

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.  
JANUARY 11, 2016 AT 7:00 P.M., CLOSED SESSION 5:00 p.m.

Call to Order President Terry Fielden called the meeting to order at 5:00 p.m. Board members present: Kristin Fitzgerald, Suzyn Price, Terry Fielden, Mike Jaensch and Jackie Romberg. Donna Wandke arrived at 5:08 p.m., Susan Crotty at 5:21 p.m.

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.

Jaensch moved, seconded by Fitzgerald to go into Closed Session at 5:00 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. Student Disciplinary Cases. 5 ILCS 120/2(c)(11).

Meeting Opening Romberg made a motion, seconded by Crotty to return to Open Session at 7:03 p.m. A voice vote was taken. Those voting Yes: Fitzgerald, Fielden, Price, Romberg, Crotty, Jaensch 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, Mike Jaensch and Susan Crotty.

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

Good News

Superintendent Bridges noted that Focus 203 sessions are scheduled for Wednesday, January 20, 2016, 7:00 – 9:00 p.m. NCHS Cafeteria and Thursday, January 21, 2016, 8:30 – 10:30 a.m. Grace Church. District 203 is partnering with Devorah Heitner, PhD, and founder of Raising Digital Natives, for a Focus 203 session aimed at empowering parents in a digital world. As Naperville 203 implements the Digital Learning Initiative (DLI), it is imperative to reinforce to students the importance of becoming good Digital Citizens. Heitner will lead parents to understand Digital Citizenship in a positive way by defining digital civility, digital safety and digital footprints. Her expertise promoting good Digital Citizenship will empower parents and schools to work together to mentor students in the digital age. All are encouraged to attend.

Public

None

Comment

Student

Ambassador

Report

Kevin Angell, NCHS reported

- NCHS course sign up is going on. Students are registering on line through Infinite Campus. Counselors are meeting with students to work on course selections.
- A Parent night was held last week for parents of 8<sup>th</sup> graders to inform Parents about the course selection process.
- There will be 8<sup>th</sup> grade orientation next week for them to learn about sports, clubs, activities and electives.
- PSAT scores have been delayed for a second time – some are out, but the rest are delayed indefinitely.
- Two students were named National Hispanic Scholars.
- NCHS Capstone completed its first semester. It is a class of 10 students led by Mrs. Lender. Each student completes a 15 – 20 page paper and designs a research project.
- Illinois State Scholars were named 187 students, 25% of graduating class.
- Scholastic bowl competed in conference tournament. Two students were named All-Conference Team Members.
- Basketball tournament on February 24 was renamed in honor of Matt Scronski, who passed away.
- Cross town basketball game this Friday is a fundraiser for Michael Gustafson, NNHS who passed away. Donations collected through the sale of t-shirts will be made to the Swift Foundation.
- On January 20, NCHS 7:00 – 8:30 p.m. will host a Parent program entitled “What Motivates the Team”. Dr. Doug McKinley will be speaking to parents.

Abby Rader, NNHS reported:

- Second semester has been off to a really strong start at NNHS.
- During the first week back students in the fine arts department have been visiting junior high students to encourage them to sign up for those classes.
- Second semester was kicked-off with a throwback 90’s theme dance.
- The Girls Gymnastics team hosted their north invitational on Saturday.
- North took 1st in the DVC scholastic bowl Saturday.

- Judy Pendergast just returned to school after traveling to Scotland. She ran on behalf of the United States in the juniors league. She placed Tenth.
- The girls Track and Field coach, Dan Iverson, was named into the Illinois Track and Cross Country Coaching Hall of Fame.
- Next Friday at the Cross Town Boys Basketball Game, donations will support the Swifty Foundation.

Superintendent  
Staff/School  
Report

### **School Improvement Plan – Scott Elementary School**

Superintendent Bridges noted that every month one school is invited to come to the board meeting and showcase their School Improvement Plan. He introduced Nick Micensky who reported on Scott School. The School Improvement Team consists of staff from all areas of the school. He gave a little background about the changes in the composition of the student body that have occurred over the last several years. Currently 40% of the students are from minority groups and over 25% of the students qualify for Free and Reduced Lunch. He indicated that at Scott School the diversity is embraced and makes the school richer.

Over the past few years the District has been working with author Joe Murphy to help will school improvement efforts. The goal is that school improvement plans are based on research and are effective. Genuine caring is at the heart of SIP work. He reviewed the results of the PARCC testing in reading and math. The last few years the SIP team began the school improvement process by meeting through the summer to review the data, research best practices and examine feedback to determine the Rising Star indicators to focus on. The three main areas of focus are: Learning Supports; Differentiated Instruction; and Technology. Past indicators have included culturally responsive practices and professional learning communities. Much of the work on Rising Star indicators spans more than one year to make it more impactful and effective. The process has strengthened the continuity of the school improvement work over time. He gave an example of a program that was put into place last summer, the Family Summer Reading Program. He showed pictures from one of the three picnics that were held last year. Through Title 1 funding, students who might not have books available to them were given a bag of books at the end of the school year to read and keep. Books were also distributed at the picnics. Additionally, back packs, donated by Walmart were distributed to students in need at the last picnic. The picnics were a huge hit and a tradition to continue in the future. A Parent Summit facilitated by Stephen Garlington, from the Regional Office of Education was held with the intent of empowering minority parents and building strong bonds with the school. Other initiatives offered at the school to help support students are the Council of Men and the Kids Hope Mentoring programs along with the Character Counts program.

PLC time is used to discuss data, make instructional decisions and provide differentiated instruction. Mr. Micensky discussed some of the data results that are studied collaboratively by staff to make instructional decisions for all students. Technology is being seamlessly integrated as a very important part of learning and instruction. It is used in the classroom to monitor students, generate reports and aid in differentiated instruction. He displayed pictures of students working collaboratively on several projects using technology. He

ended the presentation by noting that Scott School was named after one of the founding families of the community who provided leadership to civic and business endeavors. At Scott they strive to maintain their heritage while being innovative in education.

Questions/Comments from Board members:

- Have you seen pay off from the new initiatives?
  - We have seen collaboration and connection but not necessarily test scores yet.
- How do you get the staff to mirror the diversity of your students?
  - Recruiting is difficult.
  - Culturally responsive practices have been put in place.
  - In-services and institutes have focused on cultural responsiveness.
  - Book studies have taken place to help staff make connections with students.
  - Bringing staff into the community during activities where parents are involved is important for teachers to learn about the families they serve.
  - Awareness over time is a key phrase.
  - Ideas from the parent community have been used and appreciated.
- Compliments on all the different creative programs that have been set up.
- It will be worth tracking data on engagement and attendance.
- Collaboration is also taking place with other principals who are doing special programs.
- When Scott school asks for volunteers, they get more than they can handle – they turn out because they genuinely care about the students.
- Summer programs reap tremendous benefits during the school year.
- What kinds of things do you do with the kids after school?
  - YMCA Safe and Sound before and after school programs.
  - Title 1 program runs after school.
  - Study skills program supported by NEF.
  - Police department program.
  - Same activities as other schools.
  - Park District program.
  - Transportation is provided.
- The passion is very clear and it comes through as respect for all students and how they are all treated alike.
  - Mr. Micensky accepted all the kind words on behalf of his staff.

### **Multi-Level System of Support**

Superintendent Bridges began the discussion by noting that this initiative is in response to the feedback heard regarding the need to close the achievement gaps and create equity in services for all students. He introduced Dr. Jen Hester and Dr. Christine Igoe who gave an update on the Multi-Level System of Support.

Dr. Hester indicated that this commitment in the Strategic Blueprint provides both academic and behavior supports for all students to help them in achieving college and career readiness. Administrators from both the junior high and high school level approached Learning Services to see if they could help start moving the commitment forward ahead of schedule by gathering information

about interventions that are currently provided by the District. The planning committee is made up of representatives from all levels because input and perspective across the grades is critical. The focus is on expanding the framework to respond to the needs of all learners: those that have already met standards and need enrichment opportunities; students who are meeting standards; and students who are struggling to meet standards. Previous practice was built on a requirement for districts to have a Response to Intervention (RTI) process in place. RTI provided a system of interventions for students who needed academic and/or behavioral supports. The major premise was that supports intensified according to student needs. Most of the interventions took place outside the classroom and were usually provided for low performing students and not those struggling or in need of advancement.

Moving forward, the vision for MLSS is a comprehensive, cohesive integration of supports to meet the needs of all students. At some point in every student's career they need both intervention and enrichment opportunities. The classroom teacher will provide differentiated learning experiences focused on the core curriculum. Assessment data reviewed by collaborative teams will determine the levels of support for all students.

A three year timeline was developed. The committee has already begun the work by identifying the MLSS of supports currently in place and defining the future state based on research on best practices. Professional learning will be developed and implemented at each level in 16 – 17, with full implementation in 17 – 18. Feedback and data will be collected with adjustments made as appropriate to meet the needs of every learner. Procedures will be communicated with students, parents and other staff.

Board Questions/Comments:

- Do we have to keep the IDEA criteria in place?
  - We will continue through the RTI process and implement both supports while following and staying close to the criteria.
- What will this look like in the classroom?
  - It will allow for enrichment that RTI does not.
  - It will be more flexible and fluid than before.
  - We have been moving in this direction.
  - We will use a strong PLC process to be accountable to meet the needs and support all learners.
  - There will be times when a student might not understand the content and need some support, and other times when the same student may need enrichment.
- In summer school, there are individual reports for each student, is that something to consider?
  - We already have pieces of that process in place in the Tye net system. We can look back and see where support was given.
- How is it different than what we have been doing?
  - When RTI was set up specific screeners were used and data points set for when students needed support.
  - Curriculum changes have been made and PLCs put into place to review data to determine when students need support.
  - Instead of sending a student out of the classroom for support, a team of teachers will look at data and discuss the student's needs.

- This will help promote consistency throughout the District.
- This is similar to what we have been doing. RTI was not put in place to identify special education students, but to identify if a student needed to learn in a different way.
- The change is that students need to stay in the classroom to learn the core curriculum and not be learning a separate curriculum that was developed outside the core.
- Will this have staff implications?
  - It will bring clarity to staff.
  - They will participate in professional learning and have knowledge of differentiated instruction, the use of data and working in teams.
- One of the complaints of RTI is that they had to document everything. Will there be additional paperwork?
  - It is not the goal to add additional paperwork.
- Are there cost implications?
  - If there are any it would be resources and materials. Resources will be allocated differently to support the program.
- This seems to fit with differentiated learning. Sending support professionals into the classrooms will benefit more students.
- This sounds like what is already taking place at the elementary level now. Are all students being tracked in Tye net now?
  - Teachers have guidelines for tracking; they are looking for consistency in need for support or enrichment.

**Student Ambassador Question:**

- Do assessment benchmarks to determine a need give the teachers more opportunity to move a student into a particular program?
  - It has the potential.
  - The focus is on the student and their needs vs. the rigidity of set standards.
  - The gifted appeals process is based on staff and students making their case outside of the testing scores.

**School Calendar Criteria**

Kaine Osburn noted that he is in the process of working on the 2017 – 2018 draft school calendar. About four years ago, the Board established a set of criteria. The calendar committee will be meeting next week to review some proposed calendars taking into consideration the Board’s criteria. Other stakeholders will review proposed calendars for input over the next month before final action is taken.

**Board member Questions/Comments:**

- What is the balance of school attendance days by semester over the last few years?
  - Kaine will provide that information at the next Board meeting.
- Spring break falls so close to the end of the year have we ever considered a fall break?
  - The Regional Office of Education provides a recommended calendar including a window for spring break. We try to align to other districts.
  - In the past we have done a survey, since we are looking at the school

day/school year, we are contemplating what a survey to the community might look like.

- The 16 – 17 Calendar that is posted on the website still says “tentative”.
  - We will remove the word “tentative”. It gives the Board an opportunity to go back and review it.
- Mid-week to mid-week winter break worked well this year. Some students liked it, some did not. It is a big stretch to please everyone.
- Kaine will review the calendar for AP testing days.

President’s  
Report  
Board of  
Education  
Reports

Donna Wandke read a card from the Naper Home and School which thanked the Board for their time and commitment in approving the move of 5<sup>th</sup> graders from Naper to WJHS.

Jackie Romberg is the Board liaison to WJHS. She commented that it is a great effort to do an all school book read and that the book they read “Fish in a Tree” by Lynda Mullaly Hunt was very worthwhile.

Kristin Fitzgerald is the Board liaison to the SFCP Core Team. They are working on expanding the program that is in place at NNHS for African American students. There are a group of very dedicated and talented leaders on the team.

Action by  
Consent

The following items were presented on the Consent Agenda:

**1. Personnel Agenda**

**Appointment – Certified (Full Time)**

Alexandra Heaselden, January 6, 2016, Kingsley, 1<sup>st</sup> Grade

Nicole Hennig, January 6, 2016, Naperville North, Learning Behavior Specialist

Sara Smith, January 6, 2016, Naperville North, FACS

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

Robert Swanson, January 6, 2016, Naperville North, Chemistry (40%)

**Revised Contract Ft**

Kristine Herrell, January 11, 2016, Maplebrook/Mill Street, School Psychologist

**Leave Of Absence – Certified**

Angelica Kalat, 1/6 – 5/26/16, NNHS, Reading Specialist

**Retirement – Classified**

Nita Parikh, January 22, 2015, MJHS, Special Education Assistant

**Resignation – Classified**

Mike Wilson, end of 2015/16 school year, ARECC, CSA/LRC Assistant

Sheryce Jetter, December 26, 2015, Prairie, Special Education Assistant

**Reassignment – Classified**

Susan Scott, December 14, 2015, Kingsley, Computer Support Associate

**Employment – Classified**

Jacqueline Chaidez, January 11, 2016, Elmwood, Special Education Assistant

Esteban Maldonado, December 21, 2015, NCHS, Custodian

Kristen Amberg, January 8, 2016, Prairie, Special Education Assistant

Riley Larson, January 4, 2016, Scott, Custodian  
Randy Bray, January 6, 2016, Transportation, Bus Driver  
Allison Kamienski, January 11, 2016, Transportation, Bus Driver  
**Employment – Classified (Part-Time)**  
Cynthia Kashul, January 6, 2016, NNHS, Campus Supervisor

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

Wandke made a motion to approve the Consent Agenda as presented. Crotty seconded the motion. A roll call vote was taken. Those voting yes: Romberg, Fitzgerald, Wandke, Crotty, Jaensch, Price, and Fielden. The motion carried.

Discussion  
Without Action

Policy Review: Kaine Osburn reviewed the proposed changes to the following Board Policies:

### **1.20, District Organization**

- Eliminates school level references to grade numbers in the light of moving 5<sup>th</sup> graders to WJHS.

Board Questions:

- Should we make reference to the alternative school?
  - It could be something else in the future which would cause a policy change.

### **6.40, Curriculum Development**

- Identifies seven principles for curriculum revision; identifies option and guidelines for single-gender classes and activities; identifies criteria for development of curricula.

After Board feedback, Kaine will revise for clarification.

### **6.70, Teaching About Religions**

- Minor revisions; legal and statutory references.

### **6.80, Teaching About Controversial Issues**

- New from PRESS. Refers to NUEA agreement 13.1 academic freedom and how to address controversial issues in the classroom. Kaine will include that part of the contract for review at the next meeting.

### **6.90, Kindergarten**

- Revises language to reflect required ½ day Kindergarten – we have to offer it by State statute

### **6.100, Using Animals in the Educational Program**

- Retitles the policy and includes preface to allow for introduction of animals into educational program as appropriate.

### **6.150, Home and Hospital Instruction**

- PRESS recommendation Aligns with State statute and ISBE regulation.

### **6.160, Limited English Proficient Students**

- Retitled and revised section to include “English Language Learners”



throughout. Aligns with State and Federal statutes.

**6.180, Extended Instructional Programs**

- Includes Nursery School in extended programs. Language is statutory. Kaine will check into options.

**6.190, Extracurricular and Co-Curricular Activities**

- Minor changes including “shall” instead of “must” regarding Superintendent approval of activities.

The Board will be asked to approve the proposed changes on January 25 with the exception of 6.40 and possibly 6.180.

Discussion With  
Action

**ACT Spring 2016 Testing Agreement**

Superintendent Bridges noted that this item was presented and discussed in December. It was clarified that the State has a three year contract with SAT and that the prevailing theory is that the State can reconsider the contract if the law changes. We have met with representatives from SAT to examine their suite of assessments to replace the ones we use with ACT. We will give a paper test with the writing part of the ACT. Superintendent Bridges noted that on Tuesday of this week, State Superintendent Smith shared an update on SAT. Below are some relevant bullets from his update:

- ...the State Board cannot yet provide definitive information regarding the administration of the SAT this spring.
- ...the State Board does not yet know if appropriations will be available to fund the cost of providing a college entrance exam.
- There is no set time frame for a determination.

Board Questions/Comments:

- The Homeowners Confederation will have all the candidates at their next meeting.
- In support of offering students ACT. What are the chances of the State mandating SAT?
  - The State cannot mandate the SAT if they do not fund it.
  - If they do fund it, students will take both exams.
- Is it possible to communicate to parents that students are taking the ACT so they do not sign them up for SAT prep classes?
  - We will send a communication out when we get confirmation from the State.
- Do we have any idea when tests will be offered?
  - They are giving two possible options – March and April. Time is getting short to enter all the accommodation information accurately.

Fitzgerald made a motion to approve the ACT Spring 2016 Testing Agreement. Wandke seconded the motion. A roll call vote was taken. Those voting yes: Fitzgerald, Fielden, Crotty, Price, Romberg, Jaensch, and Wandke. No: None. The motion carried.

New Business

Old Business

Upcoming  
Events

- January 18, 2016, Dr. Martin Luther King Jr. Birthday Holiday
- January 20, 2016, Focus 203, 7:00 – 9:00 p.m. NCHS Cafeteria
- January 21, 2016, Focus 203, 8:30 – 10:30 a.m. Grace Church
- January 23, 2016, YUKs for Youth, 7:00 p.m. NCC, Wentz Hall
- January 25, 2016, Board of Education Meeting 7:00 p.m. PSAC

Adjournment

Crotty made a motion to adjourn the meeting at 9:03 p.m. Romberg seconded the motion. A unanimous voice vote was taken and the motion carried.

Approved

January 25, 2016

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Terry Fielden, President  
Board of Education

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Ann N. Bell, Secretary Pro Tem  
Board of Education