

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.
JULY 27, 2015 AT 5:00 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, Donna Wandke, Mike Jaensch, Suzyn Price, Terry Fielden, Susan Crotty and Jackie Romberg.
- Administrators present were: Dan Bridges, Superintendent; Kaine Osburn, Deputy Superintendent; Carol Hetman, Chief Human Resources Officer.
- Fitzgerald 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).
- Meeting Opening Wandke made a motion, seconded by Crotty to return to Open Session at 5:17 p.m. A voice vote was taken. Those voting Yes: Jaensch, Fitzgerald, Fielden, Price, Crotty Romberg and Wandke. No: None. The motion carried unanimously.
- Meeting Opening Welcome and Mission
- Roll Call Board Members present were: Kristin Fitzgerald, Donna Wandke, Mike Jaensch, Suzyn Price, Jackie Romberg, Susan Crotty and Terry Fielden.
- Administrators present: Dan Bridges, Superintendent; Kaine Osburn, Deputy Superintendent; Jennifer Hester, Chief Academic Officer; Michelle Fregoso, Director of Communications; Bob Ross, Assistant Superintendent for Secondary Education; Kitty Ryan, Assistant Superintendent for Elementary Education; 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.
- Public Comment None
- Action by Consent The following items were presented on the Consent Agenda:
- 1. Adoption of Personnel Report**
 - Resignation – Certified**
Regina Lackowski, August 16, 2015, Beebe, Dual Language 4th Grade
 - Appointment – Certified (Part-Time)**
Matthew Callaghan, August 17, 2015, NNHS, Business Education
 - Revised Contract Pt**
Hannah Arzadon, August 17, 2015, District, Occupational Therapist (80%)
 - Re-Employment – Certified (Part-Time)**
Christopher Feid, August 17, 2015, NCHS, Automotive Technology (70%)

Leave Of Absence – Certified

Amy Hastings, 1/6 – 6/2/16, NCHS, Science

Resignation – Classified

Patricia Barenbrugge, August 18, 2015, Ellsworth, Instructional Assistant

Whitney Foster, July 20, 2015, Ellsworth, Instructional Assistant

Sarah Johnson, July 21, 2015, MJHS, Special Education Assistant

Employment – Classified

Sharon Russell, August 19, 2015, Kingsley, Special Education Assistant

John Flynn, August 19, 2015, Transportation, Bus Driver

Johan Quene, August 24, 2015, Transportation, Bus Driver

Paul Valach, August 19, 2015, Transportation, Bus Driver

Adrian Falbo, August 17, 2015, WJHS, Custodian

Sonia De La Rosa, July 29, 2015, WJHS, Senior Secretary

Kristen Regan, July 29, 2015, WJHS, Senior Secretary

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

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

Fitzgerald, Wandke, Fielden, Romberg, Jaensch, Crotty and Price. No: None.

The motion carried.

Discussion
Without Action

Superintendent Bridges announced the unfortunate passing of Mr. Russ Marineau. Russ was a long-time supporter of D203. He was instrumental in the formulation of the HURRAH program back in 1993. He was involved with the District in many ways over the years and will be missed.

Strategic Blueprint Discussion

Superintendent Bridges began the conversation by giving a broad overview of the topics for the discussion.

- Background of the Strategic Blueprint;
- Update on the Commitments identified as priorities by the Board;
- Review Board Meeting Planning Calendar;
- Discuss new initiatives;
- Priorities and goals of the District going forward.

The Blueprint is the outcome of a combination of Board of Education Planning sessions, Community Engagement Sessions, District Leadership Team Sessions, Legal requirements and State mandates along with previous initiatives.

Superintendent Bridges indicated that the administrator who has the lead on commitments that were specifically identified by the Board as priorities will give an update on the work that has been done.

Commitment 1.16.A: All Day Kindergarten

Jen Hester noted that this commitment is fully implemented in all the elementary schools. We have received reports of stakeholder satisfaction with the program. The focus is on assessment both academically and parent satisfaction. Initial surveys on transition from K – 1 and parent satisfaction will be given in the fall and then every other year.

Commitment 1.16.C: Athletic and Activity Plan

Kaine Osburn recapped the steps that have been taken. Surveys have been created and implemented at both high schools to assess the progress on the indicators. ADs and Principals have met to review the data and the process. Improvements are being made to the survey, and a baseline of data will be created to be used to compare future years' responses. On August 31, head coaches, sponsors and ADs will meet together to discuss the data to determine if the programs are achieving the indicators successfully. Since all students will have Chromebooks, more data will become available.

Commitment 2.16.A: Rising Star SIP Process

Kaine Osburn noted that all 22 schools use the Rising Star process as their school improvement process. Teams at each school meet regularly to review the school improvement plan, research new indicators and complete tasks. School administrators communicate regularly with staff and parents. Cabinet members are liaisons with principals to help support them in their school improvement process. Additionally, monthly reports are given at Board meetings to keep the Board informed. One of the positive outcomes of the process is the collaboration that takes place among principals as they share information at District Leadership Team meetings.

Board Questions:

- How do schools communicate with parents?
 - Through SFCP and Home and School as well as principal newsletters.
- Is IASB Vision 20/20 moving away from Rising Star?
 - Rising Star is no longer mandatory for schools, but is still very much in use.

Commitment 3.16.D: Enrollment Projections

Kitty Ryan noted that demographer Dr. Kofron made a presentation to the Board in March. We continue to use his data for enrollment projections. Bob Ross indicated that we have provided data from the Illinois Department of Health to Dr. Kofron so he can refine his model going forward.

Board questions:

- How do you keep track of students that move in and out.
 - That does not fit into Dr. Kofron's model, but we continue to monitor it by reviewing enrollment on a weekly basis.
 - We are right on track for what was projected for next year.
 - One of the strengths of Dr. Kofron's model is that it can be updated with live enrolment figures to update the model.

Commitment 4.16.A: Communications Structure

Michelle Fregoso noted that key positions for the department have been filled: Jen Hannon was appointed to the newly created Communications Manager Position. Additionally, a Governance model was developed to provide a foundation for two-way communication with stakeholders.

Commitment 4.16.B: New Website

Michelle Fregoso reported that the new website went live July 1, 2014 that

includes all schools. Each school has its own identity, yet the format remains similar to the district homepage style for brand cohesiveness. Also, mobile applications went live for iPhone and Android in August of 2014. Monthly school webmaster trainings are held. Additionally, a contract was procured with Siteimprove, a service that allows changes to be made to all websites at once without going into each one individually.

Board Questions:

- Are we doing a report to the community?
 - Next summer with digital and hard copies available.

Additional Board Questions:

- How is the teacher mentor program going?
 - The data we received from mentees and mentors indicates that the program is well received. We continue to gather feedback. The plan for next year looks similar to last year with the exception of more differentiated professional learning this year.
- Are all the coaches being evaluated on a timely basis and if remediation is called for, is it being done?
 - Yes, formal evaluations are being done on a regular basis.
- The student activity funds are used differently at all the schools.
 - Brad Cauffman helped develop a manual for Activity Funds.
- Are we tracking actual savings in printing?
 - Monitors have been put in place to report types of printing and frequency. We will be able to compare actuals from last year with data from this year. The goal is to print less at all buildings.

Current areas of focus that will be addressed this school year:

Commitment 1.16.D: Long term STEM plan

Jayne Willard noted that last year the team researched and collected data. Now we are researching best practice and our current state - what are all students engaged in and what extracurricular activities are we offering. This year the larger team will be together to decide what our vision is and where we are going to incorporate STEM into the curriculum. We will then communicate to the Board and stakeholders.

Commitment 1.18A: K – 12 Science Curriculum

Jayne Willard indicated that the chemistry curriculum maps are completed. All teachers are engaged in professional learning. The next steps are to finalize 6 – 12 science units of instruction, establish a K – 5 science curriculum team, and to gather and review ongoing feedback from stakeholders.

Commitment 1.16.E: Summer School

Kaine Osburn noted that the full report will be given and data will be provided in October. The approved recommendations made by the Summer School Committee are being implemented. Transportation and food service were offered and there was an increase in free and reduced waivers. There were two sites for the K – 5 summer school. The Park District expanded their program to include both sites. The goal is to make summer school as much like the regular school year as possible. Targeted support services were in place such as social

workers, counselors, etc. to help students who need those services. For the 15 – 16 summer, a pilot of Electronic Learner Profile will be tested to align K – 8 curriculum and assessments with the learning that takes place during the regular school year.

- Are we going to assess what the students are actually learning during the summer?
 - Mastery Management assessments are available for the summer school program.
- If sections are filled, are we going to open more?
 - We will do our best to accommodate all students. Only certain teachers are trained to teach some classes. In the future as we train more teachers, more sections will be available.

Profile information will be put in so it is accessible for summer school. Currently, information is in many places. We will settle on a platform that will do most of what we are looking for and populate it with data.

- Renovations are being done at science labs in both high schools with the objective of making them similar. Will we have to rotate students in and out of the labs due to large enrollment in chemistry?
 - Yes, we will have to rotate students in and out of the labs.
- DES went away after last year, what are we offering now?
 - We are offering chemistry and have a large enrollment.

Commitment 1.16.F: Online/Blended Learning

Jen Hester noted that last year nine courses were offered, four courses were offered in summer school and five will be offered next school year. 67 students completed courses last school year and over 300 students completed courses in the summer with very high rates of success – students performed very well. Data has been collected from both last year and summer. The key findings are that students like the online environment; some students want more structure, and; planning their own time makes them successful. We have collaborated with all three districts with course development. We will be working toward signing a new Intergovernmental Agreement.

Blended learning

We are holding intensive professional learning this summer for key groups. Many people are engaging in self-directed learning. We continue to look at strategies and where we stand as a district. Blended learning is a structure for students that moves into their regular school work.

Commitment 2.16.D Professional Learning Culturally Responsive Practices

Jen Hester noted that in searching to identify a framework and professional learning strategy, the Charlotte Danielson framework does serve for us to be more culturally responsive to students. We identified a conceptual framework and philosophy. Professional learning and resources have been provided for building leaders, teachers and staff to examine their own beliefs, values and biases. Next steps are to keep current with resource acquisition and development and to share the models and successes that individual schools are

having.

Commitment 2.18.C Balanced Assessment System

Tim Wierenga reported that PARCC testing was implemented electronic format in two different sessions. DLI will provide a positive impact on scheduling. A Gifted Committee revised the Gifted and Talented identification and placement process. An appeals process was implemented last spring. Benchmark assessments in math, literacy and JH social studies were developed and implemented. Next steps include developing benchmark assessments for other content areas, norming Gifted placement tests, and implementing assessments as growth measures.

PARCC testing will be administered in one session next year. The timeline and windows have not been published yet. We do not have information on the content of the science assessments for each level yet. ACT and SAT might both be used for college and career readiness.

- What is the timing of the science assessment?
 - It has not been developed yet.
- Has PARCC stabilized across the country?
 - Several different states do participate in PARCC.

Commitment 2.18.D: Student Achievement Reporting

Tim Wierenga reported that beliefs and values for reporting progress in elementary grades were developed. Elementary reporting standards were developed. A secondary committee was formed. The look of the report card will change. It will show a list of standards and report on student improvement. Beebe and Kingsley will pilot the grading this year to better communicate progress of students. Feedback will be gathered from staff, students and parents. Junior high will pilot in the 2016 – 2017 school year with high school to follow in 17 – 18.

Commitment 2.20.B: Diversity Action Plan

Superintendent Bridges reported that we have developed partnerships with community leaders and community groups. The Diversity Action Committee meets several times a year. A Welcome to 203 community picnic is planned for later this summer to help make new families to the District feel welcome and learn about some of the supports that are available. After the first of the Diversity Action Committee meetings in the Fall, there will be a report at a Board Meeting.

Commitment 3.16.E: Master Facility Plan

Brad Cauffman reported that the assessments of all the buildings are complete and that a comprehensive report was given to the Board in October, 2014. An update was given to the Board in February of 2015. The prototype furniture has had some successes. Some did not work and is being utilized elsewhere in the district. The Board will hear a report in the fall.

Commitment 3.18.C: Student Device Strategy

Roger Brunelle reported that DLI is related closely to online and digital learning and began several years ago with foundation work. A lot of great work has been done in a short period of time. The teachers and internal support staff

have been engaged in professional learning on the Google ecosystem. 8,000 Chromebooks have been delivered using students to help. The 9 – 12 distribution process will take place during HS registration this summer. Comments from Board:

- Some teachers do not feel they need 2 devices.
 - Teachers will have the option to turn in their 2nd computer.
 - Devices are available for staff members who do not have as much student contact.

Commitment 3.20.A: Financial Vigilance

Brad Cauffman noted that we are monitoring our investment strategy, State resources and Federal dollars. We closely reviewed our budget and made cutbacks; We will continue to make cut backs wherever possible. More robust reporting is being done.

Board Comments/Questions

- Working with administration to produce a concise, easy to read cash flow chart to help with projections.
- The intent of the Board policy is to have a cash reserve without market risk; not intermediate bonds or long term bonds.
- Cash is defined as cash and cash equivalent in liquid state so we do not lose capital.
- The definitions of the reserves in any fund are separate from the cash reserves.

The Board will review Section 4 in the Policy Manual August 3.

Commitment 4.18.B: School Business Partnerships

Kaine Osburn noted that B3CR is the name of the new Business Partnership Committee. The committee established flexible but meaningful criteria for measuring a successful partnership to help develop college and career readiness.

The Exemplary Partnership breakfast in February was successful at recognizing successful partnerships as well as establishing new ones. Many new internships have been put in place. There are more than 25 partnerships currently active with more in the process. In 15 – 16 a best-practices roundtable forum will be established for partners to network and share best practices.

Board questions and comments:

- We used to have some 225 partnerships and now we are down to 25?
 - We are looking to create sustainable partnerships; not just a onetime event to become a partner.
 - We are working on defining what a partnership should look like.
- We want our students to look different and better than other districts. They need an authentic workplace experience whether it is paid or unpaid.
- We need to develop a message for partners that they are not just helping kids, but there is something in it for them too.
- We need to be sure the students are safe in their internship situations.

Emerging areas of focus

Superintendent Bridges noted that the following are Commitments and

priorities that have been started.

Commitment 1.18.B: ELL program

Jayne Willard reported that her team has been very busy aligning the curriculum with Common Core. Professional development has taken place this summer sharing best practices in ELL instruction and support strategies for teachers to use. Professional development for co-teaching has also happened this summer. We continue to work with administrators to look at our programming and the activities that students are engaged in.

Commitment 1.18.C: Dual Language Program

Jen Hester noted that a review of the DL program has taken place to look for areas that need to be revised. We currently have the right leadership in place and have hired a Dual Language Coordinator. We are working on changing the program design to focus on the curriculum and look at what we are assessing and what we are counting as indicators of success. We have moved to a model of simultaneous bi-literacy. The Spanish curriculum has been written to align with the ELA curriculum. At the high school level, the focus has been on the pathway and assessments in content areas. Resources are being aligned with the curriculum. We have determined where we are headed and have the resources to get there. Teachers are collaborating and family engagement has been identified. We are looking to establish a Dual Language Parent Advisory Council.

Board Comments and Questions

- What does the curriculum look like for an 8th grader going into high school.
 - One course is available to students who are at a certain learning level.
 - The program is designed to enrich students by providing a strong foundation.

Commitment 1.18.D: Social/Emotional Learning

Christine Igoe commented that a small committee of teachers from all levels have met and developed a Vision, Mission and values. Professional learning modules will be developed this summer and implemented beginning in January. A curriculum committee will begin to integrate SEL standards into current curriculum maps so they become part of what we do every day.

Commitment 1.18.E: Multi-level System of Support

Jen Hester reported that there are many pieces already in place. A MLSS committee has been formed and research is being done on models for gifted education. Feedback has been collected on the current state of our program from stakeholders. The identification process has been revised and an appeals process is in place. Next steps are to implement the new matrices and identify the future state of the program by spring 2016. Feedback will continue to be gathered to ensure improvement.

Commitment 1.20.A: College and Career Readiness

Christine Igoe noted that the planning committee is being formed and will begin its work this fall. They will look at current practices and study research on counseling.

Commitment 1.20.B: Junior High School Program

Bob Ross noted that quite a bit of work has already been done. The Rising Star Process has been implemented as well as the new ELA/Math Curriculum. Science curriculum is being planned. Professional development has been provided on professional learning communities and blended learning.

Board Questions and Comments

- Discussion about why we still call 6 – 8 junior high and not middle school.
 - It is really middle level education.
- There is still a jump from junior high school to high school.
 - With the redesign of the curriculum and new standards in place we are addressing that issue.
- We want the years to count by making them more rigorous.

Commitment 1.20.C: World and Classic Languages

Jayne Willard noted that teachers have been trained in online portfolio for students where they can upload information. We are working on the transition from junior high to high school and exploring the Illinois Seal of Bi-literacy.

Questions and Comments from the Board

- How do we know if we are teaching the right languages?
 - We track enrollment of the students.
- Are we concerned about the pathways for students?
 - We will be forming a committee to evaluate the pathways.

Commitment 1.20.D: Driver's Education

Bob Ross indicated that we have applied for a waiver with the state of Illinois regarding fees. In the spring of 2017 we will be looking at what our driver's education program should look like.

- Have we thought about outsourcing this class?
 - We are mandated by law to offer this class.
- Possibly get our legislatures to get behind changing that.
- It makes sense for us to explore outsourcing this.
- Want to check benchmarks to see if other district have used the waiver and how their programs look.
- Some students can't take the course after school – we have to be sure all students have access to it.

Commitment 2.20.A: Measurement of Post-Secondary Achievement

Tim Wierenga noted that we have administered an alumni survey since 2010 and have been tracking data. The first five year information and data just arrived. The next step is to upload a report on the website. The data is being used by the schools for the student improvement process.

Commitment 4.18.A: Enhance Communications and Community Relations

Michelle Fregoso noted that we launched a new logo and branding across the district one year ago. Additionally, the mobile AP was launched. All schools are now on Twitter and principals are getting up to speed on how to use it as a communication tool. A strategic communication plan draft is in the works and

we are evaluating our internal communication tool.

Commitment 4.20.A: Continue Two-Way Communication and Community Engagement.

Michelle Fregoso noted that this commitment is a continuation of things like the Community Engagement Process that are already in place. We will be doing a bi-annual report to the community. We are assessing the efficacy of the communication strategies.

Board members suggested that 3.18.A: School day and school year should be a higher priority.

- Need to give advance notice to all outside organizations who are involved.
- Move the timeline up for the analysis.
 - Work on this has already started. Many staff members are interested in working on it.

Superintendent Bridges noted that the Blueprint is a fluid document. We are in the process of updating the binders with more current formatting and branding. He brought the Board's attention to the draft Board Planning Calendar and reviewed some things that will be added:

- Facilities improvements report/prototype furniture
- Policy reviews throughout
- Annual multi-year contracts for services
- Food Service
- School Improvement Plans
- Budget timeline.

Board requests for reports included:

- Health insurance benefits
- Closed session minutes
- Driver's Education
- Multi-level System of Support
- Survey results – athletic/activity and grad
- ADK update
- College and career counseling

New issues and priorities

- Long term finances
- ACA/Open Enrollment
- Legal mandates
- Food Service
- Social Studies standards
 - Standards have not been approved yet by the State – we might have to change the name of American Government to Civics.
- Assessment – PARCC changes, Science assessment coming

Board identified areas for consideration:

- IB (International Baccalaureate)
- Long term finances and what we are doing internally.
- Individual goal setting for each student.
 - Digital Learner Profile piloted in Summer School addressed this.
- Achievement gap and what intentional and deliberate steps are being taken.
- Energy aspect of the facilities report – how much they consume/what we can do to reduce consumption.
- Additional DLI report at the end of the year – how did it go?

Superintendent Bridges reviewed what had been discussed:

- Counseling
- Prototype furniture
- Facilities
- Multi-Level of Support
- Kindergarten survey
- Grad survey
- IB and AP
- Finances on an internal level
- Intentional conversation about achievement gaps
- Energy aspect of buildings
- Drivers Education
- Health care expenses

Superintendent Bridges noted that his team has been hard at work. Board members thanked the Administration for the presentation and for all the preparation.

Adjournment Romberg made a motion to adjourn the meeting at 8:42 p.m. Crotty seconded the motion. A unanimous voice vote was taken and the motion carried.

Approved August 17, 2015

Terry Fielden, President
Board of Education

Ann N. Bell, Secretary
Board of Education