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MINUTES OF A MEETING OF THE BOARD OF EDUCATION, NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE AND WILL COUNTIES, ILLINOIS, HELD AT THE ADMINISTRATION CENTER, 203 W. HILLSIDE ROAD, NAPERVILLE, IL. October 15, 2018 AT 7:00 P.M., CLOSED SESSION 6:30 p.m.

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### **Call to order**

President Kristin Fitzgerald called the meeting to order at 6:30 p.m. Board members present: Charles Cush, Terry Fielden, Kristin Fitzgerald, Kristine Gericke, Janet Yang Rohr, Paul Leong and Donna Wandke.

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

### **Closed Session**

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

1. Pursuant to 5 ILCS 120/2(c)(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. 9/17/2018, 10/01/2018.
2. Pursuant to 5 ILCS 120/2(c)(1) The 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)(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 Paul Leong to return to Open Session at 7:00 pm. A voice vote was taken. Those voting yes: all No: None. The motion carried

### **Welcome and Mission**

Kristin Fitzgerald welcomed all and read Naperville Community Unit School District 203's Mission Statement.

### **Roll Call**

**Board members present:** Kristin Fitzgerald, Donna Wandke, Charles Cush, Paul Leong, Terry Fielden, Kristine Gericke and Janet Yang Rohr.

**Student Ambassadors present:** Seamus McGuinness, NCHS and Haley Cush, NNHS.

**Administrators present:** Dan Bridges, Superintendent, Roger Brunelle, Chief Information Officer Chuck Freundt, Assistant Superintendent for Elementary Education, Jennifer Hester, Chief Academic Officer, Carol Hetman, Chief Human Resources Officer, Christine Igoe, Assistant Superintendent for Student Services, Rakeda Leaks, Executive Director of Inclusion and Diversity, Steve Mathis, Director of Buildings and Grounds, Sinikka Mondini, Executive Director for Communications, Patrick Nolten, Assistant Superintendent for Assessment and Accountability, Bob Ross, Chief Operating Officer, Nancy Voise, Assistant Superintendent for Secondary Education, and Jayne Willard, Assistant Superintendent for Curriculum and Instruction.

### **Pledge of Allegiance-Beebe**

Christine O'Neil, Principal of Beebe Elementary School introduced the following students who will lead the Pledge of Allegiance: Connor Hutton, Gr. 4, Jack Bouska, Gr. 5, Luke Bouska, Gr. 5, Ben Reif, Gr. 4, Sam Reif, Gr. 1, Mya McNeal, Gr. 2, Gabriele Cortes, Gr. 3, Jaime Cortes, Gr. K, Laila Cortes, Gr. K, Cooper Rester, Gr. 5, Corrinna Rester, Gr. 2.

### **Good News**

#### **2019 National Hispanic Recognition Program**

Superintendent Bridges announced that The College Board's National Hispanic Recognition Program is an academic honor that can be included on college applications. Colleges use it to identify academically exceptional Hispanic/Latino students. To be considered for this honor a student must take the PSAT/NMSQT in October of their junior year; be at least one-quarter Hispanic/Latino; Achieve the minimum required PSAT/NMSQT Selection Index score; and earn a cumulative GPA of 3.5 or higher by the middle of junior year.

Congratulations to the following students who have met the criteria for consideration in the National Hispanic Recognition Program:

Mr. Bill Wiesbrook, Principal, introduced students from Naperville Central:  
Nathaniel Chavez and Marina McCormack.

Stephanie Posey, Principal, introduced students from Naperville North:  
Julian Wagner-Carena, Michael Gallego, Ignacio Gamboa, Isabella Goncalves, Ian Polanco, Alfonso Xavier Ruiz and Jacob Vrankin.

#### **Mission Maker Award**

Superintendent Dan Bridges will recognize a Mission Maker from Naper Elementary School.

Gianna Bonsonto a student in Bruce Randolph's 3<sup>rd</sup> Grade classroom at Naper Elementary School is being recognized for being a Collaborative Worker and a Community Contributor. Gianna is always making sure that everyone on the playground has someone to play with. On more than one occasion she invites others to join her activity. She is very in tune with making sure others feel welcomed and involved. In the classroom when students are absent, Gianna takes notes for them on what they are missing. This is something she initiates on her own.

#### **Public Comment**

Keith Klingman Thank you all for hard work. Highly alarmed at the Chicago Times article about arming teachers. Highly perturbed at the thought of arming teachers. It doesn't work to have more people with guns. No one will ever be fully prepared to handle the response to assault rifles. How about German Shepherds in schools instead of guns? Guns with teachers will cost money. Legal Guns don't make things better.

Mark Bailey

Pres NUEA, speaking on behalf of the association.

We understand that the Board of Education will be approving and appointing a delegate to the Illinois Association of School Board (IASB) Resolutions conference. The Union is categorically opposed to

arming teachers in school classrooms. None of the teachers are willing to do so, nor are we willing to be in a school where someone other than trained professionals are carrying guns. We join all unions in this district opposing this resolution. We would rather lobby for more mental health resources.

Holly Blastic

Mom's Demand Action Speaking as a volunteer and a mom. Joined the group when her third grader came home talking about bad guys coming in and hurting students. It is critical that we let data drive these decisions. There is no data that supports arming teachers is beneficial. The IL Fed of teachers voted in March to oppose arming teachers. Law enforcement officers are trained to handle the chaos of an active shooter. We don't know who is the good guy vs bad guy when people start shooting guns. With more guns, we can expect more shootings and harm done to students. Problems with insurance. greater financial burden on school districts and taxpayers. Raise awareness of new safety laws. Please oppose the IASB Resolution.

Jenine Hanson Dyslexia Action Group of Naperville

Speaking on behalf of 400 members. Formed to help inform the community about Dyslexia. Dyslexia is a learning difference that is neurobiological in nature. It is the most common learning disability affecting about 10% of the population. Occurs on a spectrum. Often these students have areas of strength. Takes 4x as long to make progress than it does in K. Partnered with Dr. Christine Igoe in Spring 2018. We are grateful for the opportunity and are eager to move forward. Asking the Board of Education to allow the group to have the resources to move forward. Oct 16, a simulation. BOE participation will be valued. Thank you for your time and service.

Nathan May

8<sup>th</sup> grader. Against guns in schools and gun violence. Against arming teachers as this is not an effective solution. This is actually increase the risk of harm to students and teacher. Very large students or a group of kids would have an easy time taking a gun away from a teacher. Guns in schools will make students feel anxious. Students need to feel safe in order to do their jobs effectively.

Peyton Arens

8<sup>th</sup> grade in the district. President of Student Council have organized many things like toy drives and the school walkout last year. Attended March for our Lives rally in Washington, DC. Arming teachers would make students feel unsafe. Current practice ALICE this is a system that will become second nature. Arming teachers will be a very unpredictable addition to protocol. Teachers became teachers because they have a passion for education and to teach students not to carry guns. Must vote no to arming school staff.

Donna Wandke motioned to move the discussion of the IASB Resolutions to this point in the agenda. Charles Cush seconded. A voice vote was taken. All approved. Motion passed.

### **IASB Resolutions**

Superintendent Bridges reported that at the October 1, 2018 Board of Education meeting, the Board had the opportunity to review the 13 new resolutions that will be presented at the Illinois Association of School Boards Annual Conference for consideration. This Delegate Assembly allows member districts to have a voice in the policies of the association. Administration is asked to review the resolutions. We have reviewed them and we support them with the exception of resolution #2, Student Safety and Protection. The Board of Education directed Superintendent Bridges to seek a response from local law enforcement. Police Chief Marshall has been on record saying that we should not arm teachers. Recommend that we support all but #2.

Terry Fielden motioned to approve the IASB resolutions with exception of Resolution #2, Student Safety and Protection. Donna Wandke seconded. Those voting yes: Yang Rohr, Cush, Fitzgerald, Leong, Fielden, Wandke and Gericke. No: None. Motion passes.

Board Members are against and thank the students and community who came to speak. Thank you for letting us hear the voices of the community. We need to create an environment where students feel empowered and heard. Resolution would not create that environment for students. We represent the voters in this district.

Student Ambassador McGuinness- Thank you for the activism around this issue. Thank the Board of Education for standing in solidarity and for all the thought and effort for this resolution. Student Ambassador Cush-Thank you, Board of Education for all the work around this issue. It means a lot to students. The majority of students at NNHS feel safe due to the efforts of the District.

Thank you to all who came to listen and to offer support. As a Board of Education, we oppose this resolution.

Terry Fielden made a motion to direct the IASB delegate to not adopt Resolution #2, Student Safety and Protection. Charles Cush seconded. Those voting yes: Fitzgerald, Wandke, Fielden, Leong, Yang Rohr, Gericke and Cush. Those voting no: None. Motion passes.

**Monthly Reports**

- Treasury Report- The Board received the August Treasurer’s Statement
- Investments- The Board received the August Investment Report
- Insurance-The Board received the August Insurance Report
- Budget-The Board Received the August Budget Report

**Action by Consent:**

**1. Bills and Claims** from Warrant #1010227 thru Warrant 1011182 totaling \$19,410,337.93 for the period of September 18, 2018 thru October 15, 2018.

**2. Adoption of Personnel Report**

	<b>EFFECTIVE DATE</b>	<b>LOCATION</b>	<b>POSITION</b>
<b>LEAVE OF ABSENCE-CERTIFIED</b>			
Michele Delgado	8/22/18 – 12/16/18	Steeple Run	3 <sup>rd</sup> Grade
Bethany Hurst	8/13/18 – 5/24/19	NCHS	Culinary Arts
Laurie Opaczewski	12/5/18 – 5/24/19	NNHS	Math
<b>RETIREMENT-CLASSIFIED</b>			
Deirdre Grier	12/31/2018	PSAC	Senior Secretary
Michelle Rodriguez	10/19/2018	Beebe	Computer Support Associate
Daphne Suchecki	10/19/2018	Elmwood	Instructional Assistant
<b>RESIGNATION-CLASSIFIED</b>			
Gabriela Alvarado	10/17/2018	Steeple Run	Dual Language Assistant
Yolanda Cano	10/18/2018	ARECC	Custodian
Debra Fulda	10/19/2018	Transportation	Bus Driver
Thomas Krieman	10/11/2018	Transportation	Bus Driver

## EMPLOYMENT-CLASSIFIED FULL-TIME

Chamundi Balamaran	10/8/2018	Mill St.	Special Education Assistant
Jeanett Hurtado	10/9/2018	Beebe	Dual Language Assistant
Mariellyn Vivo	10/22/2018	Ranch View	LRC Assistant
Gzime Clark	10/8/2018	Lincoln	Special Education Assistant
Stephani Suwanski	10/16/2018	Elmwood	Instructional Assistant

## LEAVE OF ABSENCE-CLASSIFIED

Aliriza Osmani	10/24/18- 10/23/19	NNHS	Custodian
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### 3. Minutes 09/17/2018, 10/01/2018

### 4. Retain/Release Closed Session Minutes as Discussed in Closed Session

### 5. Disposal of Closed Session Recordings prior to April 2017

### 6. LEND Dues 2018-2019

Terry Fielden made a motion to approve Warrant #1010227 thru Warrant 1011182 totaling \$19,410,337.93 for the period of September 18, 2018 thru October 15, 2018 and the Consent Agenda as presented, seconded by Charles Cush. Those voting yes: Wandke, Yang Rohr, Gericke, Cush, Leong, Fielden and Fitzgerald. No: None.

## Written Communications

### Freedom of Information Requests:

Central Times-cases of Hand Foot and Mouth  
Fine/HBO Sports-Sports and Free and Reduced lunch  
Sadler-HR Request  
Illinois Policy Institute-regarding JANUS decision  
Komperda-Asbestos removal  
McFredries-Asbestos removal  
Pavlis-Asbestos removal  
Gomez-Asbestos removal

## Student Ambassador Reports

Haley Cush

- 2 varsity tennis players are heading to state and winning 1st in doubles at sectionals.
- Varsity has ended its season with a 6-0 win over downers grove south, the boys were undefeated in the DVC
- Volleyball crushed Metea Valley last Thursday in conference match
- Girl golf ended their season ranked 7th in state
- Girls cross country wins DVC taking 1st-7th place
- Ping Pong and Bowling tryouts are quickly approaching.
- Sophomore Suicide Prevention Screen will occur on October 16 and 18
- Juniors took the National Merit Scholar Qualifying Test/ PSAT on October 10, in accordance with college preparation.
- Counselors went to Link Crews, our Freshman integration program to support freshman as they become adjusted to North and explain the resources available in Student Services.
- You Can't Take It With You is this weekend October 19 and 20 at 7:00pm, and Sunday, October 21 at 4:00pm
- Dracula Radio Play is October 27th at 7pm

- Howl and Shake, a show choir camp for elementary and middle school students is on October 28th.
- Overall, the School year has been full of fun, great memories and successes and we are excited for the fall.

Seamus McGuinness

- Good evening everyone! We're having a great October over at Naperville Central.
- Our foreign student exchange program just came to a close, with 20 students and 2 teachers from Santiago, Spain joining NCHS host families and students. The program gave students a great window into their diverse perspectives and lives.
- The first choral concert of the year will be this Tuesday at 7pm in the NCHS auditorium. And meanwhile, our IL Global Scholar Engage Club is meeting for the first time this Tuesday. The club supplements the growing Illinois Global Scholar program within Central, providing experiential learning opportunities for participating students.
- Finally, this past Saturday, over 1,900 students attended our Homecoming dance! Our group of parent volunteers helped to make the night fun and safe for all the students, so a huge thanks to them for making it all possible!

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

Superintendent Bridges called attention to the FY2019-2020 Budget Calendar included in the BoardDocs.

#### **Questions:**

None

### **Enrollment Update**

Mr. Bob Ross, Chief Operating Officer, provided the Enrollment update.0

The purposes of this memorandum are to provide a comparison of September 30, 2017 to September 30, 2018 enrollment data by level, to describe the accuracy of the projections provided by Dr. Charles Kofron and to describe enrollment trends by educational level. Dr. Kofron presented his demographic and enrollment report to the Board of Education in March of 2015 and provided District 203 with updates of that report in August of 2016 and September of 2017.

#### **Elementary Level**

On September 30, 2017 **6,819** students were enrolled in grades K-5. On September 30, 2018 there were **6,875** students, 56 more than the prior year, enrolled in grades K-5.

Dr. Kofron's September, 2017 update made four projections for enrollment in 2018-2019. The mid series and snapshots series projections were within 1% of the actual September 30, 2018 enrollment. The other two projections were farther from the target.

High Series-7,511      Mid Series- 6,832      Low Series-6,218      Snapshot Series-6,895

Enrollment at the elementary level is expected to continue to increase throughout the projection interval.

#### **Junior High Level**

On September 30, 2017 **3,856** students were enrolled in grades 6-8. On September 30, 2018 there were **3,739** students enrolled in grades 6-8, a decrease of 117 students.

Dr. Kofron's September, 2017 update made four projections for enrollment in 2018-2019. The mid series and snapshot projections were each within 1.5% of actual September 30, 2018 enrollment. The other two projections were farther from the target.

High Series-3,905      Mid Series-3,684      Low Series-3,484      Snapshot Series-3,761

Junior high enrollment appears to be reflecting previous declines in elementary enrollment and is expected to continue to trend downward.

#### **High School Level**

On September 30, 2017 **5,512** students were enrolled in grades 9-12. On September 30, 2018 there were **5,405** students enrolled in grades 9-12, a decrease of 107 students.



Dr. Kofron's September 2017 update made four projections for enrollment in 2018-2019. The Mid Series and Snapshot Series projections were within 2% of the Actual September 30, 2018 enrollment. The other two were further from the target.

High Series-5,729      Mid Series-5,436      Low Series-5,162      Snapshot Series-5,507

High school enrollments are trending downward and are expected to continue to do so throughout the projection interval.

### **K-12 Total Data**

On September 30, 2017 **16,187** students were enrolled in grades K-12. On September 30, 2018 there were **16,019** enrolled in grades K-12, a total decrease of 168 students.

Dr. Kofron's September, 2017 update made four projections for enrollment in 2018-2019. The mid series and snapshot projections were each within 1% of actual September 30, 2018 enrollment. The other two projections were farther from the target.

High Series-17,145      Mid Series-15,952      Low Series-14,864      Snapshot Series-16,163

### **Conclusions and Next Steps**

Compared to last year at this time, enrollment is up at the elementary level (+56), down at the junior high (-117) and high school (-107) levels and down overall (-168).

Dr. Kofron's enrollment projections have proven to be reliable. The administration should continue to employ his data when considering long-term planning. Additionally, the data should serve as one of several data points when considering short and medium term planning, including staffing, programming and enrollment pattern decisions. District 203 will work with Dr. Kofron to add September 30, 2018 enrollment data and 2016 and 2017 birth data, when it becomes available, into his model to further refine his projections.

### **Questions:**

**None**

**Thank you for the accurate figures.**

### **Grading Practices and Standards Based/Report Cards**

Superintendent Bridges introduced Dr. Patrick Nolten, Assistant Superintendent for Assessment and Accountability and Mrs. Jayne Willard, Assistant Superintendent for Curriculum and Instruction who will be giving an update on Standards Based Reporting.

- The outcomes for tonight's presentation are to review the evolution of standards based reporting within the district and to provide an update and overview of changes at the elementary level.
- We will also provide an update concerning our work with standards referenced reporting at Lincoln and Kennedy Junior High Schools.
- Standards based reporting in District 203 had its roots in the Future Focus 203 community engagement process. The community and our staff identified a priority for our Strategic blueprint of communicating student achievement and progress more effectively. This gave rise to 2018 blueprint commitment, "Implement tools for measuring and reporting student achievement and growth to effectively communicate student learning and progress to students, parents, and the community."
- As a reminder a standards based reporting system provides detailed information of how well students are progressing toward the identified standards in a specific content area. Standards are statements of what students know and are able to do. A Standards-Based Report card gives specific information on standards that align with the content being taught in the classroom rather than general subject information. Students are continually assessed on their progress toward mastery of the expectations set forth at each trimester and semester.
- Reporting Standards are succinct statements designed to outline the content or process in a particular grade, subject, or course. Teachers report progress on two types of standards,

content and process. Content standards are written in precise language that captures the essential learning for the content. The proficiency levels for content reporting standards are beginning, approaching, secure, and exemplary.

- Process standards report on how a student is learning. Process standards are reported in terms of frequency of the behavior. The levels are consistently, occasionally, and seldom.
- By reporting on academic and learning behaviors separately it ensures that our grades accurately reflect what is truly being measured.
- Implementation of Standards Based reporting has been a multi-year process. In 2015-2016, we piloted standards based grading at Kingsley and Beebe Elementary Schools. Stakeholders at these schools provided feedback, revisions were made, and an implementation plan was created for all elementary schools.
- In 2016-2017, we launched Standards based grading and reporting at all elementary schools.
- During the 2017-2018 school year, with the implementation of SEL and the anticipated implementation of the new science curriculum, teacher teams created reporting standards addressing the new curricula. The SEL work prompted us to consider integration with the existing process standards. Teachers looked for overlap between the SEL and process standards identifying which were relevant keeping in mind that SEL standards reflect skills that students learn and process standards reflect learning behaviors.
- This school year we added science reporting standards, SEL reporting standards, and updated the process standards. Professional Learning Communities use performance rubrics to create assessments aligned to standards. Students are provided with formative feedback as learning occurs across the trimester.
- In 2016-2017, we began our 6th grade pilot at Lincoln Junior High School (LJHS) and Kennedy Junior High School (KJHS). During this year teachers evaluated student evidence and assignments using a 1-4 system and reserved letter grades for the end of the trimester/semester.
- In 2017-2018, the pilot was expanded to include 7th grade and it was determined that proficiency language would be connected to grades for all assignments. No longer was the number system 1-4 used in isolation, but rather we connected the language, “beginning, approaching, secure, and exemplary” to letter grades.
- At the beginning of this school year all teachers at LJHS and KJHS are incorporating standards based grading and reporting and common grading practices into instruction.
- Despite facing implementation challenges we know that standards based grading and reporting has increased student ownership of their learning and teacher collaboration around standards.
- At these two schools, teachers use proficiency language as they develop assignments and assessments. All grade levels have implemented the agreed upon common grading practices and content teams have implemented a common gradebook. Each assignment is evaluated using the four levels of proficiency and given a letter grade such as A, B, C throughout the trimester. Student behavior such as homework completion has been separated from the academic grade. Process standards are used to communicate homework completion and student engagement using the language “seldom, occasionally, consistently.”
- At the end of the last school year, these agreements were shared with all LJHS and KJHS staff. Staff at these two schools engaged in professional learning that supported this transformation in instruction.
- A part of this work has been the implementation of a common gradebook across content courses. For example, all 6th grade math teachers gather evidence on the same standards throughout the trimester and have eliminated homework and extra credit from the overall grade. Late work is evaluated in the same way as work submitted on time. Teachers work individually with students who routinely submit late assignments. Teachers work in PLCs to create assignments and assessments around these standards. Parents now view student progress in a more consistent format, seeing both the proficiency language and percentage attached to each assessment and assignment under each standard.



- Our teachers and administrators have done a fantastic job incorporating this best practice into their teaching and learning landscape. Students are able to self-reflect on the progress they are making in their learning and identify where they need support along the way. Students and teachers speak the same proficiency language - Beginning, approaching, secure, and exemplary. Parents can understand areas in which students are mastering skills and need support.
- Students understand levels of proficiency and understand where they are in the learning trajectory.
- Teachers and students value the consistency of the proficiency language; students are transitioning from elementary school, and previous grade levels, with a strong foundation on the levels of proficiency.
- Teachers are planning and engaging in conversations with students and colleagues focused on standards.
- Teachers are focusing on the mastery of skills versus the monitoring of student behaviors.
- Renewed PLC focus:
  - Teachers are engaging in critical conversations about what “secure” looks like
  - Teachers are creating rubrics as a team
 Principals and Learning Support Coaches are leading the work and report that grading practices are consistent and focused on student learning and standards are at the forefront of PLC conversations.
- Our next steps are to expand common grading practices and common gradebooks across all five middle schools while high schools will focus on building consensus on common grading and reassessment practices. This will support our MTSS process by focusing on student progress toward standards both academically and social emotionally. The reassessment practice will allow students additional opportunities for learning. Grades in Naperville 203 are starting to communicate more than summative progress. Additionally, this work has required us as educators to reflect, collaborate, and make shifts in practice. Our PLCs, curriculum teams, and intervention groups have much more specific information to drive decisions, identify interventions and extensions, and continue to have rich conversations around student learning.

#### **Questions from the Board of Education:**

- **Thank you. What is feedback from parents? What are we doing to help parents support and reinforce these practices at home?**
  - Elementary feedback—parents were seeing a disjointed report card. When we moved over to the more proficiency language and we aligned to standards, parents needed to know more what the proficiency levels were since we attached language.
  - Junior High- Parents were used to the proficiency language but they wanted to see grades with the proficiency language as grades do communicate success. As parents have gotten used to it at the Elementary level, they are more comfortable with it at the Junior High level.
- **Can you explain more about late work being evaluated the same as on time work?**
  - Most students are turning assignments on time. When assignments are late it is often due to lack of time management instead of lack of skills. In order to reassess, the assignments need to be completed. We work to separate the behaviors from the academics
- **What are the future plans to implement common grading practices in High School?**
  - Both High Schools are working to look at what is current state. They are looking at making the language and practice consistent. They will jointly look at what grades represent, what is the reassessment policy to make it consistent across not only each building but also across both High Schools.

- **How are SEL standards evaluated?**
  - Only K-5 is what is being evaluated. Teachers are working to learn about what makes students proficient in those standards and what evidence will teachers collect to support the evaluation.
- **What to Principals see in the buildings**
  - At KJHS, student conversation is more about demonstrating knowledge of the skill not grade. Some students are still looking for short cuts and we are finding ways to end that conversation.
  - AT LJHS the focus has been being consistent so that students have a clear understanding of what they are learning. They are using common language from the standards. Parents have given a lot of positive comments.
- **How do we teach our students about deadlines?**
  - We don't have a problem with students meeting expectations. We are more focused on students understanding the expectations.
  - Assessing should truly reflect what the students know and not the timeliness of the assignments turned into the teachers.

### **2018 Summer School/ESY Report**

Kevin Wojtkiewicz and Bob Ross provided an overview of Summer Learning 2018.

Thank you to staff, administration and building and grounds for all support.

- Individual enrollments at the Elementary, Jr. High and High School declined, however, students at the Elementary and Jr. High levels are maximizing their time at summer learning by taking multiple classes.
- Students with disabilities and EL populations made up 47% of the elementary general education population, 30% at the Jr. High, and 26% at the high school.
- Both ESY and EL programs continued a trend of increased enrollments.
- Park District and Champions summer camps continued successful partnerships with elementary summer learning. While the enrollment for the camps slightly decreased this year, the number of scholarships provided remained steady.
- The established partnership with the Naperville Public Library continued to be successful at the elementary and Jr. High levels.
- A new partnership with the Golden Apple Scholar Program placed approximately 70 aspiring teachers into summer classrooms to collaborate with District 203 summer staff on meeting students' needs.
- The cost of providing summer classes for students who registered with free/reduced waivers increased for the 5th consecutive year.
- Summer transportation costs increased due to increased number of students needing to utilize the bus and the need to contract First Student for some of our transportation needs.
- A parent, staff, and high school student survey was conducted in collaboration with Hanover Research. The results of the survey and recommendations for 2019 Summer Learning programming will be presented at the November Board meeting.

### **Board of Education Questions:**

- **Can you give a little detail about the Golden Apple Scholars?**
- **Did you do any surveys regarding having them?**
  - We received a lot of feedback from teachers who said it was nice to have extra hands to help run small groups. We were contacted by the Golden Apple Scholar program to gauge

our interest. They run a four-week program at North Central College. All had completed Freshman year and are aspiring teachers. Students are required to participate in a summer program. They placed about 70 students at our Elementary and Junior High locations.

- **For report next month, could you provide more understanding of the differences in expenditures from year to year?**
- **Thank you for hard work. Great to see increase of Free and reduced students particularly over the last two years. You have worked hard at getting more free and reduced students involved. We do have to pay attention to our finances and to be certain that we are utilizing all funding that may be available. Are there grant funds. Are we surveying students who don't participate? Do we offer enough options for students in order to get additional students to participate?**
- **Do we do any testing in the summer?**
  - Individual class testing but not overall standardized.
  - We don't have a tool that accurately assesses summer school.
  - We can look at Spring to Fall Performance Series testing scores.
- **What are the trends we see on the Performance Series from Spring to Fall for Summer School students?**
  - At the conclusion of Summer Learning 2017, we looked at students who took two sessions of Summer Learning, we noticed that students stayed stable in both ELA and Math. There was no decline or increase. It doesn't mean that what we are doing is ineffective, it means that our measuring tool does not measure change over a small period of time.
- **It is important to note that steady is a victory when we consider the "summer slide" of particularly economic disadvantaged students.**
- **Community needs to know the investment that we have put into Summer School. A good investment that we make to benefit students in all groups.**
  - Don't want to lose site of the benefit to Title 1 students.
- **Do we survey families as to some of the broader benefits, not necessarily academic, of summer schools? Need to look at it holistically.**
  - We get good responses from teachers and students but not so much from parents.

#### **President's Report**

None

#### **Board of Education Report**

Janet Yang Rohr gave an update on NEF Support programs. Programs are supported through team NEF. Sunday October 21, 2018 there will be a 5k and half marathon. Participation rates have risen in the past year. There are plenty of spaces for volunteering.

#### **Discussion without Action**

None

#### **Discussion with Action**

Superintendent Bridges referred to the Master Facility Plan Update for FY2020 which was presented at the October 1, 2018 Board of Education meeting. He asked that attention be paid to the capital improvements that were completed over the summer.

Action is only for FY2020. Some work is from the 2013 comprehensive facility assessment that was completed.

Money set aside for girls' softball field improvements at NCHS in order to make that field equitable with other facilities.

**Questions from the Board of Education:**

None

Janet Yang Rohr made a motion to approve the Master Facility Plan as presented. Charles Cush seconded. Those voting yes: Fitzgerald, Wandke, Gericke, Yang Rohr, Leong, Fielden and Cush. Those voting no: None. Motion carried.

**Resolutions Delegate:**

Superintendent Bridges reported that a Board of Education member needs to be nominated as a delegate to the IASB Joint Annual Conference. Please nominate someone to serve as this delegate.

Charles Cush motioned that Terry Fielden be nominated as the delegate to the IASB Joint Annual Conference. Kristine Gericke seconded. Those voting yes, Yang Rohr, Cush, Fitzgerald, Wandke, Fielden, Leong and Gericke. Those voting no": None. Motion passes.

How do we craft a statement that reflects the view of the Board of Education?

Our statement should be clear to be a no vote for Resolution #2.

Keep comments straight as to why we oppose. We need to incorporate what the community said this evening.

We should have Sinikka, Executive Director of Communications, draft a statement incorporating all that was said tonight both by the Board of Education and the community. You have to inspire those who are on the fence. The state has responsibility in this as well.

We are directing the IASB staff to go and push for legislation. This will set the course of public policy. Incorporate some of the themes of the community in the draft statement. This draft will be available for review at a future meeting.

**Old Business**

New CTE Course Proposal:

Superintendent Bridges reported on the proposal for new CTE courses that was presented at the October 1, 2018 Board of Education meeting.

There were no questions.

Charles Cush made a motion to accept the newly proposed CTE courses. Donna Wandke seconded. Those voting yes: Wandke, Leong, Yang Rohr, Fitzgerald, Fielden, Gericke and Cush. Those voting no: None. Motion passes.

**Resolution Designating Interest Earnings**

Superintendent Bridges reported that this is a resolution that has been presented and passed in past years. To prevent limiting board authority, it is respectfully recommended that the board of education adopt a resolution declaring all interest earned in the current fiscal year retain designation as interest and further, preserve the board's option to transfer said interest to other fund types.

Kristine Gericke motioned to approve the resolution designating interest earnings as presented. Charles Cush seconded. Those voting yes: Cush, Leong, Yang Rohr, Fielden, Fitzgerald, Wandke and Gericke. Those voting no: None.

**New Business**

None

**Upcoming Events**

- November 14, 2018 at NCHS Cafeteria at 7:00pm and on November 15, 2018 at 9:00 am at The Compass Church Focus 203 where we will be presenting and update on MTSS.
- Team NEF reminder of the 5k and Half Marathon on October 21, 2018.

**Adjournment**

Donna Wandke moved seconded by Terry Fielden to adjourn at 8:55 p.m.  
A voice vote was taken and all approved. Motion passes.

Approved: November 19, 2018

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Kristin Fitzgerald, President, Board of  
Education

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Susan Patton, Secretary, Board of  
Education