

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.  
NOVEMBER 2, 2015 AT 7:00 P.M., CLOSED SESSION 5:30 p.m.

- Call to Order Vice President Suzyn Price called the meeting to order at 6:00 p.m. Board members present: Kristin Fitzgerald, Donna Wandke, Suzyn Price, Susan Crotty, and Jackie Romberg. Absent: Terry Fielden and Mike Jaensch.
- Administrators present were: Dan Bridges, Superintendent; Brad Cauffman, Chief Financial Officer; Carol Hetman, Chief Human Resources Officer, Bob Ross, Assistant Superintendent for Secondary Education.
- Crotty moved, seconded by Wandke to go into Closed Session at 5:30 p.m. for consideration of:
1. Appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District 5 ILCS 120/2(c)(1).
  2. The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).
  3. The setting of a price for sale or lease of property owned by the District 5 ILCS 120/2(c)(6).
  4. Collective Negotiating matters between the District and its employees or their representatives. 5 ILCS 120/2(c)(2).
  5. Security procedures and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public or public property 5 ILCS 120/2(c)(8).
  6. Student Disciplinary Cases. 5 ILCS 120/2(c)(11).
- Meeting Opening Crotty made a motion, seconded by Wandke to return to Open Session at 7:04 p.m. A voice vote was taken. Those voting Yes: Fitzgerald, Price, Romberg, Crotty and Wandke. No: None. The motion carried.
- Meeting Opening Welcome and Mission
- Roll Call Board Members present were: Kristin Fitzgerald, Donna Wandke, Suzyn Price, Jackie Romberg, and Susan Crotty. Absent: Terry Fielden and Mike Jaensch.
- Administrators present: Dan Bridges, 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 Superintendent Bridges noted that last year at this time he was preparing to run the marathon. He is not running this year, but the Healthy Driven Half Marathon/Marathon will be held next Sunday, November 8. 31 runners representing various relationships with the District will be on the NEF team. He wished them the best of luck and thanked them for choosing to support the NEF.

Public Comment None

Student Ambassador Report Kevin Angell, NCHS reported:

Good news about sports:

- Girls Cross Country ran in the sectionals.
- Boys Cross Country advanced to State.
- Boys Football advanced in the playoffs.
- Boys Soccer is in the quarter finals.
- Annual blood drive tomorrow – many students have signed up ahead of time to donate.
- The fall play, “Don’t Drink the Water” is scheduled for November 5, 6 and 7.
- Veteran’s Day assembly will be held during 2<sup>nd</sup> period on November 11 in the auditorium.

Superintendent Staff/School Report

**School Improvement Plan – Lincoln Junior High School**

Patrick Gaskin reported on the Lincoln Junior High School Improvement Plan. His Rising Star Team consists of various professionals who have a variety of teaching and educational experiences. They meet on a regular basis to plan and make changes aligning their efforts with the District Strategic Blueprint.

- The first of their three indicators is related to the environment of the school including social emotional development and behavior. One of the accomplishments was to redevelop the Lancer Pride program. Rather than telling students what they are not allowed to do, they identified a consistent set of behavior expectations for students to follow during the school day.
- The second indicator deals with differentiation. The example used was the 7<sup>th</sup> grade assessments. Students took an online learning preference survey at the beginning of the year. Teachers can use the information to creatively differentiate lessons and assessments for students.
- The third indicator deals with data based decision making. Providing professional development and using PLC time to discuss data and inform instruction is making a positive difference in closing the achievement gap.

He acknowledged Tim Wierenga and Malee Farmer for their assistance on their last staff development day. They helped clarify and analyze data information and answer questions about the data analytics systems in order to help teachers differentiate learning.

A PLC product calendar was developed to help guide the weekly PLC work and ensure that their efforts are clearly aligned to the School Improvement Plan and the District 203 Strategic Blueprint. The PLC structure encourages collaborative discussions across departments to craft instructional practices that meet the increasingly diverse needs of the students. He noted that at Lincoln they are committed to continuous school improvement and the Rising Star process is becoming imbedded in their daily process.

#### Questions / Comments from the Board

- What are you doing to differently to address summer regression?
  - The curriculum allows deeper diving into differentiated learning to identify exactly who needs additional support.
  - Promote the summer learning program.
- We have not heard about differentiating for student learning styles by assessing in different ways. Is that unique to LJHS?
  - There are other buildings doing similar things.
- The gap for reading is bigger than math. What kinds of things are you doing to narrow that reading gap?
  - Teachers know the students and where their interests are. They are able to find high interest texts for students to read.
  - Promoting summer school as a great way to extend learning.
  - The new ELA curriculum promotes being proactive by differentiating learning and assessment for students.
- Summer school has had the reputation of being remedial, but there are so many offerings now. If you find a creative way to get kids interested in summer school, please pass it along.

President's  
Report  
Board of  
Education  
Reports

Jackie Romberg noted that two sessions of Focus 203 were held last week. The topic was the Digital Learning Initiative (DLI) and how education is being transformed. She encouraged those watching to attend these well planned informative sessions.

Superintendent Bridges indicated that the students and staff who helped make those sessions so informative and worthwhile will be recognized at a future Board meeting. They did a really great job. He also noted that information including videos about Focus 203 and DLI are on the website.

Action by  
Consent

The following items were presented on the Consent Agenda:

**1. Personnel Agenda**

**Termination –Classified**

David Francis, October 26, 2015, Transportation, Bus Driver

**Retirement – Classified**

Joan Snyder, January 29, 2016, NCHS, Registrar

**Resignation – Classified**

Kimberly Kelsch, September 28, 2015, Mill Street, Special Education Assistant  
Anna Lobdell, October 14, 2015, Mill Street, Special Education Assistant  
Michael Bishop, September 21, 2015, Transportation Bus Driver  
**Employment – Classified**  
Anthony Lavarda, October 22, 2015, Transportation, Bus Driver  
Billie Pacheo, October 22, 2015, Transportation, Bus Driver  
Margaret Gahan, October 27, 2015, Washington, Special Education Assistant

Romberg made a motion to approve the Personnel Agenda as presented.  
Fitzgerald seconded the motion. A roll call vote was taken. Those voting yes:  
Romberg, Fitzgerald, Wandke, and Price. No: None. Abstain: Crotty. The  
motion carried.

Discussion  
Without Action

**Summer Learning/ESY FY 2015 Report**

Superintendent Bridges noted that tonight Kevin Wojtkiewicz, Assistant Principal at Madison Junior High School will present the recommendations for the Summer 2016 Learning Program. The summer learning program is a team effort of support staff, teachers and administrators who are focused on providing opportunities to advance every student’s learning. By stopping the summer learning loss over time, the achievement gap can be narrowed. The recommendations align to a commitment of the D203 Strategic Blueprint. He reviewed the recommendations that emerged as a result of the work of the committee in 2013 – 2014, noting that several of the recommendations were implemented in summer of 2015. Results of a survey given to Parents of students enrolled in summer of 2015 were very positive. We were able to enroll a greater number of at risk students which is a key factor in closing the achievement gap. Additionally students who are already succeeding in school were able to take advantage of additional opportunities to grow. Learning supports that are offered during the school year were available to students as needed. Transportation was provided as was food service for all levels. ESY, General Education and ELL students were all together.

For 2016 summer learning, a curriculum team has been established to work to align the core curriculum in grades K – 8 with summer learning. Course assessments and criteria for student profiles are being developed. Teachers will be identified and professional learning will take place. Some courses will be renamed as they are realigned with sequencing and new courses will be added. Ell and ESY offerings will be revised and expanded. One of the challenges in the recommendation is the implementation of an Electronic Learner Profile that can follow a student from the regular school year to summer learning and back to the next school year. We have a chance to pilot such a program with ECRA.

Mr. Wojtkiewicz reviewed the incremental tuition increase that was approved by the Board last year. Additionally, a \$25 transportation fee per rider for each three week session will be assessed. The increases are intended to keep the program reasonably priced for the community as well as cover a portion of the district expenses.

The final recommendation reviewed was the six week course offering opportunity. Students will be able to register for two three week sessions, or

one of the sessions, either the first or second. Students will be encouraged to attend all six weeks to experience the depth of learning that is provided. We will continue to help cover the cost of waiver eligible students to attend the Park District's Camp LOL in addition to scholarships that are awarded by the Park District.

Going forward most of the work will be strengthening the gains we have already made and making summer learning a continuous experience for students. We will try to incentivize the program for our students who will most benefit from it. We will continue to seek outside funding. We plan to provide a program evaluation in the 2017 – 2018 school year so we can review three years of data.

Board Member questions/comments.

- Is year-round school part of the conversation?
  - In some ways we are providing year-round opportunities for instruction.
  - One of the Blueprint commitments is looking at the school day and school year.
- It seems like there are fewer offerings for Language Arts at the junior high level.
  - The courses offered will be at three levels.
- If the tuition is only raised by \$10.00, the cost to the District is not covered. Why don't we increase the tuition more?
  - This is an investment we are making for our students learning. We want to keep the fees at a reasonable price so it is not a barrier for students, especially those who need it the most.
- Are there a lot of students taking advantage of the busses?
  - Yes over 1,000 students used the bussing service.
- Are there any grants available that we should look into?
  - We are looking into that, however, the District does not qualify for some of the grants.
  - We continue to look for alternate funding opportunities.
- Is the electronic learner profile pilot just for summer, or are we going to use it during the school year?
  - Initially the pilot is recommended for summer learning. We continue to look for a learner profile.
- The ESY program always runs at a little loss, are the projections growing?
  - While the number of students with IEPs is increasing, we are trying to place the students in the general education program.

### **Contract for the Bridge/Alternative Program**

Superintendent Bridges introduced Christine Igoe, Lisa Xagas, Director of Student Services and Eileen Roberts, Principal at the Bridge. Dr. Igoe noted that this report will give an update on the services provided by the program. Two of the commitments of the Strategic Blueprint are to meet the academic and behavioral needs of our students and review the special education service delivery. Meeting the needs of each student requires that we provide an alternative environment that goes beyond what is offered within a traditional

learning environment. The different options were explained: the Academy, Ombudsman and the Bridge. The Bridge, the focus of the presentation, provides a small offsite learning community for students not meeting the learning and behavioral standards established by the District and State. There are four core components: academics, pro-social behavior modification, social skill acquisition and re-integration to the home school or post-secondary life. Within the Bridge are two programs, a 30 student ALOP program for general education students and a 20 student therapeutic day school for special education students. The program is monitored through the indicators of Graduation rate, Attendance rate, GPA and Behavioral progress. The indicators help guide improvement and establish goals. The success of the indicators continues to be appropriate. Student services teams from the home schools continue to visit and communicate with the Bridge staff to ensure student success and monitor transition back to the home school. The Bridge often serves more than 50 students due to the flex of students coming and going in the program. With a low student ratio, students receive the D203 curriculum paring staff from each school to increase the consistency of implementation. Bridge teachers took part in the 2 day intensive professional learning last summer for DLI.

Therapeutic supports are used throughout the day to teach social emotional competencies. Teachers, the social worker and interventions specialists collaborate to help build self-management and self-regulation strategies. Art therapy is an additional support that is offered. Students have the opportunity to take part in Chicago Area Alternative Education League (CAAEL) which provides participation in competitive sports and activities. Individual and group counseling is provided as needed. Substance abuse counseling is provided based on individual need. Students are encouraged to develop and implement service projects in their community.

The financial impact was reviewed for ALOP and Special Education students. Terms of the proposed contract were reviewed:

- A 2 year contract with the option to renew for a 3<sup>rd</sup> year.
- Continue to provide 30 ALOP general education student seats and 20 special education student seats, curriculum, resources and transportation.
- Financial impact
  - 3% increase in ALOP seats for the first 2 years of the contract;
  - 2% increase in ALOP seats if a 3<sup>rd</sup> year option is evoked;
  - Cost of special education seats are determined by ISBE.

Several points of pride were reviewed including the fact that 52 students have earned their high school diplomas in the last three years. Students are actively engaged in the DLI program even though they are not attending their home schools. Collaboration between D203 staff and Bridge staff is strong and continues to grow. The recommendation to the Board is to renew the contract for 2 years and continue to grow the programs that are in place to support the individual needs of each student.

Questions and comments from the Board

- What does the diploma say?
  - Students who meet the D203 standards get a D203 diploma; students

who meet State standards get the Bridge diploma.

- How full is the program?
  - It ebbs and flows typically lower in the fall and increasing in the spring.
- How long can students stay in the program?
  - It depends on their status: Special Education students can stay until they are 22; other students are encouraged to stay until they are 21 to fulfill all the graduation requirements.
- Does 50 still seem like the right split as it was 3 years ago?
  - Yes, 50 is appropriate still.
- Do you keep any information about what they do afterwards?
  - Students are given the opportunity to take the same exit survey as the other high school students, but it is not noted that they are at the Bridge.

### **Policy Review: First Reading Section 6**

#### **6.30, Organization of Instruction**

Revises section to reflect organization of schools around basic principles.

#### **6.65, Student Social and Emotional Development**

Cross-reference revisions.

#### **6.120, Education of Children with Disabilities.**

Statutory cross-reference update.

#### **6.140, Education of Homeless Children**

New from PRESS. Aligned with McKinney-Vento Act.

#### **6.170, Title I Programs**

Revises section to include term “equity” instead of “equivalency.”

- Do we provide the parent compact for all students in a Title 1 program?
  - Each school has a compact that is for the entire school.
  - Individual students / parents sign individual agreements.

#### **6.200, Class Size**

Re-numbers section to 6.202 and leaves 6.200 open for future updates.

#### **6.214, Musical Instruments**

Eliminates 6.214 and re-numbers Section as 6.212

- Some specialty instruments are not included in the list.
  - We will check to see how specific the list must be.

#### **6.230, Library Resource Center Program**

Re-titles Section “Library Media Program”. Revised to align with state statute and ISBE rules.

- Within the proposed verbiage, where are the numbers 1 – 6 from?

- They are from statute.
- What does #3 refer to?
  - It refers to any resources that are available within the resource center.

**6.250, Community Resource Persons and Volunteers**

Revisions include more specific criteria usage of resource persons and volunteers.

- Surprised that the only thing volunteer coaches have to report is hazing.
  - We will check into that verbiage.

**6.260, Complaints about curriculum**

Identifies Curriculum Objection Forms as proper avenue for curriculum complaints.

- If the uniform grievance procedure is eliminated why is it linked to it?
  - The first step is the objection form.

**6.300, Graduation Requirements**

Statutory references revised. Revises references to PSAE.

- Question about listing a new Civics Requirement. Do we ever say “as mandated”?
  - We are waiting for the IASB PRESS recommendation.
- Why is a high school diploma only awarded to a World War II or Korean Conflict veteran?
  - We will check on why there is a limitation.

Discussion With  
Action

- Policy Review: Second Reading Section 5**  
**5.280, Teaching Assistants, Coaches, Bus Drivers**  
**5.285, Drug and Alcohol testing for bus drivers**  
**5.290, Employment, suspension, termination for support staff**  
**5.300, Support Staff – schedules and employment year**  
**5.320, Support Staff – evaluation**

Crotty made a motion to approve Policies 5.280, 5.285, 5.290, 5.300, 5.320 as presented. Wandke seconded the motion. A roll call vote was taken. Those voting yes: Price, Wandke, Romberg, Crotty and Fitzgerald. The motion carried.

New Business  
Old Business  
Upcoming  
Events

- Sunday, November 8, Healthy Driven Half Marathon/ Marathon
- Wednesday, November 11, Veteran’s Day Breakfast, 7:00 a.m., PSAC
- Monday, November 16, Board of Education Meeting, 7:00 p.m., PSAC
- Thursday/ Friday November 26 / 27, Thanksgiving Holidays

Adjournment

Crotty made a motion at 8:38 p.m. to return to Closed to discuss the following:  
 1. Collective Negotiating matters between the District and its employees or



- their representatives. 5 ILCS 120/2(c)(2).
2. Security procedures and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public or public property 5 ILCS 120/2(c)(8).
  3. Student Disciplinary Cases. 5 ILCS 120/2(c)(11).
- Fitzgerald seconded the motion. A roll call vote was taken. Those voting yes: Price, Fitzgerald, Romberg, Wandke, and Crotty. No: None. The motion carried.

November 16, 2015

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Suzyn Price, Vice President  
Board of Education

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Ann N. Bell, Secretary Pro Tem  
Board of Education