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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 ADMINISTRATION CENTER, 203 W. HILLSIDE ROAD, NAPERVILLE, IL.  
December 3, 2018 AT 7:00 P.M., CLOSED SESSION 6:00 p.m.

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### **Call to order**

President Kristin Fitzgerald called the meeting to order at 6:00p.m. Board members present: Terry Fielden, Kristin Fitzgerald, Kristine Gericke, Paul Leong, Donna Wandke, Charles Cush (arrived at 6:02pm) and Janet Yang Rohr, via phone.

Administrators present were: Administrators present were:  
Dan Bridges, Superintendent,  
Bob Ross, Chief Operating Officer,  
Carol Hetman, Chief Human Resources Officer

### **Closed Session**

Terry Fielden moved, seconded by Paul Leong to go into Closed Session at 6:00 p.m. for consideration of:

1. Pursuant to 5 ILCS 120/2(c)(1) 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)(11) Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal.

At 6:03 pm Charles Cush motioned to allow Janet Yang Rohr to participate via telephone as she is away for work, Donna Wandke seconded the motion.

Vote 5-0

### **Meeting Opening**

Terry Fielden made a motion, seconded by Charles Cush to return to Open Session at 7:00pm. 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, Terry Fielden, Kristine Gericke, Charles Cush and Janet Yang Rohr (via phone).

**Student Ambassadors present:** Haley Cush, NNHS.

**Administrators present:** Dan Bridges, Superintendent, Roger Brunelle, Chief Information Officer Chuck Freundt, Assistant Superintendent for Elementary Education, Jennifer Hester, Chief Academic Officer, Carol Hetman, Chief Human Resources Officer, Christine Igoe, Assistant Superintendent for Student Services, Rakeda Leaks, Executive Director of Inclusion

and Diversity, Sinikka Mondini, Executive Director for Communications, Patrick Nolten, Assistant Superintendent for Assessment and Accountability, Bob Ross, Chief Operating Officer, and Nancy Voise, Assistant Superintendent for Secondary Education. Absent: Jayne Willard, Assistant Superintendent for Curriculum and Instruction.

**Pledge of Allegiance**

Board of Education led the Pledge of Allegiance.

Donna Wandke made a motion, seconded by Terry Fielden to return to allow Janet Yang Rohr to join the meeting via phone. A voice vote was taken. Those voting yes: all No: None. The motion carried

**Good News**

The Illinois Student Assistance Commission recognized more than 20,000 high school seniors as 2018-19 Illinois State Scholars, including 437 from Naperville 203.

Students at both District high schools received the prestigious award; 227 Naperville Central High School students and 210 from Naperville North High School. A full list of students can be found at <http://www.isac.org/>.

Illinois State Scholars represent the top 10 percent of high school seniors, from 737 different high schools across the state. Students receiving the honor possess strong academic potential and are chosen based on a combination of exemplary ACT or SAT test scores and sixth semester class rank. The ISAC, the state agency committed to helping to make college accessible and affordable for Illinois families, first introduced the Illinois State Scholar recognition program in 1958.

**Public Comment:**

None

**Action by Consent:**

**1. Adoption of Personnel Report**

	<b>EFFECTIVE DATE</b>	<b>LOCATION</b>	<b>POSITION</b>
<b>APPOINTMENT-CERTIFIED FULL-TIME</b>			
<b>Stephanie McDonald</b>	<b>1/7/19-5/28/19</b>	<b>Steeple Run</b>	<b>1<sup>st</sup> Grade</b>
<b>Andrea Mardyla</b>	<b>11/27/18-5/28/19</b>	<b>NNHS</b>	<b>Mathematics</b>
<b>RESIGNATION-NON-UNION CLASSIFIED</b>			
<b>Justin Falatovich</b>	<b>11/30/2018</b>	<b>Senior Support Analyst</b>	<b>PSAC</b>
<b>EMPLOYMENT-CLASSIFIED FULL-TIME</b>			

<b>Justin Carloss</b>	<b>12/3/2018</b>	<b>Madison</b>	<b>Computer Support Assoc</b>
<b>Joel Jiminez</b>	<b>12/11/2018</b>	<b>Beebe</b>	<b>Computer Support Assoc</b>
<b>Nicholas Paluch</b>	<b>12/4/2018</b>	<b>Ranch View/Meadow Glens</b>	<b>Custodian</b>
<b>Janet Rueb</b>	<b>11/26/2018</b>	<b>Naperville North</b>	<b>Special Education Asst</b>
<b>LEAVE OF ABSENCE-CLASSIFIED</b>			
<b>Carol Naughton</b>	<b>1.14.19 – 3.30.19</b>	<b>NNHS</b>	<b>LRC Assistant</b>

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

## **2. ILP Contract**

**Board sets aside money to pay for these types of contracts. The Board would lie to discuss this more fully so that the community is aware of what is changing. The community will what the positives will be as well as what will be changing. It is aligned to blueprint work especially College and Career Readiness. Provide a clear roadmap for our students beginning at grade six.**

This Individual Learning Plan Contract is with School Links. A rigorous RFP process was supported by representatives from Junior High Counselors, High School Counselors and District Administrators. This is for students 6-12 and allows them to develop an individualized learning plan. Facilitates the application process. Will begin at grade six and will be updated every year until graduation. Meets the standards set forth by ESSA, the Power Act and the ISBE college and Career Indicators. More engaging for students and parents and staff. Allows for searching of both four year and community colleges for students. Not only helps with the application process but also planning for college and career.

Contract goes thru June 30, 2022. Contract includes any prep work that needs to be done to get this up and running.

The contract includes onsite and virtual professional learning. Tech support with planning and implementation. Year 0-\$55000, Year 1 \$47,000, Year 2 and 3-\$63,0500 Offsets. Current costs 20K on a two-year basis for Naviance and \$6600 for Career Cruising. All three vendors were comparable in costs.

Important that families know the benefits of this program. Goes 6-12 with annual follow thru.

There are no other costs shown as the RFP process is exempt from bidding.

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

### **3. Pest Control Bid**

**We see that five vendors bid on this contract and all five were significantly different. What is the service that is included the bid?**

Weekly visits to each High School and monthly visits to Elementary and Junior High Schools for insect and rodent control.

Donna Wandke made a motion to approve the Pest Control Bid as presented, seconded by Charles Cush. Those voting yes: Gericke, Fitzgerald, Fielden, Cush, Yang Rohr, Wandke and Leong. No: None.

## **COMMUNICATIONS**

### **Student Ambassador Reports**

#### **Haley Cush**

- NNHS Semester is winding down.
- Esports—Video game teams. This is the first year for this team. NNHS will host the first gaming tournament on December 14, 2018 at 5:30 pm.
- Girls Cross Country came in second at Nationals.
- The dance team won their competition.
- Learning commons will host cocoa cram where teachers are available to give extra help during these two weeks before finals
- 5 essentials Survey will be posted on December 11
- PSAT scores will be released on December 12

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

### **Superintendent Bridges invited Katy Lynch and Melissa Jankowski to offer the Meadow Glens SIP report.**

- It is the intent of our building leadership team to show the Board of Education that it is the focus on “ALL students, ALL teachers, and ALL stakeholders” that puts Meadow Glens in a better position to meet the challenging and changing demands of students, teachers, and the community at large.
- We continue to work each year alongside district administrators, teachers, parents, and students to align our school improvement goals and action plan with the district mission and vision, Focus 2020 commitments, the system of practice, and the laws of school improvement.
- We are in our second year of a two-year school improvement plan.
- At Meadow Glens, continuity, continuous professional learning, and collaborative leadership are the guiding principles that drive the design for each year’s action plan for continuous improvement.
- We have two specialized programs, Multi-Needs and PI+. The students in our specialized classrooms add a welcome dimension to the building. Students look forward to supporting their differently-abled peers with artistic expression and gross motor through the Adaptive Art and Adaptive Music classes.

- Slowing down to solicit feedback and listen to our school community through administrator chats, parent networking nights, and parent-to-parent outreach has allowed us to create and support a climate that values, accepts, and understands diversity and multiple perspectives.
- We utilize the feedback of all stakeholders in the evaluation of instructional programs and school practices in order to develop a plan of action addressing obstacles that hinder the engagement of students, families, staff, and our school community.
- Meadow Glens' community partnerships, SFCP, Home & School, staff, parents and students collaborate to provide experiences and awareness of emerging technologies, innovations, and creative thinking both in the classroom and outside the classroom.
- Instructional implementation is grounded in the work of PLCs that continually revise and develop common pedagogy, consistent routines, and together determine guidelines that define quality practice.
- Evidence of our collaborative PLC work can be observed by the number of students moving from meeting standards to exceeding standards on English Language Arts PARCC.
- Grade level PLCs are looking closely at multiple assessments to identify students that are at the cusp of meeting or exceeding standards and developing plans to respond to their individual and collective needs.
- The 2017 PARCC overall ELA achievement was 88% proficient.
- Based on these results, an overall PARCC ELA achievement goal of 89% meeting or exceeding was established for the two-year ELA goal.
- While our students with an Individual Education Plan struggled with PARCC, progress is being made towards closing these gaps through IEP goals.
- 85% of students meeting or exceeding on the math PARCC was set for the two-year School Improvement Plan.
- The results from 2018 math PARCC assessment exceeded the expectations of the two-year goal with 86% of students meeting or exceeding on the math PARCC assessment.
- After receiving our PARCC state assessment data, our building leadership team examined specific English Language Arts and Math Standards to determine and target specific school-level trends.
- A plan was created with the standards, evidences to be measured on the standards, and information from the Reading Response Plan.
- Instructional teams collectively assume responsibility to investigate best practice and alternative approaches to teaching specific standards and collaboratively plan for ALL learners.
- Feedback from teachers regarding a difference in the vocabulary used in resources and the Illinois Learning Standards led to a healthy discussion of consistent language and reflecting on how this might impact student achievement.
- Instructional implementation of the "Toolkit" vocabulary was developed and grounded in a common set of guidelines defining quality practice, a common pedagogy, and goals unifying the work between and among grade level teams.
- Building leadership and grade level teams determined that embedding the "Toolkit" vocabulary with content delivery, instruction, and differentiation as appropriate was a priority for instructional emphasis.
- IEP students receive direct instruction with the Toolkit vocabulary.

- Increasing continuity means we all work smarter by combining our efforts to maximize our effect on student learning by using common standards, common resources, common practices, common language, and common expectations.
- Our administrators, teaching staff, and assistants take ownership of increasing personal growth through professional learning and share this learning with team members.
- Continuous PL allows teachers to know the WHY behind all that is asked.
- Collaborative leadership solicits ownership and participation in making important decisions, empowers professional innovation, and shared problem-solving. Collaborative leadership means many voices are represented in the decisions and many minds are invested in achieving the vision.
- Through the lens of continuity and consistent expectations, our action plan defines opportunities for working smarter and embracing a shared responsibility for the success of ALL learners.
- The district adopted Fountas & Pinnell reading assessment shows kindergarten students entering school with a typical range of readiness skills and by the time they were reassessed in the spring all of the students made substantial growth and the majority were achieving above grade level expectations.
- Unlike a traditional teacher-directed lesson, the spotlight is on an intermediate student and primary student working on a task that encompasses social emotional learning and academic standards-based learning targets and shows evidence of their collective progress towards their goals and learning by leading.
- Through continuity, continuous professional learning, and collaborative leadership, Meadow Glens students are achieving at high levels, growing socially/emotionally, and positively contributing to the community.

### **Questions:**

Thank you for the report and for the big audience who has come to support.

Your Social Worker has good advice to match response to problem.

Thank you for the wonderful partnerships you have with parents.

No Questions.

### **President's Report**

IASB improving student achievement through exceptional governance:

Most impactful behaviors of BOE:

Believing that all students can learn, establishing clear expectations, creating conditions for success, holding the district accountable, building collective will, learning together as a team, setting measureable goals and letting the community know the goals.

That was talked about at the BOE self-reflection. The goals mentioned at the conference were the same goals that the Board talked about during the self-evaluation.

Can admin begin to look into seeing what data points would be helpful and meaningful for a dashboard?

Administration will begin to look and see what options are for a dashboard and what some meaningful measurements are.



## **Board of Education Reports**

There were a number of sessions on Safety and Security and a number of them were attended. Information learned will be shared with other Board members and our new Director of Safety and Security.

Financial challenges and innovative solutions and ideas to get spending under control were shared by the Belleville School District.

It was helpful to have multiple Board members at sessions as it gave common knowledge. There was a presentation on dashboards at the Carousel of panels about dashboards Delegate assembly will ask the Board to create a statement (resolution) regarding school safety. This statement will be due the end of June. Would want to collaborate with other districts in order to strengthen support.

General session Ruby Bridges great to hear her reflections on her innocence that helped her get through the changing school environment. Kids see things through untainted eyes. We should allow them to stay innocent for as long as we can. Her book *Through My Eyes* is a good read.

Conference is continuing education for the Board.

A great preconference session was about a Deep equity lens- Casey Race for results ranking Great opportunity to learn what other districts are doing and how they are using their creativity and innovativeness.

Some legislation that is coming forward both at state and federal level.

Good appreciation for the positives of D203. We are already doing the best practices.

It is a huge value for the Board of Education to be able to be challenged and learn.

Good time to make presentations. Human Resources did do a presentation on how we keep healthcare costs down.

## **Discussion without Action**

### **Tax Levy Workshop and Discussion:**

Superintendent Bridges indicated that at the November 19, 2018 Board of Education meet, Administration presented the Five Year Financial Forecast and a recommendation to support a Tax Levy to the full extent. Levy must be filed by the last Tuesday of December. This will come to Board for action on December 17. Benchmark unit districts information has been provided. Citizens Financial Advisory 12/13 will convene and review the Five Year Financial Forecast.

### **Questions:**

**Thank you for information that I asked for at last meeting. Interesting to the range for the benchmark districts. Review as to why there are differences in benchmarking districts.**

**Thank you for the information.**

**Are there policies that relate to the reserve levels?**

Superintendent Bridges will review to see if there is policy or is it just practice?

**What are the pros and cons of where some of the Benchmark districts stand in terms of reserve?**

It is hard to really know as there are a number of factors that come into play, Sometimes based on size and what Tier are they in. Overall financial standpoints make some of these differences.

At this point we will take full levy and will abate a minimum of \$1 million in March 2019.

We would be abating the 2009 bonds.

We need to see what the new state administration takes over.

### **School Improvement Plans:**

**Superintendent Bridges invited Dr. Patrick Nolten, Assistant Superintendent of Assessment and Accountability to present Cabinet and all Principals to provide an overview of the School Improvement Process.**

**This is a time for the Board to approve the SIP plans. These are living and working documents and are individualized for each building. These plans are visited regularly by the schools.**

- The school improvement process is aligned with our beliefs, vision and mission and is also reflected in Blueprint 2.16.A.
- Our school improvement plans continue to address elements of academic and social emotional growth and achievement.
- The review of student performance data from a variety of sources and a review of past school improvement plan accomplishments.
- The establishment of goals connected to accountability measures including PARCC/Illinois Assessment of Readiness and SAT at the elementary, junior high and high school levels with connection to empirically supported action steps.
- Please note that we are transitioning from PARCC to the Illinois Assessment of Readiness – also known as the IAR.
- The first component is a future goal written to address English Language Arts/Literacy or ELA using a two-year time frame.
- Each school has been directed to write two academic goals – one addressing ELA and the other addressing Mathematics focusing on all students.
- Goals have been written linked to an accountability assessment and using a SMART format which includes being:
  - Specific or targeted
  - Measureable
  - Achievable or attainable
  - Relevant and
  - Time bound
- Benchmark targets focus on measureable achievement and growth using PARCC/IAR or Performance Series.
- These indicators are used to determine if the school is on-track to meet their overall goal.
- Each school's Action Plan is linked to their School Improvement Plan.
- This plan identifies individual actions steps with their associated tasks specifying individual or collective responsibility and an associated timeline.
- Action plans were developed in association with both academic and social emotional learning goals.

### **Questions:**

**Thank you for your report. It is a big responsibility for all of us. Help us understand what the words around growth mean.**

We were looking at schools who made more than 2% growth. This is a significant growth.

Modest growth is give or take 2% not a lot of change up or down

Limited growth is recorded as less than 2% growth.



We do ask that schools write two year goals. This is the second year that we have looked at this data.

**Was there any direction of the amount of growth to report?**

Look at historic trends. Where are you putting resources?

Looking for goals that can be attained. Goals should be ambitious but not outrageous.

ESSA has less emphasis on districts and more on growth at schools.

Schools will want to show that all students are moving, not just the focused groups.

**When all these schools achieve all that is in their SIP plans, what does that look like for the district?**

Under ESSA there is less of a focus on district performance. We do look at group data and we would like to see increases of 2% or more. The emphasis is on growth and moving all students forward.

**There are a lot of different measures for SEL growth. Are there products out there that will survey students on SEL?**

There are no assessments that are developed enough to measure these goals. This is an evolving area for vendors.

We will keep an eye on as there is really nothing available that will measure this across the board, from EC thru Connections. We are being sensitive at adding assessments.

**This is an area of passion for the Board. Can you speak a little about the transition from PARCC to IAR?**

State of IL issued an RFP for a new assessment. We have been assured that the transition will be apples to apples in terms of questions and measurement. Long term plan is that it will become adaptive to the way the student answers questions, either becoming easier or more difficult. Will use questions that are similar to PARCC.

**We are setting goals with the knowledge that the two assessments will measure the same so we are not starting over.**

**How do we support schools that have achieved limited growth?**

PLC's are really looking at the data and determining what are the needs that are responsive to the needs of the students. The data is down to the individual student level so that their needs can be met on an individual basis. Teams are focusing on this regularly.

**KIDS assessment is not being utilized in our district as a means of measurement. How do you see that being utilized?**

Needs to be administered at the 40<sup>th</sup> day of the school year. This Fall was the second time it was administered. It is a mechanism for showing need and that things need to be done before Kindergarten in order to get them ready. We rely more on direct skill assessment.

**Where does it play in regards to SIP? Will it be helpful with our PreK students?**

A very global assessment. Not specific enough to say if a student is ready to do a task, for example is the student ready to read.

**Summer School 2019:**

**Chief Operating Officer Bob Ross and Kevin Wojtkiewicz, Director of Summer of Learning presented proposals for courses for the Summer of 2019.**

**Review what we have done and see what are opportunities for change.**

- Blueprint commitment 1.16.E, is to “Implement Summer School recommendations that maximize opportunities to advance student learning.”
- In the summer of 2019, we will focus on the specific steps outlined in Commitment 1.16.E that have proven to be successful over the last 5 years. We will further focus on the specific commitments related to re-aligned curriculum, increasing access, additional support services, and new community partnerships in the coming year.
- At the high school level, two new blended courses will be offered. Blended AP Studio Art Prep will be a non-weighted class allowing students who will be taking an AP Studio Art class in the regular school year to have additional time to complete their projects. US History and American Government will be realigned to reflect the recent updates in regular year courses. Due to declining enrollment over the past few years, we will no longer offer “Special Topics” as a summer school course.
- To continue to increase access to summer learning, we have recommended additional blended learning opportunities to allow students to participate in both summer classes as well as pursue other summer interests or responsibilities. We will increase outreach that effectively communicates the successes of our programs and their impacts on student achievement.
- While we recognize the difference between staff and student perception, the student response rate was low, making it difficult to know if their results are truly representative of all students involved in summer learning at the high school.
- Based on feedback from the Board, we collected data from student groups using spring to fall Performance Series scores. In order to be included in data collection, students in grades 3-8 had to attend all 6 weeks of summer learning and have a summer attendance rate of 80% or higher.
- In 2013-2014, we presented a plan based off of the work of a summer school committee that lead us to the recommendations for Blueprint Commitment 1.16.E. It is now time to update that commitment based on the successes we have achieved, stakeholder feedback, and guidance from the Board. In the Spring of 2019, we will once again convene a committee of qualified stakeholders to make recommendations for a multi-year plan for Summer Learning beginning in 2020.

### **Questions:**

**Thank you the wonderful report.**

**Could you tell us more about the Scholarships for under privileged for students and what courses are they able to take?**

These scholarships are offered to our free and reduced lunch eligible students. They are offered a full tuition waiver and can sign up for any program offered, includes transportation and at the elementary level, the after school camp.

**How do students who take a Summer school course perform when they take a full year course in the summer?**

We don't measure performance in the form of grades but we do know that over 99% of the students who take a summer course versus a full year course, receive credit for it.

**Can you talk about the partnerships as they relate to the Business Boot Camp course?**

The Business Boot Camp is designed after the Incubator class. Looking at different ways to give students feedback on their work either from students in the Incubator class or from partnerships. We look at chamber and other places to see if we can get guest judges.

**Budget in decreased due to 3 fewer days in 2019 due to July 4 holiday. Thank you for being responsive to requests from Board on so many areas.**

**When do we begin signing up?**

We will begin sign up on January 28, 2019.

**Keep looking at transportation and the costs. Is there a potential to raise the rate for those who pay for it?**

We may need to go that way but for 2019, it might not be the year to increase the cost.

**While the growth is understood, can we get a year over year cost for Summer School?**

Yes, that can be sent to you.

This will be brought for action on December 17, 2018.

### **Policy 5:125**

Chief Operating Officer Bob Ross reported that Administration is recommending a revision of Policy 5.125 regarding Personal Technology and Social Media, Usage and Conduct. Revisions were presented. Action will be at a future meeting, likely in January or February 2019.

We are going to be asking staff to only use district approved platforms for communicating with students. We will be investigating different apps and looking at guidelines.

**Questions:**

**Are we streamlining how staff is communicating with students?**

Yes, and to provide additional protections for students and staff. We are trying to meet students where they are so that they will use whatever platform we choose.

### **Intergovernmental agreement with Naperville Park District**

Naperville Community Unit School District 203 and the Naperville Park District have entered into a number of intergovernmental agreements to control costs and so that the constituents of both districts can be better served.

The proposed IGA would allow District 203 to construct an excellent varsity softball field in Knoch Park to the same standard as the varsity softball field at Naperville North High School and the varsity baseball fields both at Naperville North High School and in Knoch Park. This field will be used primarily by the Naperville Central High School varsity softball team, although community groups will have access as well.

District 203 and Park District staff members have had several discussions on this topic and are comfortable with the terms of the IGA, which are nearly identical to those contained in the IGA that governs the varsity baseball field in Knoch Park. District 203 legal counsel has also reviewed the proposed IGA.

The Naperville Park District Board of Commissioners approved the IGA at their November 12, 2018 meeting.

If approved, this Intergovernmental Agreement will commence in July, 2019 thru 2039.

Administration will be bringing this for action at the December 17, 2018 Board of Education meeting.

**Questions:**

None

### **Amendment to existing Intergovernmental Agreement**

Naperville Community Unit School District 203 and the Naperville Park District have entered into a number of intergovernmental agreements to control costs and so that the constituents of both districts can be better served. One such agreement, dated September 6, 2011, concerns the varsity baseball field in Knoch Park.

The proposed amendment would extend the end of the term of the IGA from the original date of September 6, 2011 to July 8, 2039. The Naperville Park District suggested this change in order to establish a consistent expiration date between this IGA and the proposed IGA concerning the varsity softball field in Knoch Park.

The Naperville Park District Board of Commissioners approved the proposed amendment to this IGA at their November 12, 2018 meeting.

Administration will be bringing this for action at the December 17, 2018 Board of Education meeting.

### **Questions:**

None

### **Discussion with Action**

None

### **Old Business**

None

### **New Business**

None

### **Upcoming Events**

**Winter vacation begins December 24 check website to see what days the buildings we are open.**

**Early stages for preparing for FOCUS 203 on January 30 and 31, 2019.**

**Martin Luther King Holiday events will be shared as they are received.**

### **Elections Timeline**

### **Adjournment**

Donna Wandke moved seconded by Charles Cush to adjourn the meeting at 8:55 p.m. A voice vote was taken and the motion carried unanimously.

Approved: December 17, 2018

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Kristin Fitzgerald, President, Board  
of Education

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Susan Patton, Secretary, Board of  
Education