. Some is because of growth that we did not expect. At Ranch View, we have increases in specialized programs that are housed at Ranch View, At the end of the 2024 audit, we will recalibrate and see what our next needs are.

**Where is the comprehensive plan? Where are we talking to the community? What are we hearing from the teachers? When can I expect a comprehensive plan?**

Superintendent Bridges noted that after the fiscal 24 audit there will be an update. We do get some stakeholder input.

Mr. Freundt talked about the process. We look at enrollment data and trends. Things can change quickly. At Steeple Run, we made some changes internally because the projections noted we would not need to add space. With new homes being built nearby, we realized we had to add onto the building. We worked with an architect to draw plans. Process involved input from staff, home and school group to understand capacity.

Superintendent Bridges noted increases in enrollment in specialized classrooms. We constantly look at what our needs are due to the needs of our students.

**I struggle that we have no surprises as a Board.**

Superintendent Bridges stated these are not a surprise. These have been discussed for at least two years.

I'm new, if there was a comprehensive plan, I could look at it. We have to have it documented so it is easy to see.

Appreciative of the five year outlook that we reviewed a few months ago. The Policy 4.20 is outside of that process. When are we updating our comprehensive plan for all buildings?

We are addressing this need and will be updating the Five Year Plan in 2025.

Heard about all of these dates in the fall when we heard the five year forecast.

*These have been discussed in closed session. They should be discussed in Open Session.*

We have not had any inappropriate conversations in closed doors. Those are misleading statements.

*Who is interested in potentially partnering with us on some of these projects?*

Superintendent Bridge stated he is not going to violate Board Working Agreements.

When we go into Closed Session, I read off what we are going to be discussing. Those are the topics we are allowed by law to discuss so Capital Improvements would not be one of the topics.

#### Board Member Attendance at Conferences

President Gericke stated that back in August, we began discussions about the new organization of COSSBA and we had determined that we want to pilot the conferences so we understood what they were offering. We also noted that any Board member can go to the Chicago conference. We agreed we would send one member to the conference in DC and one member to the annual conference in Dallas. Each Board member who attended would give a report on the learnings. This agenda item pertains to how we want to proceed going forward.

#### Board Comments/Questions:

President Gericke attend both the Chicago conference and the annual conference in Dallas. She noted that the Conferences were good but did not outshine what we receive from the Triple I conference. Hopeful that as a board, we consider why we attend these conferences.

Vice President Fitzgerald reported on her attendance at the advocacy event by COSSBA in DC and attended August conference. We want to look at the amount we are spending and the value. The August conference did not give more than IASB. I do think we should attend the DC event annually. Look at it as a potential Board assignment. Have one person be the representative.

*Was there an IL cohort?*

Mrs. Fitzgerald's background is advocacy. Were you with a cohort of people from Illinois?

*There are a limited amount of people who can attend. It is not a conference that allows a large number to attend. Not a bad idea to have another Board member shadow.*

Do they always have it during a legislative session? Is it similar to the legislative training that IASB used to have?

*My guess is that will be coming back with the IASA visioning 2030.*

Need to keep in mind our level of funding.

*Confused as to why we are limiting educational opportunities. Read the code of conduct number 8 and 11. See a conflict of what we should be doing. Mr. Frances, what is the surplus of funds in June.*

Mr. Frances noted that he did not recall off the top of his head.

A district with our funds this is an investment.

*Going back to my why. Having the funds available does not mean they get spent just to be spent. We question administration about every dollar. I stated my why and compared it to what I get from the Triple I, the COSSBA conference is not worth it. I am not limiting other opportunities. We have to be responsible with the community dollars.*

COSSBA is a new organization. This is the first year that we had the opportunity to attend a national conference. The federal advocacy one seems different from what we can get for Triple I and IASB. I will continue to attend IASB and if a national conference passes thru Chicago, I would like to attend.

***Dan, can you help me with the precedent we set with national conferences. President and VP would attend?***

Superintendent Bridges noted there have been a variety of ways we have handled these.

**Other communities have been very vocal with how many people were taken to Triple I. We have been diligent in watching our dollars. There are learning opportunities here in Chicago.**

***As a new board member, you are eager to learn. Could we consider to allow a newer Board member to attend one National conference?***

**Went back to budget numbers. With what we did this year we are about \$15,000. Maybe we look at how much we spend each year. There are a lot of opportunities that are available. We do a good job at educating ourselves. We have many Board members who are continuing to educate themselves. We have to look at the value add. Make new board members aware of local opportunities. Can we come up with a list of available opportunities?**

***I do the webinars. If you go and are not finding value, then don't go. Need to invest to have the best and brightest on the Board. To go against that and be an educational organization to me is ludicrous.***

### **New Course Proposals**

**Superintendent Bridges reminded the Board and Community that on April 1 our Learning Services team gave a recommendation regarding new High School course recommendations and removal recommendations. Administration recommends approval.**

### **Board Questions/Comments:**

**Would like to pull the class the gentleman spoke about. Went on the fieldtrip because we visited the class and that is what the students said they loved the most.**

Mrs. Willard stated good news, that class is not one to be removed and is a full year course. We will be thinking in the future.

**Are the classes you are thinking of replacing, are they yearlong courses?**

Mrs. Willard noted we are adding not replacing.

**Can we have the discussion to have that class in a shorter timeframe?**

Donna Wandke made a motion to approve New Course Proposals as presented seconded by Kristin Fitzgerald. Those voting yes: Cush, Kelley Black, Fitzgerald, Wandke, Kozminski, McMillen, and Gericke. No: None. The motion carried.

### **Instructional Resources**

**Superintendent Bridges noted that these are reviewed annually. There have been no changes since they were last presented. Administration recommends that you approve as presented.**

### **Board questions/Comments:**

None.

Charles Cush made a motion to approve the Instructional Resources as presented seconded by Joe Kozminski. Those voting yes: Fitzgerald, Kozminski, Gericke, Kelley Black, Cush, McMillen, and Wandke. No: None. The motion carried

### **Old Business**

None

### **New Business**

None

### **Schedule of Events**

- **NEF Breakfast Ticketed event.**

- **Next Board of Education meeting will be held on April May 6, 2024**

**Adjournment**

Donna Wandke moved, seconded by Joe Kozminski to adjourn the meeting at 10:06pm. A roll call vote was taken. Those voting yes: Wandke, McMillen, Fitzgerald, Kozminski, Gericke, Cush, and Kelley Black. Those voting no: None. The motion carried.

Approved: May 20, 2024

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Kristine Gericke, President, Board of  
Education

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Susan Patton, Secretary, Board of  
Education