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MINUTES OF A MEETING OF THE BOARD OF EDUCATION, NAPERVILLE  
COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE AND WILL COUNTIES,  
ILLINOIS, HELD AT THE DISTRICT ADMINISTRATION CENTER, 203 WEST  
HILLSIDE ROAD, NAPERVILLE, IL.

August 21, 2023 AT 7:00 P.M., CLOSED SESSION 6:15 p.m.

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### **Call to order**

President Kristine Gericke called the meeting to order at 6:12pm. Board members present: Kristin Fitzgerald, Kristine Gericke, Charles Cush, Amanda McMillen, Melissa Kelley Black, Joe Kozminski, and Donna Wandke via phone.

Kristin Fitzgerald motioned to approve Donna Wandke participate in the meeting via phone in accordance with Board policy.

Ananda McMillen seconded the motion.

Vote: 5-0

Administrators present were:

Dan Bridges, Superintendent,

Bob Ross, Chief Human Resources Officer,

Michael Frances, Chief Financial Officer/CSBO

### **Closed Session**

Kristin Fitzgerald moved, seconded by Amanda McMillen to go into Closed Session at 6:16 pm. 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. 07/17/2023, 08/07/2023
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)(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.
4. 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.

Those voting yes: Fitzgerald, Gericke, McMillen, Kelley Black, and Kozminski. No: None.  
Motion carried.

The board of Education entered closed session at 6:17pm.

### **Meeting Opening**

Charles Cush made a motion, seconded by Amanda McMillen to return to Open Session at 7:01 pm. A roll call vote was taken. Those voting yes: Cush, Kelley Black, Fitzgerald, Wandke, Kozminski, McMillen, and Gericke. 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, and Amanda McMillen. Donna Wandke via phone.

**Administrators present:** Dan Bridges, Superintendent, Allison Boutet, Assistant Superintendent for Administrative Services, Roger Brunelle, Chief Information Officer, Michael Frances, Chief Financial Officer, Chuck Freundt, Assistant Superintendent for Elementary Education, Chala Holland, Assistant Superintendent for Administrative Services, Rakeda Leaks, Executive Director of Inclusion and Diversity, Alex Mayster, Executive Director for Communications, Patrick Nolten, Assistant Superintendent for Assessment and Accountability, Bob Ross, Chief Human Resources Officer, Jayne Willard, Assistant Superintendent for Curriculum and Instruction, and Lisa Xagas, Assistant Superintendent for Student Services.

**Pledge of Allegiance:  
Led by Board of Education**

## **Good News**

It was a pleasure welcoming students back into our school last Thursday and Friday, and again today. The 2023-2024 school year is off to a fantastic start and we cannot wait to see all that our students and staff are going to accomplish this year. All of the photos on the slides were shared by staff members using our district hashtag this year, #Elevate203.

## **Recognition**

### **NCHS Track and Field State Champions**

**Superintendent Bridges and Naperville Central Principal Jackie Thornton recognized 2023 graduate Kaitlin McHale placed first for pole vaulting and Maverick Ohle for discus.**

## **Public Comments**

**None.**

## **Monthly Reports**

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

## **Board Comments/Questions:**

None.

## **Action by Consent:**

1. **Bills and Claims** from WARRANT NO. 1053953 THRU WARRANT NO. 90000000045 TOTALING \$33,470,584.58 FOR THE PERIOD OF JULY 18, 2023 TO August 21, 2023.
2. **Adoption of Personnel Report**

	<b>Effe ctiv e Date</b>	<b>Location</b>	<b>Position</b>
<b>APPOINTMENT- CERTIFIED FULL- TIME</b>			
Haley Nelson	8/14/ 2023	Mill Street	5th Grade
Naomi Paulsen	8/14/ 2023	Mill Street	5th Grade
Katelyn Malikowski	8/14/ 2023	Highlands	5th Grade
Jessica Johnson	8/14/ 2023	Ranchview	4th Grade
Kelly Kastner	8/14/ 2023	Prairie	LBS
Nicole Torres	8/14/ 2023	WJHS	School Counselor
Cara Plescia	8/14/ 2023	MJHS	School Psychologist
<b>APPOINTMENT- CERTIFIED PART- TIME</b>			
Margaret Rubin	8/14/ 2023	Elmwood & Ranchview	Art Teacher
Joseph Brinkman	8/14/ 2023	Elmwood, Ell sworth, Ranchview	PE Teacher
<b>REVISED CONTRACT- CERTIFIED FULL- TIME</b>			
Jared Shadle	8/18/ 2023	NNHS	Learning Behavior Specialist
<b>REVISED CONTRACT- CERTIFIED PART- TIME</b>			
Maryann Flock	8/14/ 2023	Beebe & Steeple Run	Music Teacher
<b>RESIGNATION- CLASSIFIED</b>			

<b>Katherine Booker</b>	<b>5/31/ 2023</b>	<b>Steeple Run</b>	<b>Special Education Assistant</b>
<b>Charlene Miller</b>	<b>8/7/2 023</b>	<b>Mill Street</b>	<b>Instructional Assistant</b>
<b>Leslie Dina</b>	<b>8/8/2 023</b>	<b>Meadow Glens</b>	<b>Special Education Assistant</b>
<b>Kathleen Cameron</b>	<b>8/14/ 2023</b>	<b>Ranchview</b>	<b>Instructional Assistant</b>
<b>Tracy DeCook</b>	<b>8/10/ 2023</b>	<b>NNHS</b>	<b>Department Secretary</b>
<b>Jennifer Amezquita</b>	<b>8/8/2 023</b>	<b>Beebe</b>	<b>Instructional Assistant</b>
<b>Diane Cole</b>	<b>8/11/ 2023</b>	<b>LJHS</b>	<b>Special Education Assistant</b>
<b>EMPLOYMENT- NON-UNION CLASSIFIED</b>			
<b>Leslie Swain</b>	<b>8/14/ 2023</b>	<b>PSAC</b>	<b>Support Analyst</b>
<b>EMPLOYMENT- CLASSIFIED FULL-TIME</b>			
<b>Marissa Minturn</b>	<b>8/16/ 2023</b>	<b>NCHS</b>	<b>Campus Supervisor - Student Support</b>
<b>Xiaoyan Lu</b>	<b>8/16/ 2023</b>	<b>NNHS</b>	<b>Special Education Assistant</b>
<b>Bridget Anderson</b>	<b>8/16/ 2023</b>	<b>WJHS</b>	<b>Special Education Assistant</b>
<b>Lisa Mroz</b>	<b>8/16/ 2023</b>	<b>Ellsworth</b>	<b>Instructional Assistant</b>
<b>Tracy Robinson</b>	<b>8/16/ 2023</b>	<b>Highlands</b>	<b>Special Education Assistant</b>
<b>Alexandra Schwanebeck</b>	<b>8/16/ 2023</b>	<b>JJHS</b>	<b>Senior Secretary</b>
<b>Jeffrey Runge</b>	<b>8/17/ 2023</b>	<b>NNHS</b>	<b>Campus Supervisor</b>
<b>Nelson Benjamin</b>	<b>8/16/ 2023</b>	<b>Highlands</b>	<b>Custodian</b>
<b>Christine Lockhart</b>	<b>8/17/ 2023</b>	<b>NCHS</b>	<b>Campus Supervisor</b>
<b>Kara Magyar</b>	<b>8/17/ 2023</b>	<b>NNHS</b>	<b>Science Lab Assistant</b>

Frederick Took	8/23/ 2023	NCHS	Custodian
Kuntal Agarwal	8/17/ 2023	Elmwood	Special Education Assistant
Sharon Helderle	8/17/ 2023	Steeple Run	Special Education Assistant
Emily Blakesley	8/17/ 2023	Meadow Glens	Special Education Assistant
Yevgeniya Tereshchenko	8/17/ 2023	Steeple Run	Special Education Assistant
Christina Rice	8/18/ 2023	Steeple Run	Special Education Assistant
Sheri Lazowski	8/18/ 2023	Prairie	Special Education Assistant
Dyrell Lee	8/18/ 2023	NNHS	Campus Supervisor
Khrystyna Dukhova	8/18/ 2023	Mill Street	Special Education Assistant
<b>EMPLOYMENT- CLASSIFIED PART-TIME</b>			
Kelly Bell	8/16/ 2023	NNHS	P/T Financial Secretary
Nicole Wesolowski	8/23/ 2023	Prairie	3-5 Instructional Assistant
<b>LEAVE OF ABSENCE- CLASSIFIED</b>			
Narena Castillo Novoa	8/14/ 2023	River Woods	Dual Language Assistant

3. Board Meeting Minutes 07/17/2023, 08/07/2023
4. Closed Meeting Minutes 07/17/2023, 08/07/2023
5. Health Benefits Recommendation
6. LEND Annual Dues 2023-2024

Amanda McMillen made a motion to approve Warrant #1053953 thru Warrant #90000000045 totaling \$33,470,584.58 for the period of July 18, 2023 to August 21, 2023 and the remaining items on the Consent Agenda, seconded by Joe Kozminski. Those voting yes: Gericke, Fitzgerald, Kozminski, Cush, Wandke, McMillen, and Kelley Black. Those voting no: None. The motion carried.

#### Written Communications

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

NBC Freedom of Information Act-FOIA Information

Adcock Freedom of Information Act-Professional Learning Information

Gebisonline Freedom of Information Act-Student Athlete Information

Prairie State Wire Freedom of Information Act-School Board Information

Mackinac Freedom of Information Act-Human Resources Information

LB Freedom of Information Act-Human Resources Information

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

**Dan noted the message sent today regarding the very hot weather that is predicted for later this week. Please check your email for the message.**

### **Comprehensive Equity Plan Board Report**

**Dan gave an overview of the Comprehensive Equity Plan. This is the work of all of us.**

**He gave the history of when and why it was developed. Jayne Willard, Assistant**

**Superintendent for Curriculum and Instruction and Dr. Rakeda Leaks, Executive Director of Diversity, Equity and Inclusion gave the following report.**

- As a District, we have achieved remarkable academic success, and our students, staff, and community have made strides in creating a sense of belonging. We cannot overlook the persistent disparities and inequities that some of our students face in their learning, sense of belonging and extracurricular experiences. We need to invest in equity to ensure that every individual thrives in our school community. While we celebrate our achievements, we must also acknowledge that there are students who do not feel the same connectedness as others. By focusing on equity, we can address the racial, ethnic, ableism, cultural and economic-related disparities head-on. It is about creating an inclusive environment where every student's unique experiences and needs are acknowledged and valued. Equity means providing each student with the resources and opportunities they require to succeed, regardless of their background or what they bring to school with them daily. Our goal is not just to lift academic performance, but to lift every single student's sense of belonging.
- In collaboration with a diverse set of district community groups, we created a Diversity and Inclusion belief statement and clarified our definition of diversity to provide consistency in language and expectations.
- With input from multiple stakeholders, our Comprehensive Equity Plan was designed to better position the District to fulfill our equity commitments and support focused quality improvement work in our schools.
- Our plan is comprised of 5 pillars of success with measurable goals and clear success criteria. This plan works in tandem with other district-wide efforts such as the (MTSS) and (SEL) in a coordinated system to ensure that every student thrives and achieves to their fullest potential. District administrators, building leaders, educators, and community partners all play a role in the implementation of this work.
- As Dr. Leaks stated the overall plan is measured by indicators of success. These measurable indicators define whether the equity plan has achieved its intended outcomes.
- Systemic Transformation of Culture is the first pillar of the plan which emphasizes the importance and need to create a climate and culture that ensures all people consistently feel valued, respected, included, safe, and contributing members to all school environments. We have gathered feedback through the Panorama survey, Superintendents Student Advisory Council and high school focus groups. We know that we need to continue this work and have plans for including more feedback from our JHS

and elementary students this school year. This year NNHS, NCHS, KJHS and Scott school will pilot the No Place for Hate program which is a student-led school climate improvement program that aims to support the school community to learn new ways to challenge bias and bullying to create a positive school culture.

- Pillar 2, courageous equity, centered staff builds the capacity of employees to ensure an inclusive, equitable school environment that fosters respect and positive relationships and values the uniqueness of all people through ongoing Professional Learning, self reflection and transparent dialogue. Looking ahead, we are committed to continued growth, with an emphasis on creating a District Equity Team. This team will create the vision for the work and share school based experiences to better understand the holistic concerns, actions and supports for staff and students.
- Pillar 3, Equity Centered School and Classroom practices ensure that curriculum, instruction and resources provide access for all and incorporate a culturally responsive lens that includes diverse cultures and perspectives which will increase students' capacity to feel connected to the school community and achieve at high levels. Professional learning for New Educators includes Bias training and equity centered instruction. We have connected with community partners such as Naper Settlement and the Chinese American Women in Action organization to enhance our curricular experiences. We are focused on continual growth. This involves conducting a comprehensive curriculum update and audit while carefully assessing and addressing exclusionary programs, courses, and experiences to ensure a more equitable learning environment for all students.
- It is our goal to create curriculum, implement instruction, and select resources that all students can access. Meaning that all students have entrance into, involvement with, and full participation within the school context. It is critical that the content and resources students are engaged with provide windows into diverse cultures and perspectives.
- At the start of the 2021-2022 school year, we came together as a district to intentionally explain the alignment between MTSS, SEL, and Equity, as we no longer wanted to discuss these constructs in silos. As a district, we know that the real work cannot take place until all three of these areas work in tandem. Students cannot show up academically unless they feel a strong sense of belonging and connectedness to the school within the school day and during activities and athletics. We now have SIPs that are designed for equity, SEL and academic growth. This ensures that equity is at the forefront of all that we do.
- During the 2022-2023 school year, we have been working diligently with our District Leadership Team to redesign the school improvement process to more clearly align to the whole child, create alignment across the district, plan and respond using a timeline that better mirrors the school year, and ensure that all efforts are approached through a lens of equity. To enhance these aspects, we have established instructional targets for each school building, grounded in inclusive practices and best practice instruction. By evolving our instructional approach, we anticipate improved data outcomes. Our commitment to measuring progress remains steadfast, utilizing benchmark data. This year, we are introducing an end-of-year progress summary to transparently communicate our achievements to the Board. School improvement is an ongoing, collaborative process that engages the entire school community, aligning with our mission to nurture lifelong learners within Naperville 203. This endeavor involves assessing conditions conducive to academic growth, social and emotional development, and student belonging.

- This school year, we will re-launch our building equity teams and create a District Equity Team to support the work that is happening in our buildings and to identify and examine district-level problems of practice and opportunities for equity.
- Additionally, a Career 203 brick will be created for educator leaders who serve on the district equity team.
- A primary goal for these teams is to shift from technical, task specific and reactive actions to an adaptive approach to systemic improvement (or systems change).
- Our 4th pillar - Perpetuating Systems of Equity and Opportunity aligns District priorities, procedures, practices, supports, and resource allocation to the district's mission, beliefs, and commitments to equity.
- Consistent with the aims of this pillar, district administration reviewed various policies, procedures, and practices through an equity lens. Recommended updates which the Board later approved to Board Policies 7.160 Student Appearance (Dress code) and 7.180 Bullying Harassment that clarified that "racial slurs" are prohibited are examples how policy can promote safe and inclusive environments consistent with our commitment to equity.
- The goal of Pillar 5: Family and Community Empowerment is to foster effective partnerships with families and the community to create meaningful and inclusive engagement to support student learning and success.
- As a reminder, our success criteria is not tied to one specific pillar or key action. We believe that a comprehensive approach to achieving our outcomes is needed to move the needle and make strides toward our desired state.
- Sense of belonging is critical to the success of our students. Research has shown that a student's sense of belonging improves academic outcomes, increases continuing enrollment, and is protective of students' mental health.
- SEL and equity are the foundation of everything we do to create the conditions for a learning environment where students can effectively engage and learn.
- Students' sense of belonging to their school community is linked to student behaviors and student learning outcomes.
- The Panorama survey has an overarching Sense of Belonging category, which includes an explicit question that asks students, "Overall, how much do you feel like you belong at your school?"
- Our secondary results show that there is a noticeable difference between the overarching sense of belonging category and the explicit question on sense of belonging. A deeper review of how students responded to each question in this category revealed that only a small percentage of students (38% to be exact) feel connected to the adults at their schools. This revelation validates why it is important for educators to prioritize building relationships with their students.
- Having a diverse workforce is a longstanding district priority. Board Policy 2.142 states, **"Our hiring practices will reflect our desire to recruit and retain talented employees whose skill sets enhance excellence in education as well as a culturally rich and diverse perspective."** Pillar 4 of our Comprehensive Equity Plan: Perpetuating Systems of Equity & Opportunity states "District administrators will hire and retain diverse workforce that represent district and school demographics."
- Fostering a diverse and inclusive workforce is an effective gap closing strategy.
- Naperville 203 is comprised of a wonderfully diverse community, representing a wide range of cultures, languages, and backgrounds. By hiring high quality educators who mirror this diversity, we send a powerful message to our students that their identities and experiences are valued and respected. When students see teachers who share their



backgrounds, it can boost their self-esteem, sense of belonging, and overall academic performance. All students benefit from exposure to diverse educators, leaders, and staff and in particular research has confirmed that students of color tend to have higher academic, personal, and social performance when they are exposed to teachers of color.

- Research on the effects of diversity on group performance (both positive and negative) have typically been explained by their effects on potential mediators such as social integration, communication, and conflict. Therefore, the district's comprehensive approach to focus on belonging and connectedness through efforts like our Equity Affinity Groups for employees, our emphasis on professional learning around DEI topics and the integration of restorative practices are critically important in retaining diverse staff, ensuring productive collaboration, and employee effectiveness to get the positive outcomes that we desire.
- To support our ability to attract and hire talented educators from diverse backgrounds, our HR team enhanced our recruitment strategies, which include targeted recruitment at Historically Black Colleges and Universities and Hispanic Serving Institutions and ensuring diverse representation of those who serve as recruiters at career and jobs fairs. The D&I team has offered administrators and their hiring teams professional learning covering culturally responsive hiring practices, and our Talent Management conversations with school principals, their supervisor, and the Superintendent include an explicit data review of hiring trends by demographic groups at their respective school sites.
- As a result of these comprehensive efforts and the commitment of our school principals, we have seen incremental success in hiring talented educators from diverse identity groups and backgrounds. Since 2019, each new hiring class of certified educators has trended upwards towards becoming more representative of our student demographics.
- Overall, we do a great job retaining employees in the district. Since 2019, we continue to experience positive trends in retaining staff. Last school year, over 93% of staff stayed in the district. However, historically, we have struggled to retain Black staff compared to our overall retention rates. In the past two years, we have seen significant growth in retention. We want to keep high quality teachers in our district. Having a diverse workforce is a strategic investment in the success of our students. Targeted efforts such as our Equity Affinity Groups for employees from historically marginalized populations were designed to foster a sense of belonging and positive work environment which research has shown increases employee participants overall job satisfaction and retention.
- Our Comprehensive Equity Plan highlights the importance of monitoring and closing academic gaps in order to improve the comprehensive school experiences of all student groups. ISBE defines academic gaps as the persistent difference in academic performance between different ethnic and racial groups, income levels, gender, and special student groups.
- An area of celebration to note is that all Naperville 203 student groups' academic growth averages outperform their peer demographic group compared to state averages.
- Our academic gaps are wider across all measured student groups compared to state averages in ELA and math.
- Our most significant gaps are between students with IEPs compared to students with no IEP in math and ELA.
- We can also see a slight downward trend in closing gaps between Black students and white students. On the other hand, the existing gaps between students from low-income and non low-income households remain unchanged.

- In math, gaps began to narrow across comparison student groups in 2021. However, our 2022 data shows that our gaps are widening.
- We are also monitoring academic growth and gap outcomes as measured by the SAT. SAT scores play a vital role in many college admissions decisions and some merit-based scholarships.
- Firstly, data demonstrates that fostering students' sense of belonging remains an area of growth. We have made strides in hiring and retaining certified staff that better reflect our student body demographics. Notably, our Community Resource Center and focused staff have proven effective in providing support. We have been actively enhancing our curriculum and resources to ensure accessibility, representation, participation, and strong outcomes. Despite these efforts, achievement data still reveals disparities among student groups.
- We proudly received the 2022 Great Lakes Equity Center Innovator Equity Award for our commitment to an equitable school community and curriculum. Through equity professional development, our staff is better equipped to foster inclusive environments and curriculum. Leveraging student voice has been instrumental in comprehending their school experiences, while we acknowledge the need for ongoing support in student-to-student interactions. Lastly, we emphasize the critical importance of nurturing strong teacher-to-student relationships. We are proud of the work we have accomplished to date, despite the pivots we made due to the pandemic; we continue to make equity a focus in our schools. One of our distinguished areas of success is the integration of equity in all conversations and actions in our school context. We no longer view this as an initiative but rather the culture of Naperville 203.
- Equity is the lens through which we examine all efforts to improve student learning and belonging. We must continue to work to increase equitable classroom instruction and practice, hear from more of our stakeholders, including families and community, review programs and activities, continue ongoing professional learning for new and veteran staff, gather more data and update our plan to identify our next iteration of this work. We are proud of the accomplishments we have made and recognize that there is more to be done in order to ensure that ALL people are represented in, have access to, meaningfully participate in, and have a true sense of belonging and connectedness in every aspect of the Naperville 203 community.

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

**Thank you for the thorough report. I was on the Diversity committee when this report was at the beginning. I am pleased to see the ways we will be measuring. How should we look at the gap data?**

Dr. Nolten noted that 2019 intact pre Covid data. 2021 is not reliable data. To find a trend we can look at 2022 data but it really is not a trend with two data points

**We are using global numbers and we have not given any reasons for the difference.**

Dr. Nolten stated that these are global numbers and do not address why there are differences. Others can talk about the interventions that we are using.

**Are we collecting data for a program? There are numbers that are concerning and need to be more aggressively tracked. There are roadmaps that parents can have to show what interventions are helpful. We want the framework to be consistent so the measurement numbers are the same. Would like to have numbers that are more specific so we know what is exactly working.**

Superintendent Bridges noted this presentation is intended to be an overview. There will be data that are more specific in future presentations.

**It is very clear how unflagging our commitment is to equity. There are so many initiatives that we are doing and I know that these initiatives are helping us. I like that we are honest about where we are and where we need to go. I like the reporting we have been able to**

**do. Love to see future reports on proportional results in Special Ed, AP, extracurricular. I know we had the pandemic that slowed some of this progress. Would like to see data on parents' sense of belonging. We did set some numerics, do we think those are the right numbers. What do we want to set for ourselves?**

Mrs. Willard responded that we did this thinking that we would see 3% growth each year, and then the pandemic started. We would like to see our 2023 data and see where we are. We will have an answer in the future.

Mrs. Xagas added that we do have data on significant disproportionality. We were disproportionate in three areas and we are only down to only one area. We are making progress and are hopeful that we will be off that list next year.

**Thank you for that report. That is great news.**

**Not surprised of the drop in student feeling of belonging in Junior High. Is the homeroom at the High School helping with the connectedness with an adult?**

Mrs. Willard noted that we do not have Panorama data on homeroom. We have informal data from both High Schools that it is a positive experience.

Dr. Holland added that homeroom has had a mixture of results. Students are prioritizing the support period. Time is needed to establish relationships. The High School day structure does not allow time for students to build relationships. We have concerted efforts in classes to build relationships but there still is not enough time. We are considering a timeframe that will allow for

**Are we looking at that at the Junior Highs as well?**

Dr. Holland noted that we are looking at it across the district.

**Thank you for the honesty of the report. We cannot use two data points so staff should not be discouraged. Happy to hear that all Administrators have a homeroom. Would like to see the Comprehensive Equity Plan to be a living document. When we get the 2023 data, will we be able to reevaluate the plan?**

Dr. Leaks noted that it is now reflected in our Strategic Blueprint so it will be ongoing work. It will be reflected in the Strategic Blueprint and in each schools School Improvement Plan.

Superintendent Bridges added that it is an integral part and no longer its own silo.

**Thank you. Evident that a lot of work and effort has gone into this report. Applaud the multiple ways to tackle the work that needs to be done. These challenges are hard and it is what we do as a leading school district. Would really like to see some leading indicators to see how the work is driving that and see those outcomes. Continue to be agile in our approach. Help us set the expectation for how long this will take. Help us understand what the process looks like and help us be patient. This will take time and the effort will be worth it. Can there be a dashboard for some of the leading indicators?**

**This is one of the reasons that I ran for the board. Love that this is part of our culture.**

**Looking forward to how that grows and matriculates into the community. Want to make sure that this is ingrained in our culture.**

**What was the 9%, will we have set measures?**

Mrs. Willard responded that we developed those metrics. We are collaborative with principals and help them set their own specific metrics. We want all data to trend up.

**That is 9% in gap closing?**

**Superintendent Bridges noted that the 9% is defined in the plan, Mrs. Patton will upload the plan and it is on the website.**

**President's Report:**

**Discussed exit slip. Any thoughts, please share with Kristine.**

**Also excited about the first day of school visits.**

**Board of Education Reports:**

Mrs. Fitzgerald gave an update on the resolution. The committee decided not to present. Their new staff did not understand that this is a Federal issue. They felt that it mimicked the state statement that is similar. They asked no questions. They were concerned about the aggressive timeline of 10 years. It is a priority of the National organization. We will be able to present this again next year.

It is disappointing that it will not be presented but the work will continue.

Should we be working more closely with COSSBA?

Federal issues are not the priority of IASB. It is not appealable.

How do we get a bigger voice on this committee?

The structure is based on regions and that is based on geographic areas. That gives a larger voice to some of the smaller districts. For DuPage, it means we only have one representative. The arguments have been made but the change is hard.

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

##### **PRESS Update 112**

Superintendent Bridges noted that these updates are loaded in BoardDocs for your review. This is mainly a “summer spruce up,” Several have only minor language updates. Our policies are Cabinet will review to see if there are any updates for the Board of Education to consider. We will bring on September 5 and for action on September 18.

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

How often are these policy updates noted?

Superintendent Bridges noted that there are no legislative updates; just want to make sure the Board of Education feels that it represents its governance.

#### **Discussion with Action:**

##### **Consideration of Board of Education Expenses**

Superintendent noted the Board of Education expenses listed in BoardDocs. He added that these are to be approved by roll call vote at an open meeting.

Amanda McMillen made a motion to approve the Board of Education expenses as presented, seconded by Joe Kozminski. Those voting yes: McMillen, Fitzgerald, Gericke, Wandke, Kelley Black, Cush, and Kozminski. Those voting no: None. The motion carried.

#### **Old Business**

None.

#### **New Business**

None

#### **Upcoming Events**

Superintendent Bridges noted the next Board of Education meeting would be held on September 5, 2023 at 7:00pm.

#### **Adjournment**

Amanda McMillen moved seconded by Charles Cush to adjourn the meeting at 8:26 pm. Those voting yes: Cush, McMillen, Fitzgerald, Wandke, Kelley Black, Kozminski, and Gericke. Those voting no: None. The motion carried.

Approved: September 18, 2023

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Kristine Gericke, President, Board of  
Education

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Susan Patton, Secretary, Board of  
Education