
MINUTES OF A MEETING OF THE BOARD OF EDUCATION, NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE AND WILL COUNTIES, ILLINOIS, HELD AT Kennedy Junior High School, 2929 Green Trails Road, Lisle, IL 60532
March 10, 2025, AT 7:00 pm. Closed Session at 5:30 pm

Call to order

President Kristine Gericke called the meeting to order at 5:31 p.m.

Board members present: Kristine Gericke, Kristin Fitzgerald, Amanda McMillen, Joe Kozminski, Donna Wandke, and Charles Cush (arrived at 5:36p.m.).

Administrators present were:

Dan Bridges, Superintendent,

Michael Frances, Chief Financial Officer,

Dr. Mark Cohen, Deputy Superintendent/High Schools,

Dr. Meredith Haugens, Assistant Superintendent for Human Resources,

Lisa Xagas, Assistant Superintendent for Strategy and Engagement

Others Present: Steve Skells, NTA President, Barton Porter, NTA Member

Closed Session

Donna Wandke moved, seconded by Joe Kozminski to go into Closed Session at 5:31 pm for consideration of:

- 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.
- 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.
- Pursuant to 5 ILCS 120/2(c)(9) Student Disciplinary Cases

Those voting yes: Fitzgerald, Gericke, Kozminski, McMillen, and Wandke. Those voting no: None. The Board of Education entered closed session at 5:32 p.m.

Meeting Opening

Donna Wandke made a motion, seconded by Charles Cush to return to Open Session at 7:02 pm. A roll call vote was taken. Those voting yes: McMillen, Fitzgerald, Wandke, Gericke, Cush, and Kozminski. Those voting no: None. Absent: Kelley Black. 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, Joe Kozminski, Amanda McMillen, and Donna Wandke. Absent: Melissa Kelley Black.

Student Ambassadors present: None.

Administrators present: Dan Bridges, Superintendent, Allison Boutet, Assistant Superintendent for Administrative Services, Mark Cohen, Deputy Superintendent/High Schools, Michael Frances, Chief Financial Officer/CSBO, Chuck Freundt, Assistant Superintendent for Leadership and School Services, Meredith Haugens, Assistant Superintendent for Human Resources, Rakeda Leaks, Executive Director for Diversity, Equity, Inclusion and Belonging, Katie Matthews, Assistant Superintendent for Elementary

Education, Melissa McHenry, Assistant Superintendent for Student Services, Patrick Nolten, Assistant Superintendent for Assessment and Accountability, Jayne Willard, Assistant Superintendent for Curriculum and Instruction, and Lisa Xagas, Assistant Superintendent for Strategy and Engagement.

Pledge of Allegiance

Led by the Board of Education

Good News:

Superintendent Bridges noted that we will have eight students presenting the carbon Action Plan later in the meeting.

The Illinois State Board of Education (ISBE) announced the recipients of the **Those Who Excel Award**, and we are thrilled to share that **Amanda Yee, Kindergarten Teacher at Ellsworth Elementary**, received an **Award of Special Recognition** in the Classroom Teacher category! This honor highlights her dedication, passion, and impact on students, colleagues, and the school community.

Congratulations, Amanda!

In February, **Ms. Comer's HM and PI students at Mill Street** organized a vibrant **Lunar New Year** celebration, exploring its **meaning, origins, customs, and traditions**. Through research and creative presentations, students gained **cultural awareness** while developing **public speaking and research skills**. They shared their findings in class and through **all-school morning announcements**, culminating in the **annual Dragon Parade!**

On March 2, **Naperville Central's Wind Ensemble** performed alongside the **Naperville Municipal Band** at Wentz Concert Hall in *Music for Life*. Led by **DJ Alstadt and Brandon Estes**, students showcased their talents in Naperville's premier venue and enjoyed guest soloists **Dr. Joseph M. Bello on euphonium and Jennifer Marotta on trumpet**.

The event also featured the presentation of **five music scholarships** from the Naperville Municipal Band to:

- **Daniel Rosario** – Jefferson JH
- **Gavin Domark**– Washington JH
- **Alisa Cheung** – Kennedy JH
- **Annabel Stoor** – Madison JH
- **Ian Silder**– Lincoln JH

Congratulations to all involved in this incredible musical collaboration!

The **Partnership for Assessment of Readiness for College and Careers (PARCC) Internship Showcase** celebrated the **impact of our district's workforce development initiatives** and the dedication of our **Internship Coordinators**. The event featured a **program overview**, a **tour of Naperville Central** showcasing pathways in action, and a **student panel** offering firsthand insights. This showcase underscored our commitment to **student success and career readiness!**

Earlier in February, Naperville 203 students gathered at the **Alive Center** for the **LEAD Student Conference**, focusing on belonging and amplifying student voices to create inclusive learning environments. Through discussions and activities, students explored ways to foster equity and inclusion in their schools, reinforcing Naperville 203's commitment to student leadership and belonging.

Public Comment:

President Gericke gave the parameters.

Public comment was given by parents and staff regarding the proposed Innovative School Day changes. Concerns noted were messages received from the community and labeled as not being against the changes were not labeled correctly. Statements from some of those messages were shared with the Board. The start and end times were also noted as being of concern. Staff noted they are not afraid of change as they have to make changes daily.

One staff member asked if struggling students could have specialized classes created for them. There are thoughts that the later starts will not help students get more sleep. Speakers are asking that more data be collected, and data that supports the district’s claims should be shared.

The Co-chair of NEST spoke about the need to accelerate climate solutions. She gave credit to the district for taking this approach of giving students voice in the creation of the Climate Action Plan. She noted that NEST is willing to work with the district on this plan.

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

Action by Consent:

It is each Board member’s responsibility to prepare for each meeting and to effectively express our concerns either to the Superintendent or the Board President in a timely manner. Board members have also agreed that avoiding surprises is paramount in displaying respect to all District Administration. The Board has tasked itself to send questions in advance of each meeting to the Superintendent to allow the provision of the best possible response for the community. It also allows for efficiency during the community’s meeting. Those same questions as well as new ones may be asked in Open Session. For transparency, please note if any questions were asked earlier. Mr. Bridges did you receive questions from Board members? Superintendent Bridges responded that he received questions from all seven Board members. Mrs. Patton confirmed that emails with a link for the Board agenda were sent and delivery confirmed at 4:03pm, Thursday, March 6, 2025. No emails bounced back.

1. Adoption of Personnel Report

	Effective Date	Location	Position
RESIGNATION-ADMINISTRATION			
Stephanie Dornan	3/10/2025	Mill Street	Assistant Principal
REASSIGNMENT-ADMINISTRATION			
Sean Williams	8/4/2025	NNHS	Dean of Student Activities
APPOINTMENT-ADMINISTRATION			
Alexandra Morrow	7/1/2025	Meadow Glens	Principal
Erin Rodriguez	7/1/2025	Naper	Principal
Robyn Rippel	2/20/2025	Highlands	Interim Assistant Principal
RESIGNATION-CERTIFIED			

Elizabeth Slevin	5/27/2025	Kingsley	4th Grade
Lauren Mildice	5/27/2025	Maplebrook	Art
Emilly McKenzie	5/27/2025	Scott	4th Grade
Ashlee Cravatta	5/27/2025	MJHS	Language Arts
Victoria Donnelly	5/27/2025	PSAC	Project Manager
Laura Wirtz	5/27/2025	LJHS	Science
Rachel Barrett	5/27/2025	Beebe	Kindergarten
Karl Bratland	5/27/2025	NNHS	Learning Behavior Specialist
Julie Comer	5/31/2025	Mill Street	Gifted Teacher
Janet Park	8/10/2025	Elmwood	5th Grade Teacher
Kyle Hack	8/10/2025	Kingsley	School Psychologist
Pamela Martinez	8/10/2025	NNHS	School Counselor
Erika Martinez	8/10/2025	WJHS	EL Teacher
LEAVE OF ABSENCE-CERTIFIED			
Rebecca Kovacs	SY 25/26	Scott	2nd Grade
EXTEND LEAVE OF ABSENCE-CERTIFIED			
Amber Wilko	8/11/25 - 5/22/26	JJHS	Language Arts/ Mathematics
Erica Boyle	8/11/25 - 5/22/26	River Woods	Physical Education
RETIREMENT-CLASSIFIED			
Marilyn Anderson	5/27/2025	Kingsley	Special Education Paraprofessional
Susan Macikas	4/28/2025	NCHS	Campus Supervisor
RESIGNATION-CLASSIFIED			
Ayesha Afroz	2/27/2025	Meadow Glens	Special Education Paraprofessional
Lindsay Stutes	2/24/2025	Madison	Special Education Paraprofessional
Rafael Gonzales	3/7/2025	PSAC	Technology Support Associate
TERMINATION-CLASSIFIED			
Barton Porter	3/5/2025	Transportation	Bus Driver
EMPLOYMENT-CLASSIFIED FULL-TIME			
Lindsay Stutes	2/24/2025	Madison	Special Education Paraprofessional
Quinesha Johnson	2/25/2025	Madison	Special Education Paraprofessional
Nicole Wesolowski	2/27/2025	Prairie	Special Education Paraprofessional
James Abenante	3/4/2025	Transportation	Bus Driver
EMPLOYMENT-CLASSIFIED PART-TIME			

Malik Wells	2/24/2025	NNHS	Campus Supervisor
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2. Life/Safety Reports

Amanda McMillen made a motion to approve the Consent Agenda as presented, seconded by Donna Wandke. Those voting yes: Gericke, Kozminski, McMillen, Wandke, Fitzgerald, and Cush. Those voting no: None. Absent: Kelley Black. The motion carried.

Dan Bridges introduced Erin Rodriquez as new Principal at Naper School. He introduced Alex Morrow as the next principal of Meadow Glens.

Board of Education reports:

Donna Wandke gave a reminder of the NEF Building a Passion Breakfast and challenge to all to attend.

Amanda McMillen reported on the SUCCESS Group's Black History Month celebration. Visit to ARECC, Adopt a School. Just got Gold Level status. Does parent engagement well. 30 different languages spoken. Intentional bridge building for transitioning from Preschool to K. Phone call with Representative Laura Faver Dias. She is trying to push through HB2381 that would require School Board members to have LGBTQ training. Students who identify as LGBTQ have higher rates of suicide. Help to raise awareness. IASB is not buying into this training as they feel it would discourage people from running for School Boards in certain areas of the state. Maybe put forward a resolution at Triple I.

Charles Cush who was also on the call agreed that this is important training.

Donna Wandke added that it would be advantageous for us to advocate directly with IASB.

Charles Cush reported on his Adopt a School JJHS-only Junior High that has a Community Resource Center. Highlighted the work they are doing around a sense of belonging. Creating a space where students can drop in and talk to an adult if needed. Workforce Innovation Council visit to LJHS. Recently renovated the PLTW and FACS areas. Saw some incredible things they are exposing our students to: STEM, Robotics, and coding. Thanks to Jill Hlavacek and Jacques Clermont for the work they do.

President's Report

Annual process of the Superintendent's Evaluation. She shared the timeline. The information on goals, Strategic Plan can all be found on the website. Ongoing assessment that does not rely on isolated data. A comprehensive look at data. Includes state accountability documents, updates from the Superintendent and presentations given at Board of Education meetings. Each Board member has the duty to continuously monitor performance. Using all the information given to us. Each Board member gives an evaluation. The Board meets and discusses these in Closed Session. The evaluation comes with one voice.

Superintendent Bridges

Superintendent Bridges noted he would defer his comments to some of the Discussion without Action items. He thanked the team for the work they have put into this commitment.

Discussion without Action:

Carbon Action Plan

Superintendent Bridges noted that it is always nice to have students report to the Board of Education. This presentation is aligned to our Strategic Blueprint commitment 3.1 to identify and create a long term plan to improve the District's Carbon footprint.

- We are beyond excited to present our school district's first Carbon Action Plan. The work that has gone into this plan has taken many months and was developed for our school district community in collaboration with our students, staff, and community.
- None of this would have been possible without the expertise of many. An advisory team, made up of student and staff representatives, met several times to develop the plan we are sharing this evening. Their work sets the pathway for important decisions our schools, district and community will make for years to come. We'd also like to thank Emilee O'Neill from Keramida who has partnered with us throughout this entire project. Emilee's experience was instrumental in leading our Advisory Team and providing guidance throughout the entire process.
- First, Rakshita and Annabelle will share with you why a Carbon Action Plan is needed. They will also explain the process the advisory team utilized to develop the plan. Then, Jenna, Mary Kate and Varsha will provide an overview of the Greenhouse Gas inventory located on our district's website as well as the long-term goals we've set. Finally, you will hear from Ethan, Michael and Izzie who will take you through the components of the plan.
- We invite you to reference the plan that has been uploaded into BoardDocs for the Board of Education and community. While we will not walk through this document directly, our presentation tonight intends to summarize the process we went through in developing the plan and some key components knowing this plan will be a roadmap for our school district over the next 25 years. We recognize changes to the plan will be necessary in the years ahead as new research, technology, and funding sources become available.
- One major aspect of the carbon action plan is to decrease greenhouse gas emissions within the district. Carbon dioxide, methane, and nitrous oxide are all examples of greenhouse gases that trap heat in the Earth's atmosphere, causing the planet to warm at an accelerated rate. These emissions fall into two scopes: direct emissions from district facilities and vehicles, and emissions from purchased electricity used for heating and cooling. Projections indicate that by 2050, the state's winter lowest temperature will be 4.2 degrees higher.
- These rising temperatures and shifting environmental conditions not only threaten ecosystems but also disrupt the learning environment, directly impacting the health, safety, and well-being of students and staff. Poor air quality can worsen respiratory conditions, leading to health concerns and increased student absences. Climate change is not a distant issue, it affects us right here in Naperville. That's why addressing these challenges proactively is essential to safeguarding the future of our students, staff, and community.
- By implementing the CAP, we can achieve a major part of this goal, "to steward resources effectively to promote student learning." This plan will allow the district to not only reduce greenhouse gas emission, but also save money, use materials more effectively, enhance learning for our students, and reducing waste through actions such as composting.
- The advisory group was very important in gathering the expertise of teachers and students within the district to create a plan that meets the expectations for all.
- Being a part of the advisory group opened up an opportunity for each of us to be part of something that could make significant change to our community's sustainability. It is not often that we get to voice our opinions to the district and make a direct impact.
- Our team started by conducting a feasibility study of potential reduction measures that research shows make a positive impact on the climate. Once we prioritized reduction measures for our community, we set targets and identified actions to reach those targets. We also spent time considering external funding sources and who within our school district will be accountable for

each of the action steps we identified. Once the Carbon Action Plan was drafted, we spent multiple meetings reviewing and revising it into the plan that is presented to you this evening.

- The Carbon Action Plan kicked off in May 2024. Our first step was creating a greenhouse gas inventory to identify sources of emissions, which served as our baseline for measuring progress. Then, with the help of our consultant and advisory team, we came up with some reduction measures that became our focus during the plan's rollout. Some examples of reduction measures are bus electrification and waste management. Engaging students and the community are an ongoing effort, and we know that educating everyone will be really important as we move forward with the CAP. Plus, we want to keep students involved because they play a key role in making sure these reduction practices stick.
- As our students mentioned, community education and input are critical within our process. As the advisory team began its work, we sought community input in the development of our action steps. We launched an online community input event to gather ideas to support the reduction measures that were prioritized. Four focus areas were available to the community to provide comment. They were: transportation, infrastructure and sustainable systems, student ownership and an all-encompassing "All Ideas are Great Ideas". This online event gathered 76 unique ideas that our advisory team considered as the plan was being developed.
- The essential components of an actionable plan include an inventory, targets, reduction measures and actions, and a list of implementation elements such as costs, timelines, and funding opportunities. Our plan incorporates all of these elements to support its success.
- The first phase of the Carbon Action Plan began months before the advisory team started. Our consultant, Mrs. O'Neill, worked with our Buildings & Grounds Department to conduct an inventory of the emissions from the 2018, 2022, and 2023 school years. Since October when it was first launched on our district website, our community has had access to view this as public information on a Greenhouse Gas Emissions Inventory Dashboard. The dashboard also has a total of 5 different views that vary from transportation specific to overall emissions over time, and will be continuously updated to allow the community to track our progress.
- Our inventory dashboard can also show total emissions by facility with a little more detail.
- The inventory dashboard also has a page dedicated specifically to transportation.
- Our plan sets out to reduce emissions 35% by 2035 as we move to net zero emissions by the year 2050.
- As you review the reduction measures and action steps within the plan itself, it is apparent that several departments will need to take the lead for various parts of the plan. In a school district our size and with a plan that spans the next 25 years, we want to ensure that our intended actions do not get missed along the way. Therefore, we will be establishing a steering committee that will oversee the implementation of the Carbon Action Plan. This steering committee would have both staff and student representation. Staff representatives would come from the various departments that have direct responsibility for implementing actions within the plan. Student representation would ensure voice and accountability to those we serve now and in the future. Fundamentally, this committee will be charged with keeping the plan going, documenting adjustments that will be necessary as new research and technologies emerge, identifying financial needs and sources to reach intended goals and communicating progress through the inventory dashboard and to the Board of Education.
- Reduction measures are the shift from a high-emission activity to a low-emission activity. Reduction measures will continue to fulfill the original activity while decreasing emissions.
- To address our carbon footprint, we had to decide which reduction measures could address our biggest sources of emissions, while also considering what would be feasible for the District to Implement. We reviewed the feasibility of over 30 scientifically proven reduction measures, and considered financial, operational, cultural, and temporal feasibility and landed on these 9 measures as our best options.

- These nine reduction measures landed in three buckets: Buildings and Energy, Transportation, and Waste. We determined that these reduction measures are most actionable in making the long-term impact for our school district and community.
- Another definition that we would like to highlight is Actions, specifically, how they differ from reduction measures. Actions are the policies, projects, incentives, and programs that help us achieve the shift of reduction measure. In our Carbon Action Plan, you will notice each of the nine reduction measures have a list of actions that will be necessary to reach the targets we have set.
- The move from diesel to electric buses is the reduction measure, but one of the actions that allow for this reduction measure to be completed would be purchasing the charging systems necessary for each electric bus. Defining these action steps was a large part of our work as an advisory team knowing these action steps may evolve in future years.
- When writing the Carbon Action Plan, we used a couple of indicators to provide readers additional detail. Timeline, cost breakdown, timeline type, and cost type are all are critical pieces of information for the district to understand, because each influences our ability to realistically implement the CAP. So first, the timeline:
 - We put the timeline breakdown into three categories: S, M, and L. S stands for short term, or a component that we plan to accomplish in the next two years. M is for medium term, for around 3 to 10 years, and L is for long term, for 11 to 25 years.
 - We also have two different types of timelines for ongoing and one-time actions. An ongoing action means it will be carried out on a regular basis, like partnering with a renewable energy vendor, while the one time action means it will only occur once, like having an energy audit to create a roadmap for retrofit projects.
 - We put the cost breakdown into three categories: \$, \$\$, and \$\$\$\$. The number of \$ do not indicate how MUCH money is necessary for the project, but instead HOW we are funding the project. \$ means we already have the funding, \$\$ means we will require a budget initiative, and \$\$\$ will likely require external funding sources.
 - Lastly is the type cost. We put it into two different categories: upfront cost and recurring cost. Upfront cost goes hand in hand with a one-time action, which means we'll pay it once and we will be done with that section of the project. Conversely, a recurring cost means the expense will be ongoing for either maintenance or continuous operation.
 - Finally, there are many different possible funding sources for actions outlined in the Carbon Action Plan. Funding could be available from the Illinois EPA (or Environmental Protection Agency), ComEd, SEDAC (or the Smart Energy Design Assistance Center), and other public and private sources. These organizations will provide the money necessary to fund these projects in addition to existing money from the 203 budgets. Nonetheless, it is important to consider that funding will ebb and flow as federal and state programs change and our surroundings evolve. These all present promising funding opportunities, but they will naturally need to be reevaluated on a periodic basis.

Board Questions/Comments:

Thank you to the students for all their work. Does the district see any obstacles to implementing the plan? Can we place solar panels with the parameters of the city of Naperville?

Mr. Freundt responded that over the next 25 years, we anticipate many obstacles. Some will be around energy and politics. Talked a lot about education of the whole community. Sharing the why will be part of the solutions. There will be some costs, tradeoffs. Doing an assessment of structures for solar. Report will be available in the Fall.

Have we had discussion with City of Naperville, are we able to put solar on our buildings?

Mrs. Brown stated we have not had a meeting yet but have a hold on the calendar for a meeting.

Six years ago, we had a conversation about electric busses. We have come far in that short time. Thank you to the students, staff, administration and consultant for all the work.

I applaud this work. Great to hear there will be ongoing student engagement for this plan. Want to hear how often we will hear updates.

Mr. Freundt remarked we need to pull together a steering committee to help us keep this plan live. There are a lot of players that are important stakeholders. We will need many for accountability. Steering committee will update the community and do at least an annual update. Some will come through regular reports to the Board, like transportation and busses.

Will there be educational resources that will be available? How will students be educated in the schools around this?

Mr. Freundt stated we don't have all those details this evening. Would include some of our student advisors help us identify key steps and how do we market this to our students. Will be detailed as we start to unfold this plan.

Great opportunities to embed into the curriculum. Some of the data around usage can be used. Phenomenal job. Glad we have this feedback. Glad to hear the embedding into the curriculum. Great learning opportunities. In the report there were three areas highlighted. Is there a mathematical number we are trying to get the waste number to be?

Mr. Freundt stated we don't have the data gathered. We don't currently track waste. It will likely be a component that we will have in the future. Will help us accelerate getting to that net zero by 2050. Want it to be actual based on data. Will work on it the first couple of years.

This is a great learning opportunity for our students as well as student engagement. Why is 2018 the base year?

Mrs. Brown noted that when we wrote the RFP, we wanted to be sure we were out of the COVID years. **So, we have 2018 data? Are we targeting the total emissions or are we looking at individual emissions?**

Mr. Freundt stated it is our total emissions. The other reason we chose 2018 is because it was before the Board decided on electric busses. Can see some reductions since 2018 despite not having a formalized plan.

Community impacts of global warming. Any considerations of using students to assess any community emissions?

Mr. Freundt responded that our plan is primarily what we can control. As we get moving, we may be able to influence some other entities.

Really wonderful part of what we do. This report is well done from top to bottom. This is the first time we have had a student engagement component in a vendor contract and that it exceeded our expectations. I suggest that the district look for additional vendor contracts that would include this kind of student engagement. Implementation slide-timeline and costs. Can't be fast. You will be here to see this come to fruition. Busses are expensive and take time. What happens when we encounter things that are not expected?

Mr. Freundt noted that in our plan, we could not resist having a picture of the steering committee so they can show their students. It is hard to predict where we will run into those snags. We are hoping we run into snags that are challenging but maybe some will accelerate our work. Challenges may feel disappointing but we anticipate having some celebrations we did not think about.

Superintendent Bridges added that when we encounter a barrier, we will have to talk about how we will work around the barrier. Not letting barriers making us stop.

Glad that this is a living document.

There are five seniors, heavy on NNHS. Encourage us to look at Global Scholars. Glad to see some are already involved. Can we have it in a more prominent place for the community to more easily, see? City of Naperville is in the process of looking at their electric now so a meeting sooner rather than later would be great. Encourage advocating with IL Legislators. Want to help push this along.

Do you have any measures about what any of the individual actions would contribute to the overall plan? Way to assess?

Mr. Freundt stated that the goals are built on the individual action steps. We can pull an action step out and measure its impact.

That is exciting as it will help with decision making.

Huge yes for this plan.

Six years ago, electric busses were not commonplace. We held onto our why. I would encourage you to hold onto your why. There will be naysayers so hold firm to the why. Encourage broader community to come forward to offer to work with our students on this. This is important to our community. Need to take this seriously. This plan is a bigger deal. Thank you. We hope you are here next meeting when we vote on it. Superintendent Bridges let the students know they are welcome to stay but are also free to leave.

Career 203 Update

Superintendent Bridges introduced Shelly Nelson, Director of Human Resources. She will give an update on Career 203.

- So, what is Career 203?
- During negotiations in 2010, the District and the NUEA agreed to redevelop a professional growth model for educator compensation that would replace the far more common graduate credit-based salary schedule model. A committee was charged with creating a plan that focuses on the improvement of student learning, allows staff members to direct their learning plan based on future career goals, and considers the impact on the lifetime earnings of licensed staff. The result of that collaboration is very unique to our District - Career 203.
- The Program Guide describes Career 203 as a Professional growth model created to reward educators for participation in relevant and rigorous educational opportunities that fulfill the evolving needs of the District's students. Think of Career 203 as a 'learn to earn' compensation plan that impacts the lifetime earnings of licensed staff. The District sees Career 203 as a key strategy in recruitment and retention and as a significant benefit available to licensed staff. It stands out among local districts for providing access to internal learning opportunities for advancement on the salary schedule.
- Career 203 got its name because at its core it is a compensation plan tied directly to career path planning. To start, educators collaborate with an administrator to discuss career aspirations. From there, educators discover which available brick types will help them reach their career goal. They then plan the learning experiences for their chosen brick types. Bricks are either predefined by the Program guide, developed by the District, or curated by an educator for their unique career path. Implementing the learning experiences has a positive impact on both student success and the educator's goals and earnings. Upon completion of a brick, an educator reflects on what they've learned to earn either a payment or points used for advancement on the salary schedule. The type of compensation for each brick is established before the educator engages in the learning activities.
- We start with Emerging Educators - those who have not yet earned an advanced degree. When we look at the whole of the NUEA bargaining unit, approximately 15% are emerging educators. For these educators, Career 203 consists of completing the Master's degree brick type. In calendar year 2024, our emerging educators earned 8,532 points. Participation has been steady for a 3rd straight year.
- Career Educators are those who have successfully earned an advanced degree. And again, if we look at all the educators in the NUEA bargaining unit, approximately 85% of them are Career Educators. They have full access to every brick type in the Program Guide. During calendar

year 2024 which includes the Spring and Fall 2024 advancement periods, our career educators earned 40,686 points - a 47% increase over the previous school year which had been the highest to date.

- We are looking at bricks with learning experiences from only universities versus those from non-university learning providers. Many of the points received from a university would have qualified for credit under the former plan, while points earned by non-university providers would NOT have been eligible for points before Career 203. Non-university providers include District 203, a wide variety of nationally recognized organizations, and certification boards. For the 1st time we analyzed the number of bricks that contained solely D203 professional learning experiences and found that just under 50% of the bricks containing no university courses meet that definition. D203 learning experiences are offered at no cost to the educator and are applied to advancement on the salary schedule which impacts their lifetime earnings. The educators who create and facilitate D203 courses also earn compensation; initially as points on the salary schedule and then as payment each time a course is retaught.
- One of the hallmarks of Career 203 is that there are many opportunities for educators to earn compensation that supports the District's strategic goals.
- For Strategic Focus 1 - to design and implement effective practices that enhance academic, social-emotional, and college, career and post-secondary readiness for all students - we're highlighting 3 learning experiences. A brick was created to help dual credit teachers be successful in their role as both a HS and college-level educator, several high school Career and Tech Ed teachers completed an extensive curriculum training for implementing Project Lead the Way at the high school level, and current middle school PLTW teachers completed a brick related to the new elective computer science course that debuted this year.
- For Strategic Focus 2 - to foster an equitable and high-performance culture focused on student learning, well-being, and engagement - we're also highlighting 3 impactful learning experiences. The first supports our efforts related to Diversity, Equity, Inclusion and Belonging and focuses on creating equitable learning environments for all students. To support the EL expansion at every middle school, the second provided training to dozens of middle school teachers in SIOP - Sheltered Instruction Observation Protocol. SIOP is a model that helps EL students access the same curriculum as their peers. And the 3rd is an educator-created D203 course on Universal Design for Learning. UDL aims to develop successful and inclusive learning experiences for learners of all levels and abilities.
- Career 203 was strategically designed to evolve with the needs of our students, support the strategic goals of the District, and adapt based on an educator's career goals. The Career 203 Assessment Committee plays an important role in making sure the program remains collaborative, relevant, and rigorous.
- Our educators have continued to develop their practice by gaining nationally-recognized certification in 3 new areas - Occupational Therapy, Certified School Nursing, and Board-Certified Behavior Analysis. We've already discussed the positive impact of our Career 203 Facilitators, and the significant increase in D203 educator-designed learning experiences - both were improved with revised language and higher compensation in the last 3 years.
- The Career 203 Assessment Committee consists of 12 members appointed in equal numbers by the Association and Administration, and I serve as a non-voting facilitator. Their annual meeting was held on February 6th, 2025, and 11 members were present. The committee unanimously approved 5 proposals for the Board's consideration with action at their next meeting. The proposals would address inconsistent and ambiguous language, increase opportunities for emerging educators, and align compensation to current practice for educators creating and facilitating yearlong courses.

- Proposal one brings consistency to the eligibility requirements for educators interested in earning their Principal endorsement. Now both emerging educators and career educators would be able to join a Principal Prep program after 2 years of experience in the District and evaluation scores of proficient or higher.
- Proposal 2 aligns with current practice for compensating educators who create and facilitate more intensive yearlong courses - another area of growth in Learning Services' professional learning catalog.
- Proposal 3 is directly related to the yearlong courses described in Proposal 2, and expands opportunities for Emerging Educators. Educators who have maximized their salary schedule placement are allowed to earn cash compensation for both participating in and creating D203 learning experiences. With the introduction of yearlong courses, this new language increases the number of points that Career Educators can convert from points to payment.
- The second part of this proposal would allow Emerging Educators who had not previously been allowed to participate in and earn compensation for D203 learning experiences to earn cash compensation in lieu of points.
- Proposal 4 clarifies existing language regarding educators who complete the D203 National Board Certified Teacher cohort but do not go on to earn certification. The existing language is ambiguous and does not reflect the original intent of that change approved 5 years ago.
- Proposal 5 simply provides clarity and transparency to the brick descriptions for the Series of PL Experience and Series of Graduate Courses bricks. Bricks designed exclusively by educators for their own career plan have always required a minimum of three cohesive learning experiences, and this proposal adds that language to the brick descriptions.
- Of the 5 proposals, only Proposal 3 is projected to have any financial implications. We expect that those potential costs will be absorbed into the current Career 203 payment budget.
- If adopted, these collaborative modifications to the Career 203 Program Guide will be introduced for the upcoming 2025-2026 school year. The updated program guide will be presented for your approval at the next Board meeting

Board Questions/Comments:

Thank you. Impressed with the amount of professional learning opportunities. How will it support professional development if we go to another schedule?

Ms. Nelson stated that she does not have all the details but Learning Services would be putting together that learning.

Dr. Haugens added there are a couple of ways to look at that. There is professional learning that is put into place for the district as a whole when there is a new initiative and there is the additional support that could be offered through Career 203.

Rarely do we have links on slides that are live. There are links that go to the actual language. Thank you.

EC-12 Certified and District SPED Staffing Projection

Superintendent Bridges noted that annually Administration looks at current and projected staffing. It helps us get ready for recruiting.

Mrs. Boutet stated we are recommending approval as presented. We are working to give the most support while being fiscally responsible. The overall change is a .5 addition to staff across all levels. Appreciate the board's thoughtful consideration.

Board Questions/Comments:

Will there be any additional need for staff with the proposal of the ISE?

Mrs. Boutet stated it is currently it is flat. Went into ISE knowing we would need to make some shifts.

What is driving the increase in Middle School enrollment?

Mrs. Boutet noted there is a bubble. We have been watching for at least three years out. Welcoming back ML students to home schools. Impact schools differently.

Are there any space concerns that we are anticipating?

Mrs. Boutet noted there are space concerns at our larger schools. KJHS, JJHS will be the tightest. We have been tighter. The ISE will help us with space. A lot of shared classrooms at larger schools.

We are adding for ML students but are not adding additional staff for the increase in enrollments?

Mrs. Boutet stated we will be watching our exploratory classes to keep them within the range. We do have a buffer built in. We will be asking for a ML teacher who can also support students with special education.

Debt Service Levy

Superintendent Bridges stated that Mr. Frances is out of the district at a learning opportunity around our DPC previously approved. This was discussed previously. CFA advised that we do abate the debt service levy. Action will be asked on March 24. After 2026-2027, the district would no longer have any debt service.

Board Questions/Comments:

Very conscious that we have some financial factors, including the instability federally and the fact that we are currently negotiating our contracts with our employees. We are committed to the new health facility. How will this impact an average taxpayer?

Superintendent Bridges stated he had the number in November but doesn't have it now. Will have the number next meeting.

Resolution: Transfer of Funds for Debt Abatement

Superintendent Bridges noted that the Board would need to take this action if the Board approves the debt service levy.

Board Questions/Comments:

Do we anticipate a surplus?

Superintendent Bridge stated we had budgeted a deficit so I will have to look at updated financials.

Innovative School Day Update:

Superintendent bridges stated there is a considerable amount of information included in BoardDocs. All that has been previously shared has been reloaded so it is all in the same place. He walked through the documents. No action this evening. Will be updating you on our ongoing work. Will share key information including the process.

- Our goal is to share key information, including the change process, research-based insights, and how these proposals align with our district's long-term growth and strategic goals.
- To guide our discussion, we will focus on five key areas tonight: Examining the change process, analyzing growth opportunities and proposal impact, present research, clarify the start/end time order, and update our proposal timeline and implementation.
- It is important to acknowledge that we are not innovating for the sake of innovation. Rather, these proposals reflect the **identified and shared** goals outlined in our Strategic Blueprint. Deep thought and consideration have gone into the recommendations brought forward for both the experience in our classrooms and for the operational improvements needed to fully optimize how our time is spent.
- As a reminder, the **Innovative School Experience** proposal was designed to address **Strategic Focus 1**, which is to design and implement effective practices that enhance **academic, social-emotional, and college, career, and post-secondary readiness** for all students.

- Design and embed college and career skill building across all disciplines to enhance academic, SEL, and workplace readiness for all students.
- Conduct an analysis and update the junior high school exploratory programs and experiences to ensure relevance, rigor, and alignment to current student interests and industry trends.
- Conduct an analysis of innovative school day models that support effective MTSS and flexible use of time and space that responds to the student of the future.
- Conduct an analysis of student services support systems to ensure students' exceptional needs are met through an efficient and effective resource model.
- Conduct an analysis of early childhood experiences, facilities, resources, staffing and outcomes to make recommendations for future programming.
- Design and implement relevant, high quality learning models that foster personalized environments to meet diverse students' interests and needs through blended and online learning structures.
- In addition to the commitments in focus area 1, our proposal also embeds all ongoing commitments and commitments 2.1, 2.2, 3.2, 3.3, 3.4, 4.1 and 4.3
- Our **Profile of a Learner** was developed through collaboration with a diverse group of stakeholders from across our community. This profile identifies the most **critical skills** our students need to thrive in an ever-changing world. It needs to be viewed as a key part of the innovative school experience work to date.
- These essential skills include:
 - **Communication**
 - **Critical Thinking**
 - **Learner's Mindset**
 - **Global Citizenship**
- One skill that is especially important in today's landscape is **Adaptability**. Students must develop the ability to be flexible and work effectively in a climate of ambiguity. As the world continues to evolve, our educational experiences must equip them with the resilience and problem-solving skills needed to navigate uncertainty with confidence.
- Our approach to change is grounded in **Kotter's Model of Change**, ensuring a structured and strategic process for implementation.
- By following a **systematic change process**, we are ensuring that shifts in scheduling and instructional models are both **purposeful and sustainable**, aligning with our long-term goals for student success.
- The timeline of this work was shared at the **January 21st Board of Education meeting**, but as a reminder, our commitment to innovating the school experience has been in progress since **2018**.
- Over the past six years, we have engaged **staff, administrators, parents, community partners, and students** in analyzing, learning, and designing solutions to meet the evolving needs of our students.
- We deeply **value stakeholder input and feedback**, as it plays a critical role in shaping our work. Throughout this process, we have provided multiple opportunities for engagement, ensuring that voices from **staff, students, families, and the community** are heard.
- By gathering diverse perspectives, we have been able to **refine our proposals** to best meet the needs of our students and community."^{*}
- We **strive to improve** student sense of belonging and improve student preparation for post-secondary education and future career opportunities.

- Our work is grounded in **school improvement, MTSS, SEL, equity, and research-based best practices**—all of which guide every decision we make. These foundational elements ensure that our proposals support **student success, well-being, and access to high-quality learning experiences**.
- The **Board of Education** has challenged us to think differently about:
 - **Decreasing achievement gaps**
 - **Reducing behavior incidents and disproportionality**
 - **Enhancing MTSS** by providing guaranteed, dedicated time for **targeted support and personalized learning**
 - **Strengthening SEL** by addressing chronic absenteeism and increasing students' sense of belonging
 - **Advancing equity** by ensuring access to **meaningful participation**, reducing barriers like **transportation and unstructured time benefits all students however, closely aligning drop off and start time at the HS level will provide more equitable opportunities for the students who rely on district transportation that disproportionately impacts many of our most vulnerable student populations**.
- At the core of this work is **educational equity**.
- One of the key barriers we must address is the growing number of **state-mandated instructional requirements**.
- The **State Mandates Act** defines a mandate as any state-level action that requires local school districts to **incur additional costs** to implement. Since **1982, 699 educational mandates** have been enacted—an average of **17 per year**—and the trend continues to rise.
- Each legislative session, new **unfunded mandates** add pressure on school districts, impacting **curriculum decisions, instructional minutes, staffing, and finances**.
- While many mandates are well-intended, they often come with **no additional resources**, making it increasingly difficult to **balance compliance with the flexibility needed to support student learning without removing existing requirements**. **Implementing all of this makes flexible scheduling even more critical**.
- Dr. John Hattie developed a method for analyzing the impact of various educational influences using **effect size**. His landmark study, *Visible Learning*, synthesized findings from **hundreds of meta-analyses** to determine which factors have the greatest impact on student achievement.
- The **hinge point of 0.40** represents the **average effect size** of all interventions studied. This serves as a benchmark—interventions with an effect size **above 0.40** are more likely to have a meaningful impact on student learning.
- By using this evidence-based approach, we can focus on **strategies and structures that have the greatest impact on student success**, ensuring that our decisions are grounded in **proven best practices**.
- Our recommendations are firmly grounded in **best practices** and **research-based strategies** that have a proven impact on **student growth and achievement**.
- This chart highlights key components of our proposal and their corresponding **effect sizes**, demonstrating how our recommendations align with **evidence-based practices**:
 - **1.57 – Collective Teacher Efficacy** → Increased **teacher collaboration**
 - **1.29 – Response to Intervention** → **What I Need (WIN)** intervention model
 - **0.88 – Microteaching** → **WIN**
 - **0.83 - Deep Motivation & Approach** → **MS Exploratory**

- **0.82 – Classroom Discussion → Modified Block**
- **0.77 – Interventions for Students with Learning Needs → WIN (this shows the impact for students with IEPs, 504s or other needs)**
- **0.72 – Help Seeking → WIN**
- **0.68 – Problem-Solving Teaching → Modified Block**
- **0.59 – Mathematics Programs → Increased math minutes**
- **0.56 – Concentration/Engagement → ALL Schedules**
- **0.55 – Cooperative Learning → Modified Block**
- **0.52 – Teacher/Student Relationships → Modified Block, WIN, & Morning Meeting**
- We recognize that **any change to school start and end times impacts families**, and we appreciate the feedback we've received. We understand that these adjustments may feel **disruptive**, and we sincerely apologize for that.
- District 203 operates a 3 tier bus system. This means that most buses run three routes each day, one at each level. In changing the start time or length of day at any one level you impact both of the others. This impact could mean changing other levels' start and end times, or creating unstructured time in the day like we currently have. Our recommendation is based, in no small way, on this constraint. Every combination of start and end times was considered by the steering committee.
- **We cannot continue to prioritize schedules that disproportionately impact our students who rely on Naperville 203 transportation.**
- This visual illustrates why a **change is necessary**. If we maintain our current start times while implementing the design team proposals, it would **significantly increase the length of the school day for middle and elementary students—without structured supervision**.
- By adjusting start and end times, we ensure that:
- **All students receive equitable access** to instructional time and support.
- **Younger students are not left without supervision** for extended periods.
- **The learning day is structured to optimize engagement and student well-being.**
- As we evaluated different start and end time configurations, we carefully considered the impact on **students, families, transportation, and logistics**. Each alternative presents significant challenges:
- **Shifting Elementary to the last start time** would cause a **greater disruption** for families requiring childcare and delay bus availability for **middle and high school extracurriculars until after 4:30 p.m.**
- **Shifting Elementary to the middle slot** would require **earlier or later adjustments for other levels** due to the shorter elementary school day—without addressing **adolescent sleep cycle research**.
- **Shifting High School to the last start time** would **limit student participation** in conference events, impact **internships and paid employment**. **Already, with a 3:10 pm high school dismissal, there are times when student athletes and students in activities need to be dismissed early to allow them to get to their competitions on time.**
- **Adding buses** to reduce route times is **not feasible** due to **infrastructure, staffing, financial, and partnership constraints**.
- **Minimizing the time gaps between levels** would create **new and significant supervision challenges** for students.

- Ultimately, the proposed start/end times **balance these complex factors while prioritizing student needs and operational feasibility.**
- As we evaluate our proposed schedule changes, it is important to recognize that we are not alone in this work. **Districts across the region are making similar adjustments** to address instructional time, supervision, transportation, and student needs.
- **District 87 (Glenbard)** – Implemented a **block schedule** at the high school level after proposing the change in 2022.
- **District 303 (St. Charles)** – Announced **start/end time changes** in January 2024 to address **supervision and transportation concerns** similar to ours.
- **District U-46 (Elgin)** – Starting next school year, **elementary students will receive 20 additional minutes of instruction** and shift to new **start/end times** (7:50-2:10 or 8:20-2:40).
- **District 129 (West Aurora)** – Recommended **adding 15 minutes** to the elementary school day and shifting to a **7:50 a.m. - 2:25 p.m.** schedule.
- **Additionally, St. Peter & Paul School in Naperville** - Currently starts the elementary school day at 7:45 a.m.
- **District 202 (Plainfield)** – Adjusted their **high school schedule** to expand access to **career pathway courses.**
- **House Bill 2951** was recently **sent to the Education Policy Committee.** This bill would **prohibit public high schools from starting before 8:45 a.m.** Should HB2951 pass, we would need to consider modifications to the proposed start/end times.
- These examples reinforce that **districts across Illinois are adapting to meet changing student and operational needs,** just as we are doing here.
- We received feedback that **August 2025 would be too soon** to implement these changes and that staff would **benefit from additional time** to prepare. Since the last Board of Education meeting, we discussed this possibility with **leaders from each of our staff unions,** who agreed that **a later implementation would be beneficial.**
- **Therefore, we are recommending full implementation in the 2026-2027 school year,** with clear **implementation expectations** and a structured **three-year professional learning plan** aligned with the leveled ISE recommendations.
- Our plan includes **measurable success indicators** tied to professional learning outcomes and key components of the ISE plan.
- For the **2025-2026 school year,** our primary focus will be on **preparing staff** for the proposed changes through:
 - **Institute Day learning**
 - **Building and department-based professional learning**
 - **C203 courses and Brick opportunities**
 - By providing **ongoing, targeted professional development,** we will ensure that staff have the **resources, training, and support needed** for a smooth and effective transition in 2026-2027.
 - As previously stated, we have modified our current proposal to recommend that the transition occur at the start of the 2026-2027 school year. We believe this shift will address student, staff, and community concerns related to professional learning, obtaining child care, and overall readiness for all stakeholders. We have posted a full reference document, this presentation, previous board questions, and our implementation expectations and professional learning outcomes in Board docs.

Board Questions/Comments:

I don't understand slide 14. Why do the times change from the current to maintained?

Mrs. Xagas stated that we have been asked if we could just implement proposals and not change the start and end times, that is indicted by the red bars.

Appreciate the explanation. Union survey indicated needing more time. I appreciate the acknowledgement of that. For working parents, the time difference between the start time for elementary and middle school. I want to be sure that we have very intentional parent engagement around the impact of these changes.

I appreciate the recommendation of pushing the implementation timeline. That is just one of the big concerns that has been named. Would love to see the same level of engagement and excitement from stakeholders. We talked about the benefits and desires. We didn't share what that would cost families. Daycare and the lack of in the Naperville area. The additional financial burden. If we are talking about pushing this out, it would benefit us to pull everyone together to talk about the logistical challenges and how can we work on those barriers. Would love to have a plan where it receives thumbs up from all.

Similar concern as Charles. I want to understand how we have refined the proposal based on feedback we have heard.

Superintendent Bridges asked Mrs. Willard to talk about Professional Learning outcomes. Respect the comments made by the previous two board members.

Mrs. Willard state that we specifically asked what will be needed to implement this plan. The plan loaded in BoardDocs is a direct result of the feedback we received on professional learning needed to implement the plan.

Is that since we first shared the plan?

Mrs. Willard noted it is from November and December. This is if we implement the block schedule or we implement things we want to do in

Superintendent Bridges added that the professional learning will be front loaded in advance of implementation instead of a parallel timeline.

Mrs. Boutet noted that some levels did meet again in January. We talked about specific Professional Learning needed by level.

I am at a loss as to how we have changed anything in the plan.

Superintendent Bridges stated that the most challenging piece of this plan are the start and end times. That is the biggest area where you have not seen change as we have run every option we can. When we have students at the High School level being dropped off at 6:45am to sleep in the hallway. Without considerable additions of resources, busses and drivers, those are hard to do. Even providing additional supervision does not address students who are being dropped off an hour before school starts. The most emotional impacts are the start and end times and the implementation timeline.

Mrs. Boutet added that we are a large unit district. We would all have different times than what is being offered but we have to look at this as a unit district. She shared some pickup times and length of routes. This is beyond a level recommendation.

Superintendent Bridges added that early recommendations in 2018 hinged on purchasing more busses. At that time, the Board did not want to spend money on busses. Appreciate the change is impactful. To slow down is good feedback. The administrative team and the design teams are committed to these changes.

I want to understand the start and end times that were considered. The staff and community have to be on board. To get me on board, you have to convince the larger community and staff. Like to understand what current WIN and SOAR attendance is. I hear there are a lot of call outs and truancy. With 699 mandates from the state, I encourage you to advocate what you would like to remove. HB2951-how would we implement that?

Superintendent Bridges noted the concern in pushing it later is it being later than other districts would make it difficult for students in athletics and other activities. If we have to make the change because of HB2951 then everyone is the same. My concern is that this should be a local decision.

It would be helpful to have everyone on the same page.

Dr. Cohen stated that 3-4% students miss SOAR/WIN.

That is interesting as I have heard it from staff that the attendance is lower.

Dr. Cohen noted this came out of NCHS data from staff that are looking to make those times more impactful.

Thank you for the presentation. Intent is clear. Research studies are helpful. Thank you for providing the research. I think you can give us more information about what students will do who don't need the additional time. We don't want to create any additional time that is less structured than it is now. This will help students who are in attendance. Looking at all you considered is helpful for the community. There are still some concerns with the start times. Better engaging the community about these concerns. Last bullet on slide 15- you only gave us what it would look like if we use the times we have now. Is there a possibility of managing the unstructured time? What is the cost of that?

Mrs. Xagas responded that the consultant actually had wider gaps than what we brought to the proposal. This is an equity issue that those who utilize transportation have to get to school earlier and have more unstructured time.

What does 20 minutes look like, 25 minutes?

Mrs. Xagas noted the board can look at that but it would create new financial costs.

Superintendent Bridges added these would be ongoing costs.

Mrs. Willard stated we pushed the consultants to look at all windows. The consultant would not stand by the shorter times as students would be late to school. We pushed for lots of different scenarios.

I appreciate that but knowing the data would be helpful. I applaud the reasoning. I am trying to see if there is a way to meet our goals without changing the start times so drastically. Helpful to understand all the variables.

This endeavor has been meeting to meeting. My opinions have changed and the conversations have all been helpful. The information about bus pickup times and the absentee rates for WIN/SOAR times, those help me understand that this is the right proposal. Not everyone is going to like any proposals. When you look at it ethically, we have to do what is best for students. We have to look at what is best for students and asking them to get up early to go sit and do nothing, is not in their best interest. I am protecting the why.

We had a conversation around costs. Have we looked at what this might create as a financial burden on families with this plan? That has to be factored in.

Superintendent Bridges responded we can look at the cost of before and after school care.

Mrs. Boutet added are you looking by level as there are different options, full day, half day, all week, partial week.

I don't know exactly; I just want to understand what the financial burden would be. What level of understanding we have.

Dr. Cohen asked with the elementary day starting early, are you anticipating more childcare early?

Superintendent Bridges added we have heard from parents about the 6-8 grade care.

Can you look at the availability of before and after care?

Discussion with Action

Decision on Appeal under Board Policy 2.250

Board Questions/Comments:

None.

Donna Wandke made a motion to table the Decision on Appeal under Board Policy 2.250 as presented, seconded by Joe Kozminski. Those voting yes: Wandke, Gericke, Cush, McMillen, Kozminski, and Fitzgerald. Those voting no: None. Absent: Kelley Black. The motion carried.

PRESS Policy 117 Updates

Superintendent Bridges stated these have been on the agenda for three meetings.

Administration recommends approval as presented.

Board Questions/Comments:

None.

Charles Cush made a motion to approve the PRESS Policy 117 updates as presented, seconded by Amanda McMillen. Those voting yes: Fitzgerald, Wandke, Gericke, McMillen, Kozminski, and Cush. Those voting no: None. Absent: Kelley Black. The motion carried.

Consideration of Board of Education Expenses

Superintendent Bridges noted the expenses related to the IASB DuPage Division Dinner.

Board Questions/Comments:

I appreciate the attendance of Board members.

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

Old Business

None.

New Business

None.

Upcoming Events

Superintendent Bridges noted the following upcoming events:

- **Board of Education Meeting on March 24, 2025 at KJHS**
- **Spring Break begins March 31, 2025**
- **Board of Education meeting on April 7, 2025**
- **NEF Building a Passion Breakfast on April 16, 2025**

Return to Closed Session

Kristin Fitzgerald moved, seconded by Amanda McMillen to return to Closed Session at 10:08 pm for the purpose of:

- 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.

A roll call vote was taken. Those voting yes: Fitzgerald, Kozminski, Gericke, Cush, McMillen, and Wandke. Those voting no: None. Absent: Kelley Black. The motion carried.

Adjournment

Joe Kozminski motioned to return to open session at 10:53 p.m. Charles Cush seconded the motion. Vote: 6-0 by roll call vote of yes.

Donna Wandke motioned to adjourn the meeting at 10:53 p.m. Amanda McMillen seconded the motion. Vote: 6-0 by roll call vote of yes.

Approved: March 24, 2025

Kristine Gericke, President, Board of
Education

Susan Patton, Secretary, Board of
Education