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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  
January 23, 2023 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 6:00pm.

Board members present: Kristin Fitzgerald, Kristine Gericke, Tony Casey, Joe Kozminski, Charles Cush, Donna Wandke, and Amanda McMillen.

Administrators present were:

Dan Bridges, Superintendent,

Bob Ross, Chief Human Resources Officer

Michael Frances, Chief Financial Officer/CSBO

### **Closed Session**

Charles Cush moved, seconded by Amanda McMillen to go into Closed Session at 6:01 pm. for consideration of:

1. Pursuant to 5 ILCS 120/2(c) (21) Discussion of minutes lawfully closed under the Open Meetings Act, for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 12/19/2022, 01/09/2023.
2. 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.
3. Pursuant to 5 ILCS 120/2(c)(2). Collective negotiating matters between the public body 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 particular District has been filed and is pending before a court or administrative tribunal.

### **Meeting Opening**

Kristine Gericke made a motion, seconded by Joe Kozminski to return to Open Session at 7:07 pm. A roll call vote was taken. Those voting yes: McMillen, Gericke, Fitzgerald, Casey, Wandke, Cush, and Kozminski. 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, Kristine Gericke, Tony Casey, Charles Cush, Joe Kozminski, Amanda McMillen and Donna Wandke.

**Student Ambassadors present:** Sarayu Suresh

**Administrators present:** Dan Bridges, Superintendent, Roger Brunelle, Chief Information Officer, Allison Boutet, Assistant Superintendent for Administrative Services, Michael Frances, Chief Finance Officer/CSBO Chuck Freundt, Assistant Superintendent for Elementary Education, Chala Holland, Assistant Superintendent for Administrative Services, Lisa Xagas, Assistant Superintendent for Student Services, Alex Mayster, Executive Director for Communications, 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 Mill Street Elementary School**

The Board welcomed Mill Street Elementary. Principal Suzanne Salness had her students introduce themselves after which they led us in the Pledge of Allegiance.

**Good News**

Naperville North Senior Jordyn Cleary and Naperville Central senior Aubrey Nestoras were recently awarded Evans Scholarships by The Western Golf Association. The Evans Scholarship is a four-year, full-tuition and housing scholarship awarded to deserving golf caddies that meet the criteria of academic excellence, caddie record, leadership and character, and financial need. Congratulations to Jordyn and Aubrey!

Over the last few weeks, eighth-graders from all five junior highs had multiple opportunities to visit their feeder high schools, Naperville Central and Naperville North. In addition to a student visit during the school day, families were invited to evening presentations at both high schools. During the presentations, students learned more about the academic and extra-curricular opportunities offered at both schools.

**Public Comment:**

President Fitzgerald gave the parameters for public comment. She will designate the next speaker so that they have the appropriate time to prepare. Issues raised in public comment will be taken under advisement by the Board of Education but will not be discussed in this meeting. Because the questions raised in public comment address district operational matters, the Superintendent is designated by the Board to coordinate responses and will apprise the Board accordingly. All public comments have been added to Board Docs. President Fitzgerald reminded the community that as outlined in Board Policy 2.230, individuals addressing the Board should conduct themselves with respect and civility toward others. Individuals are free to express their criticism regarding Board policy or decisions by the Board but should refrain from personal attacks.

**Several parents and students gave public comments both opposed and in favor of the proposed changes to the High School Music Program. Concerns expressed were the added workload for students and the removal of joy in music. Many students would not be able to fit this new curricular requirement into their schedules.**

**Those students and parents who are in agreement with the changes state that it is possible to fit curricular music into your schedule. They believe that this will make the program better and stronger. Some students are not able to take lessons outside of school so a lot of time is taken to bring them up to speed with those who do. These changes will allow everyone to improve.**

**A Mill Street parent expressed concerns over class sizes in 3<sup>rd</sup> grade at Mill Street. There is concern that these numbers will stay the same next year. Teachers are unable to address achievement gaps and discipline with 30 students in a classroom.**

**A Naper parent expressed concerns over the treatment of her child at school. Parent is concerned for her child and other students.**

President Fitzgerald noted that the Board of Education appreciates your advocacy. Acknowledged all who spoke and who have emailed public comments. As a reminder, the BOE has designated the Superintendent to respond to public comments.

## Monthly Reports

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

## Board Questions/Comments:

None.

## Action by Consent:

1. **Bills and Claims** from WARRANT NO. 104958 THRU WARRANT NO.30029830 TOTALING \$32,114,627.08 FOR THE PERIOD OF December 20, 2022 thru January 23, 2023.

## 2. Adoption of Personnel Report

	Effective Date	Location	Position
<b>REVISED CONTRACT-CERTIFIED PART-TIME</b>			
Milena Durek	8/12/2022	WJHS and MJHS	WL-French Teacher
<b>LEAVE OF ABSENCE-CERTIFIED</b>			
Sara Willard	2/27/23 - 5/26/23	NNHS	FACS
<b>EXTEND LEAVE OF ABSENCE-CERTIFIED</b>			
Jeffrey DiOrio	8/14/23 - 5/23/24	NNHS	Mathematics
Danielle Koziol	8/14/23 - 5/23/24	Prairie	5th Grade
<b>RETIREMENT-CLASSIFIED</b>			
Joan Hall	2/14/2023	NNHS	Department Secretary
<b>RESIGNATION-CLASSIFIED</b>			
Denisse Preece	12/16/2022	Steeple Run	Dual Language Assistant
Roosevelt Montague	1/20/2023	NCHS	Campus Supervisor
<b>EMPLOYMENT-CLASSIFIED FULL-TIME</b>			
Eva Francis	1/9/2023	Transportation	Bus Driver
Erika Bogan-Clemons	1/17/2023	PSAC	Health Tech Float
Quartne Armstrong	1/9/2023	Ranchview	Special Education Assistant

## 3. Minutes 12/19/2022, 01/09/2023

## 4. Approval of Closed Session Minutes 12/19/2022, 01/09/2023

## 5. Disposal of Assets

Tony Casey made a motion to approve warrant NO. 104958 thru warrant NO.30029830 totaling \$32,114,627.08 for the period of December 20, 2022 thru January 23, 2023 and the remaining items on the Consent Agenda with exception of the December 19, 2022 and January 9, 2023 open session and closed session minutes, seconded by Donna Wandke. Those voting yes:

Kozminski, Casey, McMillen, Wandke, Gericke, Fitzgerald, and Cush. No: None. The motion carried.

Tony Casey made a motion to approve the December 19, 2022 open session and closed session minutes as presented, seconded by Donna Wandke. Those voting yes: Cush, McMillen, Kozminski, Fitzgerald, Wandke, and Gericke. Those Abstaining: Casey. Those voting no: None. The motion carried.

Tony Casey made a motion to approve the January 9, 2023 open session and closed session minutes as presented, seconded by Kristine Gericke. Those voting yes: McMillen, Fitzgerald, Gericke, Wandke, Casey, Cush and Kozminski. Those voting no: None. The motion carried.

## **Communications**

### **Written Communications**

None.

### **Student Ambassador Reports:**

#### **Sarayu Suresh NCHS**

- Winter Sports are doing great, with Boys bowling, and Boys Basketball, winning first place at regional. Congratulations to all our Naperville Central Athletes.
- Theatre Central will be holding a production of “The Internet’s a Distract- OH LOOK A
- KITTEN!” with auditions for the musical Les Miserables on January 30.
- A topic that has been on students minds are the proposed changes to the music programs at Naperville Central. The changes will require programmatic staffing rather than student enrollment based staffing. In addition, it will require students to enroll in a technique and performance music course. Many students who are involved in Naperville Central’s music program believe that these requirements will deter students from joining the music program, as many students enjoy music just for fun.

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

**No report on this section.**

### **President’s Report**

**Reports on IASB book study on High Conflict conversations.**

### **Board of Education Reports:**

**None.**

### **Discussion without Action:**

#### **Board Policy 6.32**

Superintendent Bridges noted that we discussed this policy at the last Board meeting. This is a unique policy to D203. Board members noted that this does not reflect practice. Dan noted there is an updated draft in BoardDocs that is reflective of the concerns of the BOE.

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

**K-5 and HS sections it talks about class sizes getting to a certain size it triggers a report to the Board. Can you speak to the difference in the JH, as it is only if a core course exceeds the limit?**  
Superintendent Bridges noted that in noncore courses, it could be difficult to manage under 30 in the noncore courses. We can make the language consistent.

**I think it is better for us to have consistency across the levels.**

**Why does IASB not support this policy?**

Superintendent Bridges stated he is not sure but it may be that this is more of a local decision. It is not driven by school code.

**Is this the most appropriate place to have this guidance?**

Superintendent Brides noted that he is not a fan of this policy. I am not saying that I do not care about class size. We do not feel that we should be creating this without any legal support or school code support.

**How can this be enforced?**

Superintendent Bridges added that legal counsel advised that this is advisory language. We are not saying that we would add another class or teacher.

**For elementary school-we took out the maximum enrollment. The second part talks about the average size, is that the average at the grade level or whole school?**

Superintendent Bridges remarked this is grounded to NUEA language in the contract that uses the number 28 as a trigger for an aid.

**Would like to see the word average removed. For consistency, I do not like the numbers changes as the grade levels go up. At the HS, we need an extra trigger on the lower end.**

**Did we adopt or did we pull it for further discussion?**

**I would like a recommendation for the reporting. Is there a logical time of the year like September 30 enrollment numbers? Could we have an annual report of where we stand with enrollment?**

Superintendent Bridges responded that we would continue to work on the reporting trigger.

Superintendent Bridges added that student choice plays into this in the higher grade levels. At the elementary level, the numbers are found by taking the number of students by classroom teachers.

**Seeing the 35 back for 6-8 and 9-12 is alarming. I would like to know if we are hitting over 28 students in a HS classroom. Would like to understand when we are over 28.**

**Reports are tied to 28 in JH and 30 in HS.**

**Not my desire to be over 30.**

**Board should ask for reports on this yearly and not have this policy. Not clear what this policy is doing. Skeptical that we should have the policy and that we should just be aware of what is going on in the district.**

**This is more of a procedure than a policy.**

**No policy given by PRESS because there are many different looks all across Illinois. Would like to have us not propose to get rid of a policy. Would like the policy to reflect our practice.**

**How does Administration want to proceed?**

Superintendent Bridges stated we would take another stab at it. Administration recommends that we not have this policy, as it is not tied to school code or legal.

**Board of Education has expressed that we do want you to carry out your practice.**

**We will continue the dialogue.**

## **2024-2025 School Calendar**

**We hoped to bring this for action. We need to get some more information from other entities. This is always one of the hardest things to do and make people happy. We have a committee that looks at many parameters. We have had a history of completing this calendar two years ahead of time. The committee looks at the recommendations of the ROE. This year they agreed to not follow the recommendation for Spring Break 2025. The biggest complication is the expected window of the IAR testing. We need to get additional information as to when the**

assessment will be. It also runs into the scheduling of the SAT. Students would return just two days prior to taking the test.  
We do not have a specific timeline as to when we will bring this back.  
As a reminder, this is for school year 2024-2025.

**Board Questions/Comments:**

None.

Administration will bring back when they have the information.

**Discussion with Action:**

**High School Music Program**

Superintendent Bridges reminded everyone that this has been brought to and discussed at the past two Board of Education meetings. Staff has listened to the feedback from the Board and the community and students and have worked to craft a recommendation that will work toward achieving our vision for music in District 203.

Dr. Holland thanked the Board for having us come back and present our revised program recommendation.

- A curriculum team of music educators from across the district came together to research best practice, discuss ideal state of music education in Naperville 203 and review the new state standards in order to create a comprehensive, rigorous program of study. The first step in this process was to clearly articulate a vision for music education that would ensure students are well prepared to advance to the next level, are exposed to a rich, variety of genres and styles, could independently and collaboratively develop musically and create a lifelong love and appreciation for music. Individualized skill development is a pivotal component of meeting music standards at the state and national levels.
- The Naperville 203 vision is grounded and anchored in best practices and aligned to state and national standards for music education.
- Our proposed music update is in alignment to our vision to ensure that all Music offerings are designed to develop in all students, the professional practices of a working musician, the kinesthetic aspects of music making, the skills necessary to be savvy consumers of music, to perform, produce and analyze the language of music, to be self-motivated collaborators in pursuit of group oriented goals, and, lifelong skills that can enhance career and personal potentials. Our vision and our proposed plan prioritizes quality learning experiences that assist us with ensuring that students are learning as outlined in our state and national standards and ensuring our structure is supportive of us fulfilling our responsibility toward high-quality individualized instruction in music education.
- For example, the what: we teach literacy, reading/writing/responding, the mathematical division of time, physical and technical skills related to each specific instrument, listening and adapting, interpretation, culturally responsive practice, leadership, compassion, tolerance, teamwork and many more individual and ensemble/group skills. How we do it: we use national and state standards to inform best practice in individual and ensemble instruction that ultimately lead to public performance.
- First, our performance music program is committed to providing all students safe and equitable access to rigorous, standards-based, individual and ensemble instruction so that each student interested in the pursuit of music may experience technical and social emotional success.
- We realized that our why had little to do with a product and everything to do with a process of learning. Though pep band killing it at the basketball game, or Bella Corda Strings accompanying the staff appreciation breakfast, or a jazz combo welcoming retirees at district recognition events are all public products, we know they are ultimately *byproducts* of a rigorous educational process. A process that, at least for the ensembles just mentioned occurs outside

of the school day and begins with freshman through senior students of *drastically* varying ability levels. A process that, in order to maintain a successful public performance experience for all, requires increasing time before and after school hours. A process that can be more equitable with better access to district instruction, yielding even higher levels of learning and greater technical and social/emotional success for *each* student.

- Having a concurrent enrollment requirement for the high school performance music program is not only best practice in music education, but reinstalling it in district 203 is the best way to deliver the National & State Core Arts Standards, successfully implement our comprehensive equity plan and successfully deliver the Illinois State Board of Education social and emotional learning standards.
- In District 203 Music is an academic program and therefore, we are not only committed to these standards as a district, but we are also passionate about them as teachers and mentors of music. Our priority is to be certain that all students performing in the high school music program are not only engaged in fun and entertaining music making, but are also literate musicians and skilled technicians both individually and within an ensemble, regardless of means, out of district opportunities, past experience and socioeconomic status. Further, as a district program we are not only committed to, but also deeply passionate about the social and emotional well-being of students; thus, our program must provide structures that grant equal opportunities to success, safe failures, differentiated support and student-centered growth.
- For example, a student new to our program who cannot access private instruction or other out-of-district learning opportunities should be guaranteed a pathway to success.
- Additionally, students should not be fearful of participation later in their school life given lack of experience and inadequate access to differentiated instruction. Especially when those students want to compete with show choir because they are desperately seeking acceptance, belonging and visibility married with the technical and literacy skills required to experience success. Ultimately, district 203 musicians, students and staff alike, wish to perform at high levels through standards-based instructional models as a result of our programmatic structures and not in spite of them.
- Best practice in music education is to provide instruction; application, assessment and feedback related to both individual and ensemble performance and the D203 performance music program must be reflective of this best practice. The ensemble setting, whether curricular or extracurricular, is focused on ensemble growth - all individuals moving the entirety of the performance forward at the exact same time. It is one of the only performance events where every single team member is accountable for success at the exact same rate. The feeling of ensemble success is a huge reason why students find music participation both academically rewarding and exciting.
- However, ensemble success is dependent upon individual skill and thus, especially in our extracurricular ensembles, a dichotomy exists between students receiving curricular instruction and those not enrolled in the curricular program. To combat this it is best practice to provide both a concurrent enrollment requirement and technique offering. Technique provides students with a pathway to receive individualized technical instruction in a safe and equitable way. The technique structure provides opportunity for students to receive direct feedback from classroom teachers that is specific, individualized and student-led. Students will receive technique instruction that meets their level and does not limit their growth as students may advance levels at their own rate. This individualized instruction leads to an even greater ensemble experience where every independent member feels confident in their ability and responsibility to move to entire group forward.
- Scheduling technique instruction for students within the school day will be a significant improvement. It will provide more structure around the instruction students receive and their

instructors' preparation for delivering instruction. Instruction is specific to the ensemble, instrument skill or vocal level. As demonstrated by the image, there are several ensembles. Within each ensemble, there are students playing different instruments and students engaging at different skill levels with their instrument.

- Technique provides an opportunity for teachers to provide instruction to students that meets their level and does not limit their growth. Students will be able to improve levels at their own rate.
- The differentiated structure of technique instruction also provides scheduled time for students to learn and meet music standards as required by state and national standards.
- Extracurricular music performance experiences are extensions of our curricular program. When participating in a music experience that is provided as an extension to curricular offerings, basic music literacy and technical skills taught throughout the curriculum are assumed. This is akin to all other academic extracurriculars including athletics and other discipline specific activities. Thus, if a student is participating in an extracurricular performance music experience they should be concurrently enrolled in a curricular offering.
- This requirement may be met by enrolling in a curricular performance music course that meets each day of school as any other academic course, or participating in a technique offering available during ½ of a lunch period (25 minutes) once-twice per week. Students may elect to participate in both a performance music course and technique offering.
- During the 2023.2024 academic year students may meet the concurrent enrollment requirement in a variety of ways.
- Student one is participating in an extracurricular music ensemble and is also enrolled in a performance music curricular course, therefore having consistent access to national, state and district *ensemble* standards and thus, meeting the concurrent enrollment requirement.
- Student two is participating in an extracurricular music ensemble and is also enrolled in a performance music curricular course, therefore having consistent access to national, state and district standards and thus, meeting the concurrent enrollment requirement. Additionally, this student has elected to participate in a teacher suggested technique course for half of a lunch period (25 minutes) once to twice per week and therefore gains consistent access to *individual* national, state and district standards.
- Student three is participating in an extracurricular music ensemble but is not enrolled in a performance music course. As a result, this student is required to participate in a technique course for half of a lunch period (25 minutes) once to twice per week and therefore gains consistent access to *individual* national, state and district standards.
- Student four is participating in an extracurricular music ensemble in a non-traditional role. Examples of these roles may be, but are not limited to, color guard, company managers, and non-traditional band instruments such as guitar and piano. In these instances, staff will work individually with students to suggest opportunities for support, however these students will not be required to meet concurrent enrollment.
- There are 11 opportunities for students to choose courses. There are opportunities for students to take advantage of summer school in order to free up some additional opportunities.
- Our proposed plan supports us in addressing challenges to our current ability to provide high-quality individualized instruction, as outlined in state and national standards for music education. We have conducted our research, considered possibilities within our current structure, and maintained our focus on best educational practices to properly meet the needs of our program. Every discipline wants to provide points of connections and opportunities for students to engage in meaningful learning so that they can take their learning to further their understanding and potential enjoyment of an experience. Having clear learning expectations assists with making experiences accessible and enjoyable. This is something we seek to provide for all students. As educators, we are charged with having and meeting learning expectations for our students. Continuing to make it optional for students to learn music standards that are required for



teachers to deliver runs counter to exceptions we would make in any other area. Music education is a core educational area, as articulated by our national standards, and our instructional structure should support us in ensuring that our students are learning what is outlined.

- As a curricular extension, students from all levels should be able to access extracurricular opportunities with the certainty that their peers have also made the commitment to learn the skills necessary for engagement during the course of the school day. This update provides an opportunity for students to learn, to enjoy music, and positively engage together without compromising the purpose of various music experiences and opportunities within the program. Each facet of the program serves a purpose and is intended to support a highly regarded and high functioning music program.
- Our teachers and department chairs have engaged in important conversations with students, staff, Boosters, and parents regarding this proposal to ensure understanding and to ensure that they have accurate information. It is our desire for the 2023-2024 plan to reinstall a concurrent enrollment requirement to be adopted, which will allow us to move forward with additional communication, planning and ensuring that students are scheduled to access the instruction and support we are required and prepared to provide. Tonight our focus is on the 2023-2024 school year and does not impact the years following.

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

**Thank you. Expressed thanks for all the research and time that has gone into this update. I am supportive of the music program. Heard a concern about teachers being part time. I would approve a music class of 14 continuing.**

**Moving everyone forward at the same time so that the music is working together well. If I were a first year student, would I be welcome in an ensemble in an extracurricular ensemble?**

Mr. Estes noted there is a level of expertise that we are looking for but we have said yes to first year students, it is possible, yes.

**You have different levels where some require tryouts and some do not.**

Brandon responded in some yes.

**For extracurriculars at the sport level, we have sports that cut and sports that do not. Trying to get a handle for music, we have different levels and a place for every student.**

Dr. Holland noted that she does not agree with the comparison with sports, as music is a core course.

**Use math team.**

Dr. Holland responded that for math team, students have to have a certain level of math literacy to move to new levels of learning and to tap into creativity.

**I would like to acknowledge the efforts that have gone into this.**

**Can we take a step back and try to understand what the problem that this is trying to solve?**

**Dr. Holland responded that we are trying to teach our students to meet the state and national standards and to re-establish our learning expectations.**

**How does that pertain to students who are graduating? Are you saying that some are falling short?**

Dr. Holland remarked that they are not doing the best they can. This has been an ongoing conversation. We are not able to teach the standards.

**It is optional for those in extracurricular activities.**

Mrs. Willard stated those participating in extracurriculars do not have the literacy as those who are enrolled in a curricular course. Show Choir students for example, are going to Nick for support so they can reach those who are.

**There are about 40% of students who are opting in and 60% are not. So is the problem that we are trying to get the 60% to opt in?**

Mrs. Willard responded I think it is both what Dr Holland talked about with the technique of kids already in curricular trying to get them and increase their literacy and our extracurricular students.

**We are encroaching on any free time that these students may have. Students are already committing a lot of time to these extracurricular activities.**

Mr. Janssen noted that it depends on the activity. Part of our concern is the amount of time we have to take to teach the curricular portion to those in extracurriculars.

**I fully support to the music programs. Do understand the idea of the technique and working to get everyone up to the foundation. At the last Board meeting, there was a mention that the technique and curricular courses would mean less time out of school. Is it a shift that some of that would be done during the school day as opposed to being after school?**

Mr. Janssen stated the goal is to make the rehearsals as efficient as possible. What we want to teach during the day are the standards based literacy.

**In terms of making sure, everyone has that foundational knowledge, would there be any consideration for an audition instead of the curricular requirement?**

Mr. Janssen remarked our goal as a music teacher is to make sure that students can follow music in any way they want to after high school. Currently in our setting, I cannot say that our students can be successful in that way. The foundation is being accessed in inconsistent ways. We will work with students and see where they are and there would be some flexibility for them.

**Would there be any opportunity for students who have very full lunch periods already to participate in any sort of musical or fine arts?**

Mr. Janssen noted we are always flexible to work with students and work with them and work within their schedule. There are opportunities for those who would want to participate in some extracurriculars without a curricular component.

**Do we know why the concurrent enrollment went away?**

Superintendent Bridges stated we do not have the background; it was made at the building level.

**I believe in the process. Our history is strong in that we follow a thorough process. I cannot find any reason to deviate from this process. We are going to do this for one year. We have a history of piloting things and looking at the data and then make decisions.**

**The other part is we are piecemealing how we teach the standards. There are no other areas that we would be okay with that process. Music is just as important as any other subject. It is important that we do not shortchange that for our students. One way students find their tribe is the instructor and the fact that we are losing instructors concerns me.**

**Thanked all students and parents for articulating all the complexities. Thank you for listening and bringing back a different proposal.**

**Appreciate hearing about how hard our staff are working to meet the needs of each students. You articulated what is in my mind. The music program should not be any exception to the great curriculum that we offer students. Thanked staff for the countless research and time you have put into this to help us understand. Thanked the community and students who have spoken out. I think this will take us to another level.**

**Need a better understanding of the bigger picture. I do not understand the big picture of years 2-5 now that we have made the focus down to one year. What does it look like in the years out? Superintendent Bridges stated the group has stepped back based on the desires and questions of the board. They have shared the vision of the music program in the presentation. Based on statements by the board, they have stepped back to see what direction we will need to go in after this year.**

**I have heard my colleagues say the word pilot but I do not see this anywhere in the program.**

**What are we piloting?**

Superintendent Bridges staff believes this is rooted in best practice. The word pilot has not been used. However, based on board feedback, the group will come back in a year or so with data that may change the future recommendations.

**Struggling with the word pilot. Can you explain if there are other extracurriculars that are looking to require a concurrent enrollment?**

Superintendent Bridges stated we have not heard that conversation.

**I have heard from students that concurrent enrollment for other extracurriculars. We have opened a door and without a big picture, how will we make those decisions?**

Superintendent Bridges noted we have to go back to the fact that we are unable to teach to the standards. If any others do, they will come here and go thru the same process.

Dr. Holland added there is no discussion at the national level for DECA.

**I was not talking about the national level; I am hearing it at the school level.**

Dr. Holland noted that teachers may say it but it is not being discussed.

Mrs. Willard added it is part of the Perkins grant. It is a state level discussion for DECA.

**What are the other implications on other courses? We have talked a lot about summer. There are some students who cannot access summer school due to other opportunities. I feel like we are taking choices away from our students.**

**One of the beauties is that we can offer a wide range of opportunities. My big concern that we are taking choice away. For those who want to just participate due to a passion, we are saying that we are trying to make them meet the standards of a working musician.**

**How are we going to measure this?**

**I do not support this as presented. There have to be other ways to solve a staffing issue.**

**Evaluation going forward and that will tell us about this going forward. What will be the impact of this next year? Have you tried to understand what the impact is going to be on the program next year?**

**Do you have a feel that we will hold level or see a significant dip? This will have an impact on how I vote.**

Mr. Janssen remarked it is difficult to tell. We do not have an answer for students right now. It is a mix of emotions. Once there is a conversation, there is less concern. Every student is concerned. We have talked about their own experience. Difficult to give a concrete answer.

**That will be a part of the whole evaluation.**

**The mathematics person in me wants to know what the indicators are before we move forward. We have the students that we can survey. How can we evaluate as next year the response that comes back next year is because of COVID.**

Dr. Holland stated that our team has never used the word pilot. We have been focused on the academic piece with the standards. Our goal is for everyone to enjoy the extracurricular experience. We are responsible for the learning and growth of all students. One year or less will be hard to get the data. We are standing strong on the focus of leaning toward our students meeting standards.

**There is no data that got us to this point. We should rely on the experts to tell us what to do. It strikes me as if we are going on and on about this when our experts are telling us this is the best. We are skirting around the equity issues. If we are asking about if students can test out of this, we are missing the point of access and equity.**

**I used the word pilot because that is how I interpreted the program.**

**I am not a proponent of tryouts and auditions.**

**Understand that our job is to take in the expertise of the professionals. I have heard from the community who disagree and that is part of our job, we have to represent the other part of the community. To solve a staffing issue, we should not put the burden on students.**

**Student voice is important. That data will not be missing. Student voice is important.**

**Heard we are compromising the state and national standards. I disagree. We are teaching them in the curricular classes. The students in the extracurriculars in other areas are not being required to meet the standards.**

Mrs. Willard noted that in Show Choir, students are not able to harmonize because they cannot read music. There is an assumption in music that students have skills and when they do not we are having to teach them. We are trying to make a formal process.

**We are opening doors to close them to some students.**

Superintendent Bridges laid out the motion and thanked the staff for all of their work. Your voices have been heard. I appreciate your passion for continuous improvement.

Tony Casey made a motion to approve the changes to the High School Music program for the 2023-2024 school year only, Kristine Gericke seconded. Those voting yes: McMillen, Fitzgerald, Gericke, and Casey. Those voting No: Kozminski, Cush, and Wandke. Motion carried.

### **Policy 7.180**

We received notice from ISBE that our bullying prevention policy is not approved. After reviewing the concern in IWAS and speaking with ISBE, we learned that our policy was not approved because we are required to list the specific names of people responsible for managing complaints within the policy. It cannot just be listed by title and general phone number. We mentioned that our policy lists the title, address, and number without a specific name because people change positions in districts. While ISBE believes that is a good point, they maintain that specific names must be listed and if new people shift to roles, the policy has to be updated again. This is the only change to the policy. Administration recommends you approve this policy as presented.

Will be reviewed annually.

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

**Point number 8- weirdly worded.**

**It means if you say it is bullying and it does not rise to the level of bullying.**

**Superintendent Bridges added that a student who provides false information would be subject to discipline under Policy 7.190.**

**PRESS recommended policy.**

Donna Wandke made a motion to approve the addition of the names to Policy 7.180 as presented, Amanda McMillen seconded. Those voting yes: Cush, Casey, Fitzgerald, Wandke, Kozminski, McMillen, and Gericke. Those voting no: None. Motion carried.

### **Old Business**

None

### **New Business**

None

### **Upcoming Events**

**Friday 2/03 203 day in collaboration with NEF.**

**February 21 meeting is off the regular schedule and will be held on Tuesday due to the Presidents' Day holiday.**

### **Adjournment**

Charles Cush moved seconded by Joe Kozminski to adjourn the meeting at 9:47pm. A roll call vote was taken. Those voting yes: Gericke, Fitzgerald, Kozminski, Cush, Wandke, McMillen, and Casey. Those voting no: None. The motion carried.

Approved: February 21, 2023

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Kristin Fitzgerald, President, Board of Education

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Susan Patton, Secretary, Board of Education