

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 6, 2017 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: Terry Fielden, Kristin Fitzgerald, Paul Leong, Donna Wandke, Janet Yang Rohr, and Kristine Gericke. Absent: Charles Cush.
- Administrators present were: Dan Bridges, Superintendent – Exit 6:59 p.m.  
Bob Ross, Chief Operating Officer – Exit 6:22 p.m.  
Nancy Voise, Assistant Superintendent for Secondary Education – Exit 6:11 p.m.
- Fielden moved, seconded by Gericke to go into Closed Session at 6:00 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. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal 5 ILCS 120/2(c)(11).
  3. Student Disciplinary Cases 5 ILCS 120/2(c)(9).
- Meeting Opening Wandke made a motion, seconded by Fielden to return to Open Session at 7:03 p.m. A voice vote was taken. Those voting Yes: Fitzgerald, Fielden, Wandke, Leong, Yang Rohr, and Gericke. No: None. The motion carried.
- Meeting Opening Welcome and Mission
- Roll Call Board Members present were: Kristin Fitzgerald, Janet Yang Rohr, Paul Leong, Terry Fielden, Donna Wandke, and Kristine Gericke. Absent: Charles Cush
- Student Ambassadors:  
Vanessa Eklou, NCHS - Present  
Preston Chao, NNHS - Absent
- 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; Roger Brunelle, Chief Information Officer; Patrick Nolten, Assistant Superintendent for Assessment and Analytics; Marcy Boyan, Chief Financial Officer; Jen Hannon, Communications Manager
- Pledge of Allegiance Board members led the Pledge of Allegiance.
- Good News Superintendent Bridges congratulated the Naperville North Girls' Cross Country team for winning the Illinois High School Associations' Class 3A

State championship.

Superintendent Bridges congratulated the Naperville North Boys' Soccer team for winning the Illinois High School Associations' Class 3A State Championship. Both teams will be recognized at the November 20, 2017 Board meeting.

Congratulations to NCHS math teacher David Sladkey. Dave was recognized last week at a dinner at Fermi Lab as a finalist in the Presidential Awards for Excellence in Mathematics & Science Teaching. This award is the highest recognition that a kindergarten through 12<sup>th</sup> grade mathematics or science teacher may receive for outstanding teaching in the United States.

Public Comment None

Action by Consent The following items were presented on the Consent Agenda:

**1. Adoption of the Personnel Agenda**

**Resignation – Certified**

Amy Hill, November 13, 2017, Elmwood, Kindergarten

Elise Katter, November 3, 2017, NCHS, Foreign Language-Spanish

**Retirement – Non-Union Classified**

Kevin Ory, January 5, 2018, Buildings & Grounds, Operations Manager

**Retirement – Classified**

Elizabeth Williams, November 10, 2017, Mill Street, Computer Support Associate

**Resignation – Classified**

Guadalupe Almarez, October 4, 2017, Elmwood, Dual Language Assistant

Jenni Sorensen, January 5, 2018, WJHS, LC Assistant

**Employment – Classified**

Antonio Cardoza, October 31, 2017, NNHS, Groundskeeper

Beth Griffith, November 6, 2017, NCHS, Health Technician

Javier Salono, November 6, 2017, WJHS/Highlands, Custodian

**Employment – Classified (Part-Time)**

Diana Rodriguez, November 6, 2017, JJHS, Computer Support Associate

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

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

Communications Student Ambassador Reports Vanessa Eklou, Naperville Central and Preston Chao, Naperville North

- Juniors took practice SAT.
- Students took Act a NCHS.
- November 1 was the deadline for students to request transcripts.
- Theater students performed “Our Town” last weekend.
- Fall blood drive was October 31 as well as vision and hearing screening.
- Some students took part in Snow Ball last weekend.

- Boys and Girls Cross Country teams went to State. Boys placed 15<sup>th</sup> overall which is the best they have placed since 2002.
- The Football team is in the playoffs.
- Dynasty, Step Team placed 2<sup>nd</sup>.
- Girls Swimming team is going to State this weekend.
- Thursday evening there will be a Band Concert in the Auditorium.
- School will host a South Side Band Concert in the evening.
- We will have our Veteran's Day Assembly on Friday.
- Father/Daughter Dance Saturday; Mother/Son Breakfast on Sunday.

Superintendent  
Staff/School  
Report

### **School Improvement Plan – Madison Junior High School**

Erin Anderson, Principal, Andrea Szczepanski and Katie Girardot, Assistant Principals presented an update on their work on School Improvement. Principal Anderson began by reviewing the demographics of the school. Their feeder schools are River Woods, Scott and Meadow Glens. Their ethnic profile is similar to the district profile. There are many interconnected systems that are coordinated to support teaching and learning like School Improvement SMART goals and benchmarks, Rising Star Indicators and Action Plans and professional practices. Through the Rising Star process, three indicators were identified that continue to guide their actions. The analysis of their standardized tests focused them on trends and reviewing instructional actions to sustain student growth over time. Additionally underrepresented students data was identified and analyzed. This year the D203 SIP format has been enhanced with the use of SMART goals as a more tangible tool to measure student growth and achievement and close the achievement gap. There are numerous benchmarks to inform if adjustments are necessary. The three Rising Star indicators provide an action plan where tasks are led by staff and have measurable outcomes connected to the SMART goals. The Rising Star indicators were reviewed. They are: incorporating the use of technology in the classroom; using student data to identify students in need of support or enhancement; and connectedness and collaboration of the whole community. The use of innovative instruction invites students to collaborate and think flexibly as they use technology. Teachers meet on a regular basis to discuss the essential learning standards by student by standard in order to align interventions as appropriate so every child can demonstrate proficiency as they progress through the curriculum. The push in model is being used to deliver interventions to students who have been identified as needing additional support or enrichment. The new WEB program, unique to Madison, supports students as they transition to middle school. 8<sup>th</sup> grade WEB leaders take training led by Madison staff to develop leadership skills. They are connected with a 6<sup>th</sup> grader to check in with them, have lunch with them, and help them learn skills like time management and study skills. Parents are invited to learn how to support during the transition to middle school. Establishing relationships early with the elementary students is the key to a successful transition. Mentoring will be offered to 5<sup>th</sup> graders in the summer. Staff members have been trained on five Restorative Practices: Relationships, Respect, Responsibility, Restoration and Re-integration. Through these efforts, there has been a significant reduction in discipline referrals, thus increasing the amount of time in the classroom for learning. Growth has been seen in both

reading and math in all demographic groups. Madison has been recognized with several honors for being one of the top middle schools in the State of Illinois. It is through hard work of every employee in the building that all students' needs are being met and there is a continuous learning cycle.

Board Questions/Comments:

- Lowering disciplinary events is a step in the right direction and has life-long effects on the students.
- We are helping the low income students; do we have plans to help other students?
  - We plan to touch the lives of every student.
  - We want to increase learning for all students, but at an accelerated rate for some of the more needy students.
- We are not seeing the same huge gaps in PARCC. Why so much increase in one assessment and not the other?
  - There are a variety of factors.
  - Student growth comes before achievement – they are hitting their expected target or exceeding.
  - We analyzed the data and took a look at who the students are – there are about 15 students.
  - We are addressing and restructuring their learning by doing push in.
  - We are looking by student by standard every 6 weeks adjusting learning as we go. This is effectively an IEP for each student.
  - NEF provides support with before and after school programming.
  - The staff committee has asked teachers to initialize the utilization of the extra time; to recommend and provide the work that is being worked on in Early Birds and Homework Club.
- With the Web Leaders, all 6<sup>th</sup> graders have an 8<sup>th</sup> grade mentor.
- Has there been a decrease in discipline in the 6<sup>th</sup> graders too?
  - Mentoring takes place in the summer prior to 6<sup>th</sup> grade.
  - Students have assimilated to Madison quickly.
  - When we have kids feel so connected, we have seen a dramatic decrease in disciplinary cases.
  - Mentors talk about study skills, and managing time and taking responsibility and ownership of their actions.
  - If a student can grow and learn from an incident, that is what will happen.
  - Restorative practices and change in philosophy has kept kids in the learning environment.
- When we have successful programs, how do they get passed on to the other schools?
  - We have peer reviews at our District Leadership Team (DLT) meetings.
  - We also have level meetings so they can share programs.
  - There are multiple opportunities for learning and sharing with each other.
- What are you doing to improve student's grit and attention?
  - Professional development of staff – developing and providing

experiences for students to come up with a variety of answers to get to the same goal.

- Teachers tell students that they might become frustrated but the teacher is there to help them understand and figure out how to redirect themselves and solve the problem.
- There is an SEL lesson where they focus on resiliency and how to bounce back and resolve an issue or problem. It teaches them to face something that is difficult.
- Getting parents involved is very important.
  - Parents play an important role. Home and School is also there to support.
  - We have incredible community support

### **PARCC Report**

Patrick Nolten gave a report on how District 203 performed on accountability assessments 2016 – 2017 at the district, grade and student group level in the areas of English Language Arts (ELA) and mathematics. He reviewed the Partnership of Assessment of Readiness for College and Careers (PARCC) data and compared the District performance with our benchmark school districts. He reviewed the graduating class of 2017 ACT performance relative to historic performance. He also reviewed how the junior class performed on the first administration of the SAT in spring of 2017. In summary, the Districts' overall academic performance is exemplary in the areas of ELA and Mathematics relative to the State of Illinois and benchmark districts as assessed by both PARCC and SAT. We have very high levels of College and Career Readiness as defined by the College Board, and the data reflects improvements in ELA and Mathematics across all English Learner, Special Education, Economic Disadvantage, Black/African American and Hispanic/Latino student groups.

### **Board Questions/Comments**

- What supports are the schools who showed a decline receiving?
  - Looking at what is going in terms of ELA and mathematics systemically. Carefully checking assessment results to see if there are instructional or curricular issues.
  - We are focusing on school improvement efforts. We have specific goals for mathematics for each school with clear and concrete action steps.
  - Learning Support Coaches are working with teachers with instructional practices.
  - The way we are looking at the data by student by standard to be as diagnostic as possible.
  - Using formative and summative assessments that the teachers are giving.
  - Providing resources to schools that need them.
  - Isolating specific groups of students to support.
- At Madison they are seeing significant increases in Performance Series in growth and hoping it will translate into PARCC for achievement too. Are you seeing that at other schools too?

- Generally yes as a trend. Never a perfect correlation, we look at trends over time and where we see changes. Looking at information and evaluate it to determine where the needs are.
- Is taking the PARCC exam worth the effort? There are only nine states in the PARCC consortium.
  - Not something we can control. It is a lot of effort, time and energy.
  - The promise of what was supposed to be has not really happened.
  - It is aligned to the standards that we are being held accountable for.
- Want to repeat that we were the highest unit district on PARCC.
- We have some groups of students that we want to see improve and it is good that we have taken the measures we have to close the achievement gaps to help all students succeed.
- Over time our achievement on PARCC will distinguish our district even more. It has shown how rigorous our curriculum is.
- Originally PARCC was supposed to be a growth measure as well as a summative measure– do we have the predictability that we would like to see the relationship between Performance Series and PARCC?
  - We did an analysis to attempt to understand how the two work together. Performance Series relates well to PARCC and can be used as a strong predictor.
- In terms of the state and how we are going to be held accountable – How is that going and how do you feel about our ability to meet the standards and what are the standards?
  - The standards are not likely to change. In the future there will be a process to collect data to inform about progress at the district and school level.
  - There are some unknowns and some parts are under construction.
  - Overall we are in a great spot.

President’s Report

President Fitzgerald noted that a draft of the resolution with the new wording and statement from our rationale are in BoardDocs for review. This is in preparation for questions that might arise at the Delegate Assembly at the Triple I Conference. It was noted that there are some other resolutions before the Assembly that will probably garner quite a bit of discussion.

Board of Education Reports

Janet Yang Rohr noted that given the investment and effort on SEL this year it has been interesting to observe and measure it in action. It was inspiring to watch the little ones at the Ann Reid Center helping out in the classroom and getting a sense of self and well- being in the process. At Ellsworth, SEL is interwoven into the Home and School and SFCP activities. This is a reminder that the initiatives are amplified by the parent and community interactions. As a means of measuring SEL, at LJHS Counselors are taking student surveys about what students are worried about. Anxiety and stress have come out and they are tracking how the changes occur over time. They are taking the survey results into consideration when they are implementing the SEL curriculum.

Donna Wandke attended the LEND meeting. Five of our local legislators were there. We heard about SB 851, Property Freeze Proposal, and how legislators felt it might affect school districts. There was a presentation about dual credit

and some challenges that districts are finding with it. There might be some supports through legislation that would make the program more available for districts.

Discussion  
Without Action

### **Summer School 2018**

Kevin Wojtkiewicz provided the recommendations for summer learning 2018. The focus of the work has been around the summer school blueprint commitment. He outlined the blueprint commitment indicators that were implemented in summer of 2017. They are:

- Aligning summer school curricula;
- Increase summer learning access;
- Implement support services;
- Leveraging community resources.

At the October 2<sup>nd</sup> Board meeting the success of those recommendations was reviewed.

In the summer of 2018 we will continue to further focus on the specific steps outlined in the blueprint commitment that have been successful over the last four years. These improvements will help increase summer learning enrollment especially in our targeted populations. In K – 5 writing courses are being upgraded and new and renamed courses will be offered at the high school level. Due to large enrollment, increases will be made in staff to reduce class size and meet student needs. We have developed a new community partnership with the DuPage Children’s Museum to support and enhance math activities by providing real world experiences. The goal is to continue to build sustainable and fiscally responsible programs: to increase enrollment; maintain the 2017 tuition level; and to continue to offer more blended learning experiences at the high school level. In reviewing the spring to fall data, we came to the conclusion that our summer learning programs helped prevent summer learning loss. We are planning to partner with Hanover Research this winter and spring to take a comprehensive look at our program to ensure that we are providing the very best services to our community in a fiscally responsible manner. The findings from this review will be presented next fall and will guide us in future summer experience development. The Board will take action on the 2018 Summer School recommendation on November 20, 2017.

Board questions/comments:

- Can we please see the comparative expenses from the last few years side by side at the next meeting?
- Dual language offerings are project based offerings. How will that work?
  - We did a pilot last summer for a week with dual language students where teachers studied the project based learning design and looked at it within the dual language setting.
  - Looking to increase Spanish language opportunities over the summer for the English speaking population.
  - Looking at the possibility of offering it in summer school but the main goal is to be sure the English learner population is the primary emphasis.
  - Just exploration at this point, but not bring the dual language

- forward at this time.
  - We are evaluating it at this time to see if there is interest.
  - Staffing is an issue too.
  - There are many questions to be answered.
- It is good to see more partnerships and making the course names as exciting as possible.
- How does a parent know what level of a course to sign up for when registering online?
  - Parent/Teacher conferences are a good place for parents to have those conversations with teachers.
- The amount of progress that we have made in the last five years has given students multiple opportunities to take advantage of summer school.

**Designating Interest Earnings Resolution**

Marcy Boyan explained that occasionally there are months when expenses exceed revenues in a specific fund. This creates a negative month-end balance in that fund. Mostly this is due to timing of receipts. The ability to transfer interest to a fund most in need would allow the opportunity to prevent a deficit in any given month during the year. The recommendation is that the board of education adopt a resolution declaring all interest earned in the current fiscal year retain designation as interest and further, preserve the board’s option to transfer said interest to other fund types. The Board will take action on November 20, 2017.

Questions/Comments from the Board:

- What other sources of funding can you use if the interest is not available?
  - We would do a transfer of funds from another fund through Board Action of a Resolution.

**Policy Review, First Reading:**

**Policy 2.104, Internal Organization of the Board**

Mr. Ross presented both the current and proposed policies. The proposed policy reflects the conversations and recommendation of the Board.

Board Questions/Comments:

- This is more consistent to our current two year term. How would future Boards go about changing this?
  - They would have the ability to make a change just as this Board has that ability.

**Policy 2.220, School Board Meeting Procedure**

Mr. Ross indicated that the current and proposed policies are in BoardDocs. The change is that the Vice-President is added to the Board prep meeting with the President and Superintendent. This better reflects what our current practice is. The Board will take action on both policies November 20, 2017.

Discussion With  
Action

**Board of Education Expenses 10-19-17**

Superintendent Bridges indicated that all Board member expenses must be approved by a roll call vote. Board members attended an IASB DuPage



Division Dinner and earned recognition by the State for the second time.

Board comments about the event:

- The dinners are important for several reasons: networking with other Boards in DuPage County is valuable.
- IASB offers some education at the meetings.
- Board members want to continuously improve themselves.
- As new Board members, it is valuable to hear what other Boards are doing.
- It is a good opportunity to see what other Boards are doing.

Fielden made a motion to approve the Board member expenses from 10-19-17, IASB DuPage Division Dinner Meeting. Leong seconded the motion. A roll call vote was taken. Those voting yes: Fielden, Leong, Wandke, Gericke, Yang Rohr, and Fitzgerald. No: None. The motion carried.

Old Business

New Business

Upcoming

Events

- November 10, 2017 Veteran's Day Breakfast
- November 17 – 19, 2017 Triple I Conference - Chicago
- November 20, 2017 Board of Education Meeting
- November 22 – 24, 2017 Thanksgiving Holidays
- Focus 203 November 30 and December 1

Adjournment

Fielden made a motion at 8:54 p.m. to return to Closed Session, seconded by Wandke for the purpose of:

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).

A roll call vote was taken. Those voting yes: Leong, Yang Rohr, Wandke, Fitzgerald, Fielden, and Gericke. No: None. The motion carried.

Gericke made a motion to end the Closed Session at 9:49 p.m. Yang Rohr seconded the motion. A voice vote was taken. Those voting yes: Fielden, Fitzgerald, Gericke, Yang Rohr, Leong and Wandke. No: None. The motion carried.

Fielden made a motion to adjourn the meeting at 9:49 p.m. Gericke seconded the motion. A voice vote was taken. Those voting yes: Gericke, Yang Rohr, Leong, Fitzgerald, Fielden, and Wandke. The motion Carried.

Approved

November 20, 2017

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Kristin Fitzgerald, President  
Board of Education

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Ann N. Bell, Secretary  
Board of Education