

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 9, 2017 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: Jackie Romberg, Mike Jaensch, Charles Cush, Donna Wandke and Terry Fielden.  
Susan Crotty at 5:17 p.m., Kristin Fitzgerald at 5:20 p.m.
- Administrator present was: Dan Bridges, Superintendent  
At 6:02 p.m. - Carol Hetman, Chief Human Resources Officer; Bob Ross, Chief Operating Officer and Brad Cauffman, Chief Financial Officer; Nancy Voise, Assistant Superintendent for Secondary Education.
- Romberg moved, seconded by Wandke 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. Collective negotiating matters between the public body and its employees or their representatives 5 ILCS 120/2(c)(2).
  3. Student Disciplinary Cases, 5 ILCS 120/2(c)(9).
- Meeting Opening Crotty made a motion, seconded by Romberg to return to Open Session at 7:00 p.m. A roll vote was taken. Those voting Yes: Fitzgerald, Fielden Jaensch, Romberg, Cush, Crotty and Wandke. No: None. The motion carried.
- Meeting Opening Welcome and Mission
- Roll Call Board Members present were: Kristin Fitzgerald, Donna Wandke, Mike Jaensch, Charles Cush, Susan Crotty, Jackie Romberg and Terry Fielden.
- Student Ambassador Present:  
Thomas Zugay, NNHS  
Student Ambassador Absent:  
Anthony Molina, NCHS
- Administrators present: Dan Bridges, Superintendent; Bob Ross, Chief Operating Officer; Jayne Willard, Assistant Superintendent for Curriculum and Instruction; Chuck Freundt, Assistant Superintendent for Elementary Education; Nancy Voise, Assistant Superintendent for Secondary Education; Jen Hester, Chief Academic Officer; Christine Igoe, Assistant Superintendent for Student Services; Carol Hetman, Chief Human Resources Officer; Tim Wierenga, Assistant Superintendent for Assessment and Analytics; Brad Cauffman, Chief Financial Officer; Roger Brunelle, Chief Information Officer.
- Pledge of Allegiance Board members led the Pledge of Allegiance.
- Good News Superintendent Bridges welcomed students and staff back to school for second

Public Comment Action by Consent	<p>semester. None</p> <p>The following items were presented on the Consent Agenda:</p> <p><b>1. Adoption of the Personnel Report</b></p> <p><b>Appointment – Administration</b> Robyn Rippel, January 3, 2017, Mill Street, Interim Principal</p> <p><b>Retirement – Certified</b> Thomas Ulbrich, end of the 16 – 17 school year, NCHS, Communication Arts</p> <p><b>Resignation – Certified</b> Joanna Hagood-Cook, December 19, 2016, NCHS, Mathematics Susan Spurny, January 27, 2017, WJHS, Science</p> <p><b>Appointment – Certified (Full Time)</b> Michael Miceli, 1/9/17 – 5/26/17, NCHS, Mathematics</p> <p><b>Appointment – Certified (Part Time)</b> Jennifer Simon, 1/9/17 – 5/26/17, NCHS, Communication Arts</p> <p><b>Revised Contract FT</b> Andrea Mardyla, 12/16/16 – 5/26/17, NNHS, Science</p> <p><b>Retirement – Classified</b> James Snyder, January 27, 2017, NCHS, Campus Supervisor Linda Parker, January 20, 2017, Prairie, Special Education Assistant</p> <p><b>Resignation – Classified</b> Patricia Lewis, January 8, 2017, NNHS, Special Education Assistant Mary Augustine, December 22, 2016, Ranch View, ELL Assistant</p> <p><b>Employment – Classified</b> Kimberly Spencer, January 10, 2017, MJHS, Executive Secretary Hunter Lee, January 9, 2017, NCHS, Special Education Assistant Timothy Lieb, January 9, 2017, NNHS Special Education Assistant Augustin Lopez III, January 9, 2017, NNHS, Custodian</p> <p><b>Employment – Non-Union – Classified</b> Patricia Mendoza, January 9, 2017, ARECC, PAT Administrative Coordinator</p> <p><b>Employment – Classified (Part Time)</b> Rachel Seaton, January 9, 2017, Ellsworth, Computer Support Associate</p>
Student Ambassador Report	<p><b>2. Student Discipline as Discussed in Closed Session</b></p> <p>Fitzgerald made a motion to approve the Consent Agenda as presented. Wandke seconded the motion. A roll call vote was taken. Those voting yes: Cush, Romberg, Fitzgerald, Fielden, Crotty, Wandke, and Jaensch. No: None The motion carried.</p> <p>Thomas Zugay, NNHS Reported:</p> <ul style="list-style-type: none"> <li>• It is good to be back to school after break.</li> <li>• Course selection for next year is finishing up next week.</li> <li>• The Cross Town Basketball Game is Friday. Proceeds go to the Swifty foundation.</li> <li>• Students can sign up for SAT and ACT prep courses at NNHS.</li> <li>• A member of the Student Government, Andrew Cummings was selected for the World Chicago Youth Diplomats program. One of 40 students from</li> </ul>

across the nation to talk about global issues and relations.

- Jared Mason, Member of the Alive Center across the street is presenting in learning commons to promote the center on January 12.
- Girls Gymnastics senior night is Thursday.
- Dance Team has their DVC competition Thursday.
- Next Friday is the Swifty Thrifty Dance. It is an oldies dance and the proceeds to the Swifty foundation.

Superintendent  
Staff/School  
Report

### **School Improvement Plan – Elmwood Elementary**

Lisa Polomsky, Principal, and Laura Nowicki, Assistant Principal presented the School Improvement report for Elmwood. They are building a positive environment due to the dedicated staff and students and strong community partnership. Their Leadership Team is comprised of administrators, representatives from all grade levels, and building specialists. All their work revolves around meeting the needs of all the students to reach their full potential in a safe, respectful and welcoming environment. In discussing their PARCC data, they spoke to the celebrations of increased achievement over last year's scores. In addition, there are some subgroups that need extra support. The data led them to ask questions about what procedures were working and what where not working and how they could maximize the success to close the achievement gaps. The increases were strategic as they implemented new initiatives aligned to Common Core Standards. Through PLCs, they engaged in deeper data reflection and strategic planning on a regular basis to monitor growth and refine the instructional practices to meet individual students' needs. They offer a variety of academic, social emotional and sports related clubs that are open to all students in a grade level. Many are well attended, but sometimes not by the targeted population of students who are not meeting academic or social/emotional expectations. They are working hard to involve the students and the parents as well. They reviewed several ways they are actively working to get parent representation from families of targeted students to participate in various events to get involved with the education of their children. They have reached out to other schools to share what is working for them. They reviewed the Rising Star indicators noting that their process is continuous and intentional. In the first indicator, students know what their expectations are and teachers work to understand where each student is in their learning. The leadership team meets regularly to guide the next steps to achieve success. Principals from across the district meet to share what is working in their SIP plans and reflect on their work. In working on their second indicator, pre and post-test review, they designed what is called their "intervention block" where specific time is focused on growing all students whether they struggle or are academically talented. All relevant specialists, teachers and assistants flood a grade level and implement differentiated instruction aligned directly to students learning needs. They continue to work on finding ways to get more participation from some of the more at risk students. They discussed their plans for new programs to be offered like programs during the day for at risk students since it is difficult to get their participation before or after school, and pushing summer school by reaching out with personal phone calls to parents. They plan to survey parents of students who were invited to attend some of the targeted opportunities to find out why they did not attend. They are working to provide the best instruction

possible to ensure that all students learn.

Board Questions/Comments:

- The turnout from the community of parents for the “Dark and Spooky Reading Night was impressive. The parents were engaged.
- The intervention block and working with other schools is an example of a benefit of being a unit district.
- Coding at a young age is great.
  - One of the teachers, Janet Park, started the group and it is waitlisted. The students are very interested.
  - Coding is also done in the LRC.
- There are groups for boys only - book and athletic clubs, what about groups for girls?
  - Club Flair, for only girls, was developed first and then people were interested in doing something for boys.
- You have made huge strides in serving each student.
  - The intervention block is all hands on deck to push into the classrooms and sometimes smaller groups are taken to work with. Everyone is accountable for all the students.
- Can you speak to the order of the magnitude of some of the gaps?
  - All the groups that were not listed are targeted – we are doing everything we can to help all the students succeed.
  - Some of the before and after school programs are not working well due to poor attendance. We are reaching out to the parents to help them understand the importance of these programs and we are trying to find opportunities to work with the students during the school day.
- You mentioned trying to get parents involved.
  - Parent nights are held to help parents learn about the curriculum and how they can work with their students at home.
  - We are creatively working on helping our targeted families get involved.
- How are you working out the logistics for interventions for targeted students?
  - PLC meetings take place when all students are at specials at the same time. Teachers can work together to differentiate instruction.
- Are there positive outcomes from the intervention block?
  - It is early, but the grade level teachers see students that are in the intervention block making gains.
- Would it be helpful if summer school was held at your school to make it more logistically easy for parents?
- Possibly there might be an NEF grant for coding available.
- Presenting both the celebrations and the challenges really helps the Board understand the work that is going on.
- The Board does want to hear challenges.

### **School Day/School Year Update**

Superintendent Bridges reported on the rationale for why we are looking at the school day/school year, gave an update on the progress and reviewed next steps. Strategic Blueprint commitment 3.18.A requires that we conduct a

thorough analysis of how best to structure time in the school day and school year to maximize student learning and professional collaboration. Teachers need time to work together in professional learning communities. It is not just about the start and end times, but how the time is spent during the day. A work group was formed and a survey was conducted. Community engagement sessions were held to get feedback. The findings from the work group were that high school has the amount of time it needs, not extend it; middle school structure already supports professional collaboration and there may be a need for more instructional time at the elementary level. The survey findings were presented to the community in November. The importance of student health and sleep was emphasized as well as the need for staff professional collaboration time. Transportation will be a challenge and there may be an increase in cost. There are more questions to be considered such as specifically what the time would be used for if the elementary day was extended. Superintendent Bridges indicated that a formal recommendation will be made at a future Board meeting to include one late start day per week at the high school level to provide time for professional collaboration. We will continue to look at options and opportunities to possibly move the start time at the high school but only within the current budget. We will continue to review the structure of the junior high and elementary days. Any recommendation beyond the one day a week late arrival at the high school level would be implemented in the 2018 – 2019 school year.

#### Board Questions/Comments

- It would provide flexibility for families if they have Tuesday night that is a little more relaxed like a Sunday night.
  - Students can sleep, but more important is the professional learning time.
  - We have intentionally worked with staff at both high schools on what a professional learning community is and how it works.
  - The time would be spent intentionally and purposefully.
- Concern about the loss of instructional time and if the value of the PLCs is worth the trade-off.
- Looking at both elementary and junior high is good too.
- Concern about consistency if the days rotate.
  - We would probably schedule the late arrival date on the same day of the week each week.
- Can you address the conferences that staff has attended to learn about this?
  - Staff members went to a conference for professional learning with the purpose of learning the different structures for PLCs.
  - We have had ongoing training.

#### **Review School Year Calendar Criteria**

Mr. Ross indicated that the calendar committee will be meeting and he would like to confirm the understanding that the previous calendar criteria are consistent with what should be used in the development of the 2018 – 2019 calendar. They are:

- Balanced semesters, with the difference in the number of days between the semesters to be less than the equivalent of 8 full days of student

- attendance;
- Final exams for high school students before winter break;
- A start date as late as possible in August.

Board Comment:

The calendar for this year has been widely accepted and well received.

President's  
Report  
Board of  
Education  
Reports  
Discussion  
Without Action

**DLI Phase II Update, Phase III Overview and Second Grade Device Recommendation**

Jayne Willard and Roger Brunelle provided an overview of the DLI initiative. It is supported by Strategic Blueprint commitments. Teaching and learning outcomes were introduced at the onset of the DLI implementation. Expectations become more complex as teachers are more comfortable with the use of technology. The goal is for teachers to facilitate more personalized learning experiences for students leading to an increase in student engagement, creative thinking, innovation, collaboration, content creation and the development of deeper knowledge. High school is in year two, junior high school is in year one, and we are currently building teacher capacity in preparation for implementation at the elementary level. Digital Learning Leaders (DLLs) have been identified at each building to engage in intense professional learning to bring back to support their colleagues. At the high school level deployment and collection were seamless and job embedded professional learning is ongoing. Blended learning classes are being piloted at both high schools and there will be expanded offerings next year. The junior high level is fully implemented. In preparation for the implementation, teachers and staff took part in effective professional learning that was offered in multiple sessions. DLLs were offered increased sessions of professional learning to support all staff since this is the first year of implementation. Chromebooks are part of the every-day supplies for junior high students. Students are learning Digital Citizenship and that learning is being extended to parents through parent information sessions. Digital learning has been expanded at the elementary level. DLLs have been identified and are taking part in training at each building in preparation for full implementation next year. Chromebooks are being piloted at the 2<sup>nd</sup> grade level to see if students are able to engage in curriculum and device functionality at that age. We continue to collect feedback from students and staff in a pre and post survey that was designed for grades 2 – 5. An ISTE self-assessment will be completed by high school, junior high and elementary students and staff. The current 2017 – 2018 implementation plan includes implementation of Google education as our district wide ecosystem, 2<sup>nd</sup> grade 2:1 iPad and 3rd grade – 5th grade 1:1 Chromebooks. Since the pilot of Chromebooks in 2<sup>nd</sup> grade, teachers felt the Chromebook in a 1:1 setting was the preferred device over iPads 2:1. More information would be gathered before a recommendation about taking devices home at the 2<sup>nd</sup> grade level is made. We are confident that a revised second grade recommendation of 1:1 Chromebooks will benefit 2<sup>nd</sup> grade students similar to the 3<sup>rd</sup> grade recommendation. The DLI plan for 2017 –

2018 includes full implementation at all elementary sites. Multiple opportunities for ongoing professional learning will continue to be offered. Additionally, a common Canvas landing page will be implemented and parent education will be offered to help support students in a digital environment. DLLs will be in every building and there will be an increase in the technology fee from \$29.00 to \$50.00 per student. Full implementation will look less like an initiative and more like the way we learn. From a technology perspective, over 12,000 Chromebooks have been successfully rolled out. We continue to mature and advance in our services and support. The projected costs are expected to be lower due to the recommendation of Chromebooks instead of iPads. Overall we are tracking well financially.

Board Questions/Comments:

- Will there be a parent series and how will it roll out?
  - We are looking at the best model for parent involvement and education.
  - It will probably not be during curriculum nights because they are already so focused.
  - We will probably put information on the website.

We will be asking for action on the change in the recommendation at the January 23 meeting.

### **Policy Review: First Reading Policies 7.100, 7.130, and 7.290**

#### **7.100, Student Health Requirements**

Mr. Ross indicated that the changes clarify some of the exceptions and exemptions due to changes in the law. This policy was last revised in 2008.

Board Questions/Comments:

- Do we still have only a few Religious exemptions?
  - About 1% of families are asking for exemptions now.
  - The change in the age range is a legal requirement.

#### **7.130, Student Rights and Responsibilities**

Mr. Ross indicated that this was brought to the Board in June and since then a few changes have been made to broaden the introductory language.

Board Questions/Comments

- This policy is looking at prayer meetings that take place, not individual students that pray.
  - Yes, that is correct.

#### **7.290 Suicide Awareness and Prevention**

Mr. Ross indicated that the last time this policy was reviewed was in 1996 and now we have laws with more specific requirements that need to be in place. The proposed changes will bring us into compliance with the law.

Board Questions/Comments:

- Who is operationally responsible for this policy?
  - Mostly the Student Services Department.
- The changes are being made to comply with the law.

These three policies will be brought back for action January 23.

Discussion With  
Action

**Policy Review: Second Reading Policy 2.125, Board Member Compensation and Expenses**

Mr. Ross indicated that this policy has been discussed at previous meetings and the additional changes that have been made reflect that discussion.

Cush made a motion to approve Policy 2.125, Board Member Compensation and Expenses as presented. Crotty seconded the motion. A roll call vote was taken. Those voting yes: Wandke, Jaensch, Crotty, Cush, Romberg, Fielden, and Fitzgerald. No: None. The motion carried.

Board  
Agreements

Board President Terry Fielden indicated that the Board has undertaken this work for this Board and future Boards continuity. There were other areas that the Board might want to incorporate into the Agreements; possibly some administrative items. Mr. Fielden has obtained several dates that Barbara Toney, ISAB representative is available to work with the Board to complete the Agreements. We will find a time that is agreeable to everyone. For transparencies' sake, we have to decide where to post these Agreements; either in Board Policy or on the District Website.

Board Comments:

- It would be nice to finish this prior to the election.
- Possibly a Closed Session before a Board meeting.
- Some of them interrelate with the Agreements that the Board has discussed.
- It would be better to complete it before it goes online.
- We can approve this tonight and then complete it when we can get together with Mrs. Toney before it goes on the Website.

Mr. Fielden asked for a show of hands for all in favor of approving the Agreements. All Board members approved.

Superintendent Bridges indicated that he will get the dates out to the Board and additionally, the Agreements are available in BoardDocs for transparency.

New Business

Mrs. Crotty noted that with the new President there will also be a new Secretary of Education. We can send questions of interest for the protection of our community to the confirmation hearing by noon tomorrow. It was questioned whether we should find out what larger organizations like LEND and LUDA are doing and possibly participate as part of their groups. Superintendent Bridges indicated that if it is the wish of the Board, the administration can try to put some questions together, but due to the time constraint, it might be rushed and not practical. It was decided that Superintendent Bridges would reach out to LEND and LUDA. Additionally, NSBA has already sent a letter to the committee chairman that covers ESSA, funding, federal outreach and educational choice.

Old Business

School Board elections key dates are in BoardDocs. There are four 4-year terms and one 2-year term up for election.



Upcoming Events

- Focus 203 January 18 and 19 – Topic: Social Emotional Learning
- Board of Education Meeting January 23, 2017

Adjournment

Cush made a motion to adjourn at 8:45 p.m. Romberg seconded the motion. A voice vote was taken. Those voting yes: Crotty, Romberg, Wandke, Jaensch, Fitzgerald, Fielden and Cush. The motion carried.

Approved January 23, 2017

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Terry Fielden, President  
Board of Education

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Ann N. Bell, Secretary  
Board of Education