

MINUTES OF A BUSINESS 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 RD., NAPERVILLE, IL.
JANUARY 22, 2018 AT 7:00 P.M. CLOSED SESSION 6:00 p.m.

Call to Order President Kristin Fitzgerald called the meeting to order at 6:00 p.m. Board members present: Kristine Gericke, Kristin Fitzgerald, Janet Yang Rohr, Paul Leong, Donna Wandke, Charles Cush, and Terry Fielden.

Administrators present were: Dan Bridges, Superintendent; Bob Ross, Chief Operating Officer; and Nancy Voise, Assistant Superintendent for Secondary Education (exit at 6:26 p.m.).

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

1. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21). 12/18/17, 1/8/18.
2. 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).
3. 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 5 ILCS 120/2(c)(11).
4. Student Disciplinary Cases 5 ILCS 120/2(c)(9).

Meeting Opening Cush moved seconded by Wandke to return to Open Session at 7:01 p.m. A voice vote was taken. Those voting Yes: Fitzgerald, Gericke, Leong, Cush, Yang Rohr, and Wandke. No: None. Absent: Fielden. The motion carried.

Meeting Opening Welcome and Mission

Roll Call Board Members present were: Kristin Fitzgerald, Paul Leong, Donna Wandke, Janet Yang Rohr, Kristine Gericke, and Charles Cush. Absent: Terry Fielden.

Student Ambassadors Present:

Preston Chao, NNHS

Student Ambassador Absent:

Vanessa Eklou, NCHS

Administrators present: Dan Bridges, Superintendent; Jennifer Hester, Chief Academic Officer; Bob Ross, Chief Operating Officer; Chuck Freundt, Assistant Superintendent for Elementary Education; Nancy Voise, Assistant Superintendent for Secondary Education; Jayne Willard, Assistant Superintendent for Curriculum and Instruction; Patrick Nolten, Assistant Superintendent for Assessment; Michelle Fregoso, Director of Communications; Roger Brunelle, Chief Information Officer; Marcy Boyan, Chief Financial Officer.

Pledge of Allegiance	Julie Beehler, Principal of Naper Elementary school, introduced the following students who led the Pledge of Allegiance: Charlie Minott , Carson Reichardt , Giuliana Fonash , Isa Yusuf , Harper Metzger , Aubrey Marino
Recognition	<p>Mission Maker Award Superintendent Dan Bridges recognized Washington Junior High School 8th graders, Deirdre Curran, Anna Melnikoff, Mia Kunath, and Ella Carnahan for their leadership of <i>The Ripple Effect</i> which promotes kindness through inspiration, action, and a welcoming climate for all. They were nominated by school psychologist, Stephanie Guglielmucci.</p> <p>After all 8th graders were challenged to create ways to promote and implement the school integrity code, Deirdre, Mia, Anna, and Ella proposed <i>The Ripple Effect</i>. This student-developed club promotes random acts of kindness among students at Washington Jr High. Their intent is to inspire all students to do what is right and make the school a more positive environment for all students. These Mission Makers are a great example of how one small idea can have a major impact.</p>
Public Comment	<p>Barb Vetter Requested that when the Board approves the 2019 – 2020 school calendar, they consider moving the high school late start day from Wednesday to Monday. Other districts in the area have done the same and she is looking to team together longer sleep days with weekend days. She indicated that there is a benefit to keeping the days together.</p>
Monthly Reports	<ul style="list-style-type: none"> • Treasurer’s Statement – The Board received the November Treasurer’s Statement. • Investments – The Board received the November Investment Report • The Board received Budget Reports for November. • The Board received the November Insurance Report.
Action by Consent	<p>The following items were presented on the Consent Agenda:</p> <ol style="list-style-type: none"> 1. Bills and Claims from Warrant # 1003692 thru Warrant # 1004477 totaling \$18,924,232.98 for the period of December 18, 2017 to January 22, 2018. 2. Adoption of the Personnel Report <ul style="list-style-type: none"> Retirement – Administration Carole Christensen, 6/22/2018, PSAC, Director-Business & Support Services Resignation – Certified Agnes Iraci, 1/26/2018, Madison, School Psych Appointment – Certified (Part-Time) Kayla Scott, 1/11/18-5/25/2018, NNHS, Art Resignation Of Non-Union Classified Diane Campbell, 1/19/2018, ARECC, PAT Grant Coordinator Retirement – Non-Union Classified Ann Bell, 6/1/2018, PSAC, Administrative Assistant -Superintendent Resignation – Classified Chad Coleman, 1/12/2018, Connections, Special Ed. Asst.

Jaclyn Dion, 1/19/2018, Transportation, Bus Driver

Anthony Ricely, 2/2/2018, JJHS, Custodian

Reassignment – Non-Union Classified

Jennifer Minter, 1/15/2018, IT, Sr. Support Analyst

Employment – Classified

Louisa Basaldua, 1/24/2018, ARECC, Special Ed. Asst.

Danielle Brown, 1/24/2018, PSAC, Senior Admin Secretary

Michael Conneely, 1/9/2018, Transportation, Bus Driver

Rosa Garcia, 1/24/2018, ARECC, Custodian

Phil Gorski, 1/9/2018, Transportation, Bus Driver

Mariana Olivo-Moreno, 1/8/2018, Ranch View/Meadow Glens, Custodian

Jack Schafer, 1/9/2018, Transportation, Bus Driver

Jill Sowa, 1/24/2018, Ranch View, Special Ed. Asst.

Leave Of Absence – Classified

Mary Sagen, 1/8/18 – 5/25/18, Meadow Glens, Senior Secretary

3. Board meeting Minutes from 12/18/17, 1/8/18.

4. Student Discipline as Discussed in Closed Session

Leong made a motion to approve Warrant # 1003692 thru Warrant # 1004477 totaling \$18,924,232.98 for the period of December 18, 2017 to January 22, 2018 and the remaining items on the Consent Agenda numbers 1 through 4 as presented. Wandke seconded the motion. A roll call vote was taken. Those voting yes: Leong, Fitzgerald, Wandke, Cush, Gericke, and Yang Rohr. No: None. The motion carried.

Communications
Written
Communications

Freedom of Information Requests:

- Shultz request for staff information.

Student
Ambassador
Reports

Student Ambassador

Preston Chao, Naperville North High School reported:

- Thanked the Board for their nice Christmas gifts.
- Winter Play was held before winter break.
- Finals were held – students could get help studying.
- Chill week – Activities all week to relieve the stress of finals.
- There was a State qualifier for the new Bowling Team.
- The Girls Cheer and Dance Team had DVC.
- Girls Dance Team Qualified for State.
- Six new members were inducted to the Athletic Hall of Fame.
- Boys Soccer Team was recognized by Max Prep as being the #1 Team in the nation.
- Battle of the Bands won Battle of the Fans Tournament.
- 90’s dance raised money for the Swifty Foundation.
- 8th grade orientation took place.
- Had Course sign ups.

Blended Learning Update

Superintendent Bridges indicated that part of the Strategic Blueprint was to implement a Blended Learning program. Jill Hlavacek, Jackie Thornton, Carrie Ray, Rob Porter and Melissa Oskroba, along with three students presented an update on the implementation of blended learning at the high school level. They celebrated achievements and reviewed future goals for expansion of opportunities. In the blended environment students not only learn academic skills, but they learn skills of time and task management, self-advocacy, organization, communications and collaboration. In designing the blended learning pilot, best practices based on the work of the Clayton Christensen Institute were used. In that model, students are provided with control and flexibility of the pace and pathway of their learning. The model also provides teachers ability to differentiate instruction to meet the individual needs of students. Every student will be in a different place based on their unique needs. When students in the blended learning course are not in the classroom, they have multiple options of how to spend their time including being off campus with parental permission. Since the pilot one year ago and the implementation of this learning model, the program has grown. We are now able to offer a large variety of courses representing many of the high school departments. Currently we are running 12 blended courses with 21 teachers who are engaged in a professional learning cohort to learn the best practices in the blended learning environment. Students in all four grade levels are enrolled. Skills learned as a freshman will assist with success throughout high school and beyond. Academic performance for students in blended courses is comparable or better than courses offered in a traditional setting. Rob Porter, blended Geometry teacher at NCHS indicated that at first he was concerned that he would not be able to develop a rapport with students if he did not see them every day. With check-in days, he has been able to meet with students on a one to one basis to see how they are doing. He has been able to collect information from students and provide individual help for those students that need it. Social emotional needs have been met and current evidence is that achievement is better than a traditional course. He indicated that there is more work to be done, but is pleased with the success. Melissa Oskroba, blended Consumer Economics teacher at NNHS noted that she was excited to explore new ways to teach her class. Blended allows so many more possibilities for students to develop life skills. Blended classes are designed to meet students where they are and help them move forward. She has seen lots of gains with students meeting their individual needs. She has made a deliberate effort to get to know each student and has gathered feedback in face to face time. Teaching blended has helped her rethink how she teaches her regular classes. Students representing both high schools gave testimony advocating for the benefits of blended classes. In all cases they became more responsible, independent and organized. The freedom to manage their own time and work at their own pace helps keep them interested. They appreciated the ability to seek help from the teacher any day during the class time, get their questions answered, and move on. They agreed that blended courses were probably not for all students, but they are a way to begin to get organized since blended courses are similar to the structure of college courses. Looking forward to next school year the program will expand to 37 courses with at least one course from each department. Professional learning will be

implemented to expand teacher capacity in this environment. It has been a positive shift with the long term goal of expansion and student success translating into increased enrollment in online courses that we offer.

Student Ambassador/Board Member Questions/Comments:

- Seems like there are a lot of advantages; are there any drawbacks of the courses?
 - The first year it was a struggle to get assignments in on time.
 - You have to analyze yourself for self-management; it is a good opportunity to start developing it.
 - For students who know they are not good at time management, this is a great platform to learn good time management.
- If a student is ahead and does not need the one on one assistance, do you find a lack of face to face contact and relationship with the students?
 - Most of the students came to class every day and she was able to have conversations with them to build relationships on a personal basis and not just because they needed help.
 - Since blended is new, it has been a challenge to design the course. Students have been asked for and provided a lot of feedback and he has grown to know them through surveys.
- Can you share any financial information gathered from this?
 - Professional learning is the financial cost – several consultants have worked with us.
 - We use the curriculum and resources that we have.
 - Professional Learning will decrease in the future as more teachers have taken it.
 - Ongoing professional learning has had a positive impact on teaching not only blended classes, but traditional as well.
- Is there an intention to rotate teachers into blended?
 - At this point we have teachers that are interested and we have asked some teachers to do it also.
 - We are looking to expand and bring other teachers into it too.
 - We have teachers who are experienced and are excited to bring their colleagues along.
 - As we offer more courses we will involve more teachers.
- From the teacher's perspective, do you like teaching one way over the other way?
 - It depends on the course - all courses would not work well with blended.
 - Teaching a blended class is new and the technology is new. It allows for more one on one with the students. There is a set time every day where you are available to work with students.
 - Other face to face classes are loved for what they are.
 - Fascinated by the daily challenge of delivering the curriculum in a blended learning environment. It has been rewarding.
- In either taking a class or teaching a class, were there expectations going in that were either pleasantly or unpleasantly surprised?
 - Student – was part of the pilot last year and is pleasantly surprised that this year is more relevant.

- Student – expected that grades on testing would be higher, and it was fulfilled. Engaged and enjoy the class.
- Teacher – pleasantly surprised at the strong relationships that are developed with the students by being in the classroom every day.
- Teacher – taught online before and was pleasantly surprised about the feedback from the students that was really helpful and honest about what they liked and what they did not think worked. It is rewarding because you are moving in the right direction.
- Are there any thoughts down the road to make blended a requirement?
 - Yes, it is in our minds.
- Thought the numbers of blended would increase through the years.
 - It depends on what course is offered and at what age.
 - As we expand the number of opportunities that are offered, students will be interested.
- How are PLCs structured?
 - PLC in geometry is just geometry, the same curriculum is used and the same assessments are given.
- There was a waiting list for students to take Health this year.
 - We are expanding next year and offering more classes so hopefully there will not be a waiting list.
- As far as differentiation in learning from a growth perspective, how are you recovering lost content and enriching?
 - We are able to gather a lot of data through digital resources and students are guided through the curriculum.
 - We use one on one time to guide differentiation –it is a work in progress.
- Do you have students who are progressing through the curriculum right away? Is it paced?
 - Chapters are released one at a time so students who want to progress faster can go through an entire chapter.
 - The depth students get can be varied too.
- Can you comment on students successfully working on their own time management and advocating for their own learning?
 - For time management, if you do your work in a timely way, you can structure your time to use it for other things.
 - Student has gained self – confidence and has a good relationship with the teacher and feels comfortable asking questions.
 - Can take the time needed to get help solving a problem with the teacher and then go on to other business.
 - More in-depth questions could be asked.

President's
Report

President Fitzgerald indicated that she has had continuing conversations with IASB folks about the development of the piece of legislation. We have draft language. We want the language to reflect the Board's intent. As it is drafted it simply would raise the limits. She questioned whether the Board wanted language that requires some kind of notification – is it triggered because you have experienced a lack of funding or because you have under levied? Superintendent Bridges suggested that Board members could look at the language and review the questions about verbiage. It was suggested that the

verbiage be broad so Districts can utilize it to address their individual needs.

Board of
Education
Reports

Discussion
Without Action

Tentative 2019 – 2020 School Calendar

Superintendent Bridges indicated that Bob Ross worked with the calendar committee to prepare the tentative 2019 – 2020 School Calendar.

Mr. Ross indicated that it is a strong calendar that meets the three criteria confirmed at the last Board meeting:

- Balanced semesters, with the difference in number of days between the semesters to be no more than the equivalent of 8 full days of student attendance;
- Final exams for high school students before the Winter Break;
- A start date as late as possible in August.

He noted that late arrivals are not on the calendar; we continue to have conversations about structuring late arrival days. Monday late arrival is under consideration. The next steps are to get feedback from the Board tonight and Home and School meeting on February 7.

Board Questions/Comments:

- The two day unbalance is not really instructional, it is usually testing.
- Would like to know what were the concerns around this calendar at the Calendar Committee meeting.
 - Start date was a concern.
 - We develop calendars in advance and sometimes we have not lived through a change before the next calendar is developed.
 - The location in the semester of parent teacher conferences was discussed. It was pushed back in both semesters, but sits in the same place on the calendar.
- Interested in the rationale for Monday late start.
- On next year's calendar they are on Wednesdays. It is a draft still and the Board can make the change if desired.
- We are interested in hearing the feedback from the Home and School Meeting.

Discussion With
Action

Resolution to Regulate Expense Reimbursements

Mr. Ross presented the proposed changes on January 8 and there have not been any changes since then.

Board Questions/Comments.

- Request for the same information that was presented this year when the Board reviews this next year.

Gericke made a motion to approve the Resolution to Regulate Expense Reimbursements as presented. Cush seconded the motion. A roll call vote was taken. Those voting yes: Cush, Leong, Yang Rohr, Fitzgerald, Wandke and Gericke. No: None. The motion carried.

Old Business

New Business

Upcoming
Events

- Board of Education Meeting February 5
- Exemplary Business Partnership Breakfast – February 8
- District Art Show – February 28
- NEF Building a Passion Breakfast March 20

Adjournment

Cush moved seconded by Wandke to adjourn the meeting at 8:25 p.m. A voice vote was taken. Those voting yes: Gericke, Fitzgerald, Wandke, Cush, Leong, Yang Rohr. No: None. The motion carried.

Approved

February 20, 2018

Kristin Fitzgerald, President
Board of Education

Ann Bell, Secretary
Board of Education