

MINUTES OF A MEETING OF THE BOARD OF EDUCATION,  
NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE  
AND WILL COUNTIES, ILLINOIS, HELD AT THE ADMINISTRATION  
CENTER, 203 W. HILLSIDE ROAD, NAPERVILLE, IL.  
DECEMBER 7, 2015 AT 7:00 P.M., CLOSED SESSION 6:00 p.m.

Call to Order

President Terry Fielden called the meeting to order at 6:00 p.m. Board members present: Kristin Fitzgerald, Donna Wandke, Suzyn Price, Terry Fielden, Susan Crotty and Jackie Romberg. Absent: Mike Jaensch.

Administrators present were: Dan Bridges, Superintendent; Kaine Osburn, Deputy Superintendent; Brad Cauffman, Chief Financial Officer; Carol Hetman, Chief Human Resources Officer, Bob Ross, Assistant Superintendent for Secondary Education.

Romberg moved, seconded by Wandke to go into Closed Session at 6:00 p.m. for consideration of:

1. Appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District 5 ILCS 120/2(c)(1).
2. The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).
3. The setting of a price for sale or lease of property owned by the District 5 ILCS 120/2(c)(6).
4. Collective Negotiating matters between the District and its employees or their representatives. 5 ILCS 120/2(c)(2).
5. Security procedures and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public or public property 5 ILCS 120/2(c)(8).
6. Student Disciplinary Cases. 5 ILCS 120/2(c)(11).

Meeting  
Opening

Crotty made a motion, seconded by Romberg to return to Open Session at 7:04 p.m. A voice vote was taken. Those voting Yes: Fitzgerald, Fielden, Price, Romberg, Crotty, and Wandke. No: None. The motion carried.

Meeting  
Opening

Welcome and Mission

Roll Call

Board Members present were: Kristin Fitzgerald, Donna Wandke, Suzyn Price, Jackie Romberg, Terry Fielden and Susan Crotty. Absent: Mike Jaensch.

Student Ambassadors present: Kevin Angell, NCHS, Abby Rader, NNHS.

Administrators present: Dan Bridges, Superintendent; Kaine Osburn, Deputy Superintendent; Bob Ross, Assistant Superintendent for Secondary Education; Jayne Willard, Assistant Superintendent for Curriculum and Instruction; Kitty Ryan, Assistant Superintendent for Elementary Education; Jen Hester, Chief Academic Officer; Christine Igoe, Assistant Superintendent for Student Services; Tim Wierenga, Assistant Superintendent for Assessment; Carol Hetman, Chief Human Resources Officer; Brad Cauffman, Chief Financial Officer; Roger Brunelle, Chief Information Officer.

Pledge of Allegiance	Board members led the Pledge of Allegiance.
Recognition	<p>Good News</p> <p>Congratulations to Sydney Dusel for winning the state championship in diving. This is the second time she has won the first place championship. She will be formally recognized at the December 21 Board meeting.</p>
Public Comment	None
Student Ambassador Report	<p>Kevin Angell, NCHS reported:</p> <ul style="list-style-type: none"> <li>• Congratulations to the NCHS Debate Team who took 3<sup>rd</sup> place at the ICDA.</li> <li>• Theatre Central holding their Christmas Play “The God Committee” on the 10<sup>th</sup> and 11<sup>th</sup>.</li> <li>• A successful Orchestra Concert was held on the 3<sup>rd</sup>.</li> <li>• NCHS LINK, Freshmen mentoring program, has been holding Cocoa and Cram sessions for freshmen to help them study for finals and they have also been providing tutoring along the way.</li> </ul> <p>Abby Rader</p> <ul style="list-style-type: none"> <li>• NNHS Band marched in the Chicago Thanksgiving Day Parade.</li> <li>• 2 seniors named National Hispanic Scholars.</li> <li>• On December 11 – 11 seniors signed for college sports. Four additional athletes named as All State students – two boys Soccer and two from girls Cross Country.</li> <li>• Last Tuesday Kenwood students came to NNHS to shadow, humbling to see all the things that we are doing well.</li> <li>• Children’s Show was held – “Somewhat True Tale of Robin Hood”.</li> <li>• Dance Team placed 2<sup>nd</sup> in their competition. Their best score of the season.</li> <li>• There was a Lego Robot Competition.</li> <li>• Girls Cross Country went to Nationals placing 14 overall. Judy Pendergast placed 8<sup>th</sup>.</li> </ul> <p>Next week:</p> <ul style="list-style-type: none"> <li>• Financial Aid night for seniors.</li> <li>• Band and Orchestra Concert.</li> <li>• Friday is the Winter Assembly.</li> <li>• Choir Magical Dinner next weekend.</li> </ul>
Superintendent Staff/School Report	<p><b>School Improvement Plan – Mill Street</b></p> <p>Principal Mary Baum noted that the School Improvement Plan provides the framework used to guide their work so that each student is provided the opportunity to reach their potential. She reviewed some enrollment background and noted how the population has grown and that the demographics have changed considerably. A large percentage of the school qualifies for free and reduced lunch. The impact of this is that some students arrive at school without their basic needs being met. They work to support these students and address their needs.</p> <p>The addition to the building in 2009 provided spaces that have allowed for the flexibility in scheduling needed to accomplish the school goals.</p>

The SIP team consists of staff from each grade level, specialists, and staff from special education. The team meets in spring to review the progress and determine the course for the next year. Their work is guided by the District Strategic Blueprint and several other factors. After the committee created a draft of the plan, the entire faculty had an opportunity to provide feedback through an activity at the August Institute Day. Adjustments were made based on the feedback. Five indicators were chosen to span the next two years. They reflect important work that will take place in the District. Mrs. Baum described in detail how the indicators will look when fully implemented.

One of the key features at Mill Street is the Dual Language program which includes almost 20% of the students. Close collaboration takes place with grade level teams which ensures that the students are integrated into intervention and enrichment times in both reading and math. Families are also engaged through different activities. Resources are provided for them.

Timely, targeted intervention or enrichment is provided in both reading and math on a daily basis to all students. Specials work with flexible groups in order to extend their learning or aid them with extra help. Grade level teams have time provided for them to work in their professional learning communities.

They examine data, review curriculum maps and make decisions about effective instructional strategies based on the needs of their students. Learning Support Coaches play a large role in professional learning. They provide job embedded training, facilitate peer observations with feedback and offer study groups on specific topics of interest.

Student growth data was reviewed in both reading and math. The data was broken down into subgroups in order to analyze progress toward closing the achievement gap. The data reflects that there is still some work to be done, and it also affirms that the school improvement efforts are making a difference and students are improving. When the data is taken to the individual student level, student needs and effective, timely intervention can be determined to support each child.

Comments and questions from the Board:

- African American data is lower than the District average, what kinds of things are being done to address this?
  - Interventions are structured based on individual student's data. They look at the strengths and try to rise up the students using positive data to make good decisions.
- How will this translate in PARCC?
  - We have not seen the detailed breakdown of data in PARCC yet, but we anticipate seeing good results.
- There has been large growth in the disadvantaged group, some of them were late arrivals to the school year. How does this affect class size?
  - This does not appear to be a pattern or trend. The outreach from the Ann Reid center to get students enrolled has not really affected class size.
  - The class sizes at Mill are on average with the District and in some cases even lower.
  - We have had bubbles of families moving in at a particular age level.
- Can you explain why 54% of students will meet their target in reading and math?

- Growth targets are based on national norms and average scores. The data is based on local norms and they are a little different in their analysis.
- How are the students who come to school in need supported?
  - We have multiple community partnerships, some of which are:
  - NEF start the day program, a grant;
  - Partnership with Loaves and Fishes – they provide breakfast and snacks;
  - Partnership with St. Timothy’s;
  - New partnership with Good Shepherd;
  - Boys and Girls Club after school program across the street that has certified teachers on staff to help tutor and enrich students.
- NEF funded an after school Math Club for girls who are interested and want to learn. It is sponsored by one of the teachers. Parents transport the students.

### **STEM Update**

Jayne Willard and Jennifer Donatelli gave a presentation that outlined the STEM roadmap or path going forward for the District. The work began during the 2014 – 2015 school year when a small leadership team met to begin planning for the K – 12 STEM committee that was formed this fall. The committee was comprised of teachers and administrators from all levels with a wide range of expertise. The charge for the committee was to research best practices in STEM education; create a vision for STEM; review the District’s current STEM programs and courses; explore opportunities that could potentially engage all students in the area of STEM; and create a recommendation for a STEM plan that was based on research and best practices.

When researching STEM and best practices, it was determined that using an interdisciplinary approach would best prepare the students for college and career opportunities that don’t exist today. A STEM literate student can solve real life problems and apply the information in all four disciplines: science, technology, engineering and mathematics. This application across the different disciplines will make STEM subjects more relevant to students and enhance their motivation for learning. There are different levels of integration: Disciplinary, multidisciplinary, interdisciplinary, and transdisciplinary, the latter being the ultimate level of integration to cultivate students to be successful in life and in the future workforce.

A vision statement was developed as well as guiding principles that will be used as a foundation to guide future actions as the STEM plan is carried out in the District. All students need access to high quality STEM experiences and programs. In order to do this, we will integrate STEM principles into current curriculum, create new courses and pathways, and build teacher capacity through professional learning. Parents and the community will be provided with information to support the learning that will take place at school. In addition to in school course development and work, experiences for students that extend beyond the school day and classroom will be provided. Local universities and companies will be asked to serve as mentors to support student research. Additionally the focus will be on developing STEM based after school clubs, STEM and Science camps, expand summer learning and

participate in business-sponsored STEM based competitions. Professional development will be provided to build teacher capacity in the STEM disciplines. We have already begun some of the professional learning in the science curriculum.

#### Questions/Comments from the Board

- What does the partnership with colleges or universities look like?
  - We are looking at different opportunities especially targeting k – 5 to create some summer opportunities or camps where the teachers will instruct and provide the classes under the guidance of the university.
  - At the high school level we are looking to form partnerships with North Central College, IIT, and Fermilab, etc. to help students design and develop research.
- Only so many hours in the day to take the courses.
  - We want to design courses that hopefully attract students so they will want to take them.
- Science articles are being used for literacy as well as science teaching students how to read the information.

#### Student Ambassador Questions/Comments

- Concerned that the classes might not be weighted.
  - We will look at that in the redesign – we will look at what we offer and measure them against current trends.
- Will there be any student input in the redevelopment?
  - Yes, we will be looking for feedback and have already gotten some.
  - We will also be looking at graduation requirements.
- Contest based science level competitions are very popular with high school students
- CTE classes that are weighted would have a lot more interest.

#### Board Questions/Comments

- Whether the classes are weighted or not, our goal is career and college ready.
- Universities are looking for AP classes, so it seems that kids are taking those courses as opposed to STEM classes.
- At the junior high level students are picking between language and STEM.
  - One of the Blueprint commitments is to review the junior high program.
  - We will be expanding offerings at summer school as well.
- Are contests available at other levels than high school? When there is an element of competition, it is really inviting for kids.
  - We are working on outreach to businesses that might afford opportunities that fit into kids' schedules.

#### **State Testing Information**

Tim Wierenga and Malee Farmer, Director of Research and Analytics, gave a report on the preliminary Partnership for Assessment of Readiness for College and Careers (PARCC) results. This is the first year the PARCC was given as the State assessment so the results are the baseline data. We are making a clean

break with our old data sets. We do not have any data to compare to except state data. The PARCC test was designed to measure not only achievement as in the past, but also growth in order to give powerful results to analyze and improve learning for students. The test is more rigorous, challenging students to answer deeper questions that are aligned to Common Core. Additionally, the test includes technology enhanced items that are new to our students. Mr. Wierenga noted several points of pride. We were concerned when we saw preliminary data, but the percentages are higher than we expected.

Mrs. Farmer explained the five levels of performance:

Level 1: Did Not yet Meet Expectations;

Level 2: Partially met Expectations;

Level 3: Approached Expectations

Level 4: Met Expectations; and

Level 5: Exceeded Expectations.

She reviewed the preliminary data. The official data will be released on the school report card when it is recalculated with the final results. The overall District results are approximately double the preliminary results released by the state. She reported on all three levels and sub groups in ELA and Math. The data will be used to improve our curriculum and instruction. It will also be used in professional learning communities and in the school improvement process. The data establishes the base for the achievement gap. We will continue to focus our attention on closing that gap. There have been several changes in testing. This year students will only be tested once in April and a science based test will be given that is aligned to the Next Generation Science Standards (NGSS). Since 2001 the ACT has been given to juniors in high school as a universal assessment. The State of Illinois has announced that the SAT has been selected to replace the ACT, although no funding has been provided. We have made the necessary preparations to give the ACT to juniors this spring on March 19. We will be adapting our plans to transition to SAT in the future, depending on which way the state goes. There are many resources available for parents. We will be creating a video for parents that will be posted on the District website.

Questions/Comments from Board members:

- We have aligned to ACT, the state has gone to SAT.
  - The state put out a request for proposals and accepted feedback.
  - SAT was selected on the price point and its alignment with Common Core.
- How long will the state commit for Common Core?
  - We have not heard any conversation about dropping the standards that have been adopted by the state to go along with the Common Core
- The \$80,000 is well spent to continue with the trajectory the students have been on for ACT.
- We are doing the right thing for our students.
- The state cannot fund the SAT.
- Frustration is entirely with the state.

Student Ambassador comments:

- If the state mandates the SAT, kids will appreciate no financial burden.
  - The state will only mandate it if they are able to provide it for all students.

Board Member comments/questions:

- All 11<sup>th</sup> graders were not tested.
  - Historically, we have been used to taking tests by grade, but with PARCC it is by course.
- Comparison of school districts is important.
  - Districts test differently – some are pencil and paper instead of electronically and the environments are different across the state.
  - Eight states are still in PARCC.
- How many millions of dollars did it take to change to PARCC?
  - It has taken several years and has been a significant investment.
  - State is committed to PARCC for 2 years at least.
- Will we have the results in a timely fashion to help with the school improvement plans?
  - We are hoping to have the results before the school ends.
- It is not a surprise that we are way better than the state.
- Would like to see us be as far above with the achievement gap as we are with our averages.
- All school districts are struggling with it – hopefully we can close the gaps and provide the leadership for those around us as to how that can be done.
- Excitement that our area of focus is on the achievement gaps.
- Is the video for parents the same one that Home and School viewed?
  - Yes, with alteration based on their feedback.
  - It will be available in Spanish as well.
- If changing to PARCC was meaningful, it was valuable for teachers.
  - The most difficult thing is having to be reactive rather than proactive.
  - The results have identified some gaps that need to be addressed.
  - We are moving students forward and achieving our Mission Statement
- What will the state do with the information when they get it?
  - They are releasing the scores December 11 and will put the data out there, but they do not have plans for how they will use the data.
  - We have local consortiums to exchange data and information with.
- Has the information been useful for us as a whole?
  - Tim Wierenga’s personal reflection – students are in a better place since the Common Core has been adopted – the D203 level of rigor has always been high but this has set a level of expectation that is even higher.

President’s  
Report  
Board of  
Education  
Reports

Donna Wandke noted that she was the delegate for the Board at the Triple I Conference in November. Four resolutions, the same four that the Board recommended, were brought to the committee and brought forward.

Action by

The following items were presented on the Consent Agenda:

Consent

## **1. Personnel Agenda**

### **Resignation – Administration**

Kaine Osburn, June 30, 2016, PSAC, Deputy Superintendent

### **Appointment – Administration**

Chuck Freundt, July 1, 2016, PSAC, Assistant Supt, Elementary Education

### **Retirement – Certified**

Heather Klenner, December 31, 2015, Kingsley, 1<sup>st</sup> Grade

### **Appointment – Certified (Part-Time)**

Casey Erklin, December 21, 2015, Ellsworth, Physical Education (23.95%)

### **Retirement – Non-Union Classified**

Donald McQuillen, June 30, 2016, Transportation, Transportation Coordinator

### **Retirement – Classified**

Sam Myftari, January 13, 2016, Prairie, Custodian

Therese Filipowski, December 7, 2015, PSAC, Student Services Secretary

### **Resignation – Classified**

Miguel Maldonado-Begazo, November 30, 2015, NCHS, Custodian

Nicholas Mondek, December 4, 2015, NCHS, Campus Supervisor

Thais Veselik, December 1, 2015, Steeple Run, Special Education Assistant

### **Employment – Classified**

Radka Cabrera, December 4, 2015, Naper, Health Technician

Ranelle Coffey, January 6, 2016, NCHS, Athletic Department Secretary

Rosita Nurse, December 14, 2015, NNHS, Campus Supervisor

### **Employment – Non-Union-Classified**

Beth Szymanski, December 7, 2015, PSAC, Sr. Support Analyst (80%)

### **Extend Leave Of Absence – Classified**

Sharon Hutt, 11/23 – 12/22/15, Highlands, Special Education Assistant

### **Personnel Addendum**

#### **Appointment – Certified (Full Time)**

Emily Clemons, December 21, 2015, LJHS, Language Arts/Social Science

#### **Retirement – Classified**

Rocky Charnahan, December 31, 2015, Scott, Custodian

## **2. Student Discipline as Discussed in Closed Session**

Fitzgerald made a motion to approve the Consent Agenda as presented.

Wandke seconded the motion. A roll call vote was taken. Those voting yes:

Romberg, Fitzgerald, Wandke, Crotty, Price, and Fielden. The motion carried.

Superintendent Bridges announced that the Board had just approved the appointment of Chuck Freundt as Assistant Superintendent for Elementary Education effective July 1, 2016. He reviewed his background and welcomed him to the Cabinet level Administrative team. Mr. Freundt thanked the Board, noted that he had been in D203 since student teaching 21 years ago, and indicated that he was excited about the opportunity.

Discussion

Without Action

### **Facilities Capital Improvement – Summer 2016**

Superintendent Bridges indicated that back in September, a Five-Year Facility plan was provided. It has been updated based on needs and the priorities of the Board. We will be completing the entrance enhancements at all elementary



schools by the end of the summer. We will be doing some of the work during winter break.

Board comment:

- It is good to be able to get all the priority projects in.

### **ACT Spring 2016 Testing Agreement**

Superintendent Bridges noted that we have an agreement with ACT to offer the ACT exam to all juniors on April 19. The District will pick up the cost. The State has selected SAT as the State college entrance exam, but without funding. Students in D203 are on the trajectory of ACT and in the past it has been offered for college entrance. We feel that this is the right thing to do for our students. The Board will be asked to take action on the agreement December 21, 2015.

Board comments

- It was suggested that SAT might be provided by the State for schools with financial needs.
- Are we sure we will be mandated to provide SAT?
  - At this point it is unsure what the State will do.
  - Accommodations have been entered for the ACT; we would have to do the same for SAT and time is short for all this to be done.
  - We will prepare for either test.

Student Ambassador comments:

- Please provide the ACT.
- Students are spending money on the prep classes for ACT.

Board comments:

- We can't change in the middle.
- Can we communicate with legislatures to pick one and stay with it?

### **2015 Tax Levy Determination and Five Year Financial Forecast**

Brad Cauffman noted that he reviewed the Five Year Financial Forecast at the last meeting and now has updated some of the figures. He updated the Debt Service Fund, updated the new growth property from \$28M to \$36M. He showed graphs of the updated figures.

The tax levy is governed by:

- Truth in Taxation Law – The District is not required to publish a public notice nor hold a public hearing this year because the 2015 estimated tax levy represents less than a 5% increase over last year.
- School Code and Property Tax Code – specifies the timeline for events leading up to filing the levy with the County Clerk on or before the last working Tuesday in December.
- Property Tax Extension Limits Law (PTELL) – limits the amount the tax levy can increase over the prior year's levy using three factors to determine the allowable tax. 1) Amount of the prior year's tax extension, 2) the increase in the CPI-U as of December 2014, 3) new construction (which will not be known until April 2016 at which time the County Treasurer will reduce the tax levy to reflect the final new construction).

Based on the three factors the total levy is estimated to increase 2.11% (existing

taxpayers will experience an average increase of 0.8%).  
The Board will take action on December 21, 2015.

Comments/Questions from Board members:

- Overall the tax rate is going down this year.
- Do any of the changes that have been made affect the property tax freeze?
  - That information will be provided.

### **School Improvement Plans**

Tim Wierenga reviewed the Rising Star improvement cycle and highlighted the executive summaries which list the indicators and tasks for every school. Rising Star indicators align with the laws of school improvement and help to support the prioritization and implementation of the Strategic Blueprint. Tests help us understand the needs of students and thereby inform the work of the Rising Star team. School improvement teams review the data and select indicators to implement in their school improvement plans. School improvement teams assess the status of their 2 to 3 indicators each spring or summer and select new indicators to work on. Teams meet to discuss their data and adjust the work as necessary. Each month one of the schools presents its SIP at a Board meeting. He noted that each of the schools comprehensive plans are in BoardDocs. Additionally, an executive summary has been provided. The plans are submitted to the State. The Board will be asked to approve the plans on December 21, 2015. This will be assurance to the State that the process has been completed.

Comments from Board members:

- It is nice that the school's plans are available for review as each school gives their SIP report at a Board meeting.
- Having a Cabinet liaison to each school is a good idea.
- It is exciting to review the plans over the years and observe how the schools have grown, it is interesting to compare.
- Do we have goals that we are expecting them to get to? Do we guide them and are all schools making the progress that we are expecting?
  - Every school is different, so they have the freedom to choose their indicators, but some items are set as priorities by the District through the Strategic Blueprint.
- In previous years we have done a District-wide goal.
  - When the State got the AYP waiver, there was no longer a requirement to complete that process.
  - The Strategic Blueprint is the Districts' Goal.
- Some schools are working on the same indicators, do they collaborate?
  - Twice a month as administrator meetings, they have time to work together.

### **Naper Recommendation**

Superintendent Bridges noted that at the last meeting a recommendation was made to move 5<sup>th</sup> grade from Naper to Washington Junior High School. It will be really good for our students. A lot of thoughtful planning has taken place. This will give us the opportunity to address some facility needs at both schools.

Board Comments:

- At the meeting held at WJHS, Jon Vogel did an awesome job of allaying fears and concerns. There were a lot of Naper parents there too.
- Have any additional questions come up?
  - None to the administration center – people understand the recommendation.
- At the Home and School meeting there were several questions and concerns expressed. They understood that the process has been very thorough.

Discussion With

Action

New Business

Old Business

Upcoming

Events

- December 21, 2015 Board of Education Business Meeting, 7:00 p.m., PSAC
- December 18, 2015 PSAC Holiday Luncheon, Noon, PSAC
- December 23 – January 5 Winter Break

Adjournment

Wandke made a motion to return to Closed Session at 9:23 p.m. Fitzgerald seconded the motion. A unanimous voice vote was taken.

Approved

December 21, 2015

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Terry Fielden, President  
Board of Education

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Ann N. Bell, Secretary Pro Tem  
Board of Education