
MINUTES OF A MEETING OF THE BOARD OF EDUCATION, NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE AND WILL COUNTIES, ILLINOIS, HELD AT WASHINGTON JUNIOR HIGH SCHOOL, NAPERVILLE, IL.
February 22, 2022 AT 7:00 P.M., CLOSED SESSION 5:30 p.m.

Call to order

President Kristin Fitzgerald called the meeting to order at 5:30 p.m. Board members present: Kristin Fitzgerald, Kristine Gericke, Joe Kozminski, Donna Wandke, Charles Cush, Amanda McMillen, and Tony Casey (via phone at 5:34 pm - arrived in person at 5:41 pm) .

Administrators present were:

Dan Bridges, Superintendent,
Bob Ross, Chief Human Resources Officer,
Michael Frances, Chief Financial Officer/CSBO

Closed Session

Charles Cush moved, seconded by Kristine Gericke to go into Closed Session at 5:31 p.m. for consideration of:

1. Pursuant to 5 ILCS 120/2(c)(21) Discussion of minutes lawfully closed under the Open Meetings Act, for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 01/18/2022, 02/06/2022, 02/07/2022, 02/13/2022.
2. Pursuant to 5 ILCS 120/2(c)(1) Appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District.
3. Pursuant to 5 ILCS 120/2 (c)(2) Collective negotiating matters between the public body and its employees or their representatives.
4. Pursuant to 5 ILCS 120/2 (c)(11) Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal.

Meeting Opening

Charles Cush made a motion, seconded by Amanda McMillen to return to Open Session at 7:05 pm. A roll call vote was taken. Those voting yes: Cush, Casey, Fitzgerald, Wandke, Kozminski, McMillen and Gericke. Those voting no: None. The motion carried.

Welcome and Mission

Kristin Fitzgerald welcomed all and read Naperville Community Unit School District 203's Mission Statement.

Roll Call

Board members present: Kristin Fitzgerald, Kristine Gericke, Charles Cush, Amanda McMillen, Joe Kozminski, Donna Wandke, and Tony Casey.

Student Ambassadors present: Joanna Cho and Uju Kim

Administrators present: Dan Bridges, Superintendent, John Bruesch, Assistant Superintendent for Administrative Services, Roger Brunelle, Chief Information Officer, Michael Frances, Chief Financial Officer, Chuck Freundt, Assistant Superintendent for Elementary Education, Chala Holland, Assistant Superintendent for Administrative Services, Rakeda Leaks, Executive Director of Inclusion and Diversity, Alex Mayster, Executive Director for Communications, Patrick Nolten, Assistant Superintendent for Assessment and Accountability, Bob Ross, Chief Human Resources Officer, Jayne Willard, Assistant Superintendent for Curriculum and Instruction, and Lisa Xagas, Assistant Superintendent for Student Services.

Pledge of Allegiance:

Led by Board of Education

Good News

Third-grade students in Mrs. Dominguez and Mrs. Brunski's classroom at Ranch View Elementary have become published authors through a national student publishing program! Students planned, wrote and illustrated their own books. The students created adaptations of the original "Cinderella" story and their book is available to be checked out at the school library!

Students across the district enjoyed celebrating Valentine's Day last week. Our schools celebrated in a wide-variety of ways – from allowing students to share what they love about their schools, to creating crafts and participating in Kindness Weeks.

Public Comment:

President Fitzgerald gave the parameters for public comment. She will designate the next speaker so that they have the appropriate time to prepare. Issues raised in public comment will be taken under advisement by the Board of Education but will not be discussed in this meeting. Because the questions raised in public comment address district operational matters, the Superintendent is designated by the Board to coordinate responses and will apprise the Board accordingly. All public comments have been added to Board Docs. President Fitzgerald reminded the community that as outlined in Board Policy 2.30, individuals addressing the Board should conduct themselves with respect and civility toward others. Individuals are free to express their criticism regarding Board policy or decisions by the Board but should refrain from personal attacks.

There were 18 public comments lasting 56 minutes. Topics this evening were the recently removed mask mandate, communication, students' sense of belonging, and diversity and equity.

Members of the community are continuing to advocate for mask required and mask choice. There is a great deal of support for protecting the medically fragile.

There was a call for the Administration to lead the way with healing within the community, as according to the Panorama survey, students do not have a sense of belonging in school.

There are concerns around communication in that families did not have enough time to adequately prepare for mask optional. There are also inconsistencies in how schools respond to requests for accommodations.

Would like to see an agenda item rescinding the face covering policy.

There was concern around communication from the Board of Education in the decisions that are being made.

There is concern that the school district is creating social warriors and that gender identity and equity need to be removed from the classroom.

President Fitzgerald noted that the Board of Education appreciates your advocacy. Acknowledged all who spoke and who have emailed public comments. Cannot respond to each email due to volume. As a reminder, the BOE has designated the Superintendent to respond to public comments.

Monthly Reports

- Treasury Report- The Board received the December Treasurer's Statement
- Investments- The Board received the December Investment Report
- Insurance-The Board received the December Insurance Report
- Budget-The Board Received the December Budget Report

Action by Consent:

1. Bills and Claims from warrant no. 1040537 thru warrant no. 30029806 totaling \$30,433,371.59 for the period of January 19, 2022 to February 22, 2022.

2. Adoption of Personnel Report

	Effective Date	Location	Position
RETIREMENT-ADMINISTRATION			
Erin Anderson	30-Jun-22	PSAC	Director of Learning Services
Lynne Nolan	31-Dec-22	NCHS	Dean of Student Activities
RETIREMENT-CERTIFIED			
Lisa Widbin	End of 2021-2022 School Year	NNHS	Learning Behavior Specialist
Susan Gebel	End of 2021-2022 School Year	NNHS	Learning Behavior Specialist
Edgar Watson	End of 2021-2022 School Year	NCHS	Math
Andrew Simon	End of 2021-2022 School Year	NNHS	Communications
Robert Sacher	End of 2021-2022 School Year	KJHS	Math
Mary Jane Roesler	End of 2021-2022 School Year	NNHS	Math
Jeffrey Peller	End of 2021-2022 School Year	Kingsley	Music
Jacquelyn Pajor	End of 2021-2022 School Year	Highlands	Kindergarten
Noreen Olisar	End of 2021-2022 School Year	NNHS	Math
Virginia Mullholland	End of 2021-2022 School Year	NNHS	Math
Janet Kay	End of 2021-2022 School Year	NCHS	Math
David Hollander	End of 2021-2022 School Year	KJHS	Social Studies
Suzy Flack	End of 2021-2022 School Year	Naper	LBS
Alma Tan Torres	End of 2021-2022 School Year	ARECC	Occupational Therapist
Karen Labedz	End of 2021-2022 School Year	Madison	LA, PI, and Social Studies
Karen Canty	End of 2021-2022 School Year	NNHS	Math
RESIGNATION-CERTIFIED			

Melissa Tomei	End of 2021-2022 SSchool Year	Maplebrook	Music
Anne Rauen	2/11/2022	NCHS	LBS
Gretchen Dexter	3/1/2022	Beebe	2nd Grade
Amanda Bartman	8/11/2022	JJHS	School Psychologist
Suzanne Splendoria	End of 2021 - 2022 School Year	Meadow Glens	1st Grade
APPOINTMENT- CERTIFIED PART- TIME			
Amanda Bartman	SY 22/23	JJHS	School Psychologist
REVISED CONTRACT- CERTIFIED FULL-TIME			
Eric Krzak	8/16/2021	MJHS/WJHS	General Technical Arts
LEAVE OF ABSENCE- CERTIFIED			
Kathryn Boyens	11/4/22 - 11/18/22	Scott	EL
Ellen Hanson	3/7/22 - 5/27/22	NCHS	Foreign Language - Spanish
Jennifer Wolf	SY 22/23 40% LOA	NNHS	School Counselor
EXTEND LEAVE OF ABSENCE-CERTIFIED			
Kathleen Blonn	SY 22/23	Highlands	1st Grade
Ye Chen	3/1/22 - 4/1/22	Ranch View	EL
Dana Klen	SY 22/23 40% LOA	NNHS	FACS
Jennifer Walsh	SY 22/23	Ranch View	EL
Jennifer Witt	SY 22/23 40% LOA	NNHS	School Counselor
RETIREMENT- CLASSIFIED			
Catherine M. Bromiel	5/27/2022	Mill Street	Special Education Assistant
Cathleen M. Koziol	8/15/2022	Kingsley	EL Assistant
RESIGNATION-NON- UNION CLASSIFIED			
Isabella Corso	3/2/2022	PSAC	Human Resources Coordinator
James S. Vegetabile	2/15/2022	Transportatio n	Safety Coordinator/Train er
RESIGNATION- CLASSIFIED			
Katie L. Stenstrom	2/11/2022	NNHS	Special Education Assistant
Maureen K. Gafrick	2/11/2022	Beebe	Special Education Assistant

Sandra N. Waloch	2/11/2022	Prairie	Special Education Assistant
Nasira W. Khattak	2/13/2022	Ann Reid	Special Education Assistant
Guadalupe Castellanos	2/18/2022	NNHS	Campus Supervisor
Shalandar Phillips	2/18/2022	NNHS	Special Education Assistant
Zhe Y. Zievers	2/22/2022	Kennedy	Special Education Assistant
Julie M. McCalmont	2/23/2022	Madison	Special Education Assistant
EMPLOYMENT-CLASSIFIED FULL-TIME			
Kathleen A. Raymundo	2/22/2022	Ellsworth	Senior Secretary
William S. Grifo	2/22/2022	NNHS	Campus Supervisor
LEAVE OF ABSENCE-CLASSIFIED			
Christine B. Ryan	2/21/22 - 5/27/22	Steeple Run	Executive Secretary
EXTEND LEAVE OF ABSENCE-CLASSIFIED			
Suzanne K. Martin	2/2/22 - 3/15/22	Ann Reid	Special Education Assistant

3. Minutes 01/18/2022, 02/07/2022
4. Bid: Bus Purchase
5. Bid: Bus Fuel
6. Bid: Window Replacement at WJHS
7. Bid: Roofing at NNHS and Highlands
8. Lifetouch Photography Contract

Charles Cush made a motion to approve warrant no.1040537 thru warrant no. 30029806 totaling \$30,433,371.59 for the period of January 19, 2022 to February 22, 2022, and the remainder of the Consent Agenda with exception of the Bus Purchase and Bus Fuel Bid seconded by Amanda McMillen. Those voting yes: Gericke, Fitzgerald, Kozminski, Cush, Wandke, McMillen and Casey. No: None. The motion carried.

Freedom of Information Requests:

ABC News Request- Student IT Information
WBEZ Request-Business Office Information
Banowetz Request-Learning Services Information
Baskin Request-Business Office Information
Dorr Request-Staff Information
Evans Request-Business Office Information
IRTA Request-Human Resources Information
Naperville Sun Request-Mitigation Information
O’Rear Request-Business Office Information

Student Ambassador Reports

Joanna Cho-NNHS

- To begin with some of the highlights from the past month, our theater project, *The Curious Incident of the Dog and the Night-Time* ran from January 28th-31st,
- Our annual Orchesis show ran from February 10th-12th with both during school and after-school performances,
- Our varsity dance team competed in the state competition, celebrating a sixth place finish
- This past month at Naperville North has definitely been a challenging time, but as always, we try to adapt to a new normal, such as homerooms and the mask-optional policy, while still looking forwards to all the great things to come.

Uju Kim-NCHS

- I would like to begin by addressing the transition to mask-recommended policies at Naperville Central. Although it took a couple of days for the school to become accustomed to the new guidelines, students respect each other's decisions whether or not they choose to wear a mask. Obviously, there have been many opinions surrounding this topic, each with its own merits.
- Another new addition to Naperville Central is the introduction of support periods on Tuesdays and Thursdays. Many students have expressed that they enjoy the ability to choose what they do during this time and feel that it has greatly helped them.
- Finally, I would like to end by mentioning a few upcoming events. In the next few weeks, students will perform in the spring play and concerts for choir and Orchesis dance. On March 12, juniors will take the SAT while freshman, sophomores, and seniors will have the day off. On March 19, Central will have its annual winter dance.

Superintendent/Staff/School Report

Superintendent Bridges

COVID Mitigation Update

- As we have seen over the past few weeks, things can change and have changed rapidly.
- Our goals have remained consistent throughout the pandemic. Because of the ever changing landscape and what we have learned about not only pandemic mitigation, but also how COVID19 spreads within our schools, we must remain committed to continuing our focus on our primary mission and purpose of our school district - the academic and social-emotional growth of our students and focus on healing and moving forward.
- The guiding principles we have used to respond to the ongoing changes remain consistent.
- The lawsuit challenging the universal mask mandate in Illinois schools remains unsettled. We will continue to consult with our legal counsel and monitor how this case may affect any of our mitigation plans moving forward.
- It has been widely reported that the Attorney General's office, representing the state Defendants, intends to appeal the Appellate Court's ruling. We are not aware of any other intent to file an appeal on behalf of the defendants and counsel has stated they do not believe there is any legal necessity to do so.
- The immediate next step in the underlying litigation will occur on Friday, February 25 when Judge Grischow is scheduled to hear motions to add hundreds of additional plaintiffs to the underlying litigation.
- School districts have not been given a road map or a plan for any transition moving forward. While we recognize that there is still some uncertainty about what is to come regarding the

virus, we all have a better understanding of how to minimize risk in our schools through multiple layers of mitigation.

- Our students and staff will be in public places where masks are no longer required and fewer additional mitigation measures are in place. In our schools, we have a variety of strategies to limit the spread of COVID 19.
- Public health guidance to reduce the risk of transmission of COVID 19 in schools includes layering mitigation strategies.
- Vaccination is the leading public health prevention strategy to end the COVID-19 pandemic and helps schools safely continue in-person learning as well as extracurricular activities and sports.
- Naperville 203 strongly recommends indoor masking for all students, staff, and visitors regardless of vaccination status. As required by a Federal CDC mandate, face coverings **will continue to be required** on district transportation.
- Naperville 203 continues to leverage the mitigation strategies currently in place, which includes 3-6 feet of physical distancing when possible.
- The best prevention strategy is to ensure that many factors and many mitigation strategies are considered. We have not, and we will not, rely on just one strategy alone to mitigate the risk of COVID 19.
- We will continue to promote opportunities for members of our school community to receive their vaccines and boosters.
- Another layer we have added has been the purchase of several thousand KN95 masks to be available to any students or staff who have requested them.
- Additionally, our teams who know our students staff best are considering requests for accommodations on a case by case basis and based on the unique needs of each individual.
- Based on the ever changing dynamics of the pandemic, our path forward is based on indicators for targeted mitigation.
- If we see a new surge in cases, it will very likely be due to a new variant and we do not know what that variant might be or how it might affect individuals. When that time comes we will work with our local health department to gather as much information as we can to understand how we can best respond.
- Our path forward should focus on monitoring for indicators that tell us we need to adjust our mitigation plan rather than individual trigger points that force a decision that may not be based on current understanding of the virus.
- We are proposing moving to a response that does not include a red/yellow/green or similar system for triggering additional automatic universal layers of mitigation. The changing dominant variant strand, the evolving recommendations from the CDC/IDPH/DCHD and the emerging research on mitigation effectiveness all point to the need for a more fluid, flexible, and responsive strategy.
- The DuPage County Health Department has indicated that school districts have the ultimate authority and discretion to develop and implement plans to ensure a safe school environment for all students, staff, and visitors.
- According to the health department, the COVID-19 vaccines continue to be highly effective in reducing risk of severe disease, hospitalization, and death.
- The average percentage of fully vaccinated people in the weighted zip codes for communities that feed into Naperville 203 is **77.1%**. **Over 90%** of Naperville 203 staff fully vaccinated.
- Another indicator to monitor is community transmission.
- Community transmission rate as measured by the rolling average 7 day positivity rate has been steadily trending downward since the beginning of January.
- Another indicator that needs to be reviewed is potential strain on our health care system. We will continue to communicate with officials at Edward and monitor the hospital dashboard to determine the impact on our local health care system.
- DuPage County Hospital Availability indicates the trend in hospital bed availability improving.
- Currently, voluntary testing is widely available to Naperville 203 students and staff.

- The DuPage County Health Department recommends schools monitor the trend in new cases identified to inform the need for more or less mitigation strategies.
- The ongoing uncertainty regarding legal challenges to mask requirements in public school, the District 203 metrics and the District's ability to mitigate risk to our students and staff resulted in our decision to make changes to our mitigation plan. To that end, the District determined that masking would be strongly recommended for all students, staff, and visitors in all Naperville 203 facilities. Pursuant to Board Policy 4:172, Face Coverings, as Superintendent I am authorized to present temporary rules and procedures related to the Policy and face covering requirements. As part of the temporary rules and procedures, I recommend suspension of enforcement of Board Policy 4:172 as part of the District's Return to School Plan. As the legal issues are resolved with a degree of finality and with a close monitoring of District 203's metrics, the Board of Education will be asked to consider whether to formally suspend Board Policy 4:172 through the Board Policy review and adoption process. Our next update to the Board and community will be at the March 7, 2022 meeting.

Board Comments/Questions:

Thank you for the comprehensive plan for moving forward.

You talked about looking at individual buildings and their metrics. Do you see that as one of the mitigations?

Superintendent Bridges noted that it is important to take it on a site by site basis to determine if any additional mitigation strategies are warranted. We need to step away from a one size fits all for the whole district.

If we are using targeted mitigations, what will be on the dashboard and when will it be ready?

Superintendent Bridges responded that the goal is to have it up and ready next week.

Will these indicators be updated weekly?

Superintendent Bridges responded yes.

Primary indicators will be looking at individual schools and rise in community as well as strain on health care, vaccinations. What is missing is the "so what" if something happens, what will be the steps that will be taken? What is the clear communication that will make buildings move?

Superintendent Bridges stated we are trying to move away from whole indicators and looking at schools individually.

It is important to provide simplicity so people have some level of predictability. We will need to have an ongoing dialogue with what the metrics look like.

Superintendent Bridges noted that focusing on multiple indicators would allow us to be more proactive.

We need to get to a level of simplicity like temperature for outside recess. Need to clarify what this all means.

Superintendent Bridges stated that we appreciate the importance of simplicity and clarity and that will be our goal.

It is reassuring to see the metrics in the report. Flexibility is something we have learned. The proactive piece will be in the communication to the community. This flexibility will create more work.

Just to clarify, students ages 5-11 are counted as being fully vaccinated is two weeks after the second dose.

Superintendent Bridges noted yes, this number should continue to increase.

Will the dashboard be by school?

Superintendent Bridges responded yes, we would be sensitive to continue to provide anonymity when the numbers are low.

When we see trends with the indicators, we can start to mitigate and communicate.

It was reassuring to see the metrics in this report and to see that we are moving in the right direction. The need to be flexible is appreciated and not locking ourselves into automatic

triggers. Thank you to all who have been working on this the last two years and especially these last two to three weeks.

Would affirm that the conveying in very clear ways will be most helpful.

We have heard many different needs from our community. Can you expand what we are doing in our school community to heal?

Superintendent Bridges remarked that much of it is happening in our schools. At various times it has been at very high levels. For so long, our focus has been on mitigating and managing COVID 19. We need to get back to focusing on our students and their needs. We are having a good week at seeing the focus in classrooms back on really educating students. We started the year with the thought that we would be getting over the pandemic. That is only now beginning to happen.

One of the indicators is the testing. Concern is watching colleges and universities as they can catch trends with good testing. Need to communicate to community that good testing can help us see trends early.

Superintendent Bridges noted that we would see if we could have testing a part of the dashboard.

Thinking about what was said in the students' reports, it must be so hard for students to understand that we understand that this mask choice is hard and what students are feeling about the choice they make.

Mrs. Xagas talked about lessons at each level on how to respect everyone's choice. We will continue to follow these lessons and add more as schools ask.

I have heard from the community and my students how helpful the conversations in homerooms were around choice. Can you talk about some of the supports we have added?

Mrs. Xagas responded that we have additional Social Workers, LBS, and Math specialists. We have connected with services in the community. We are trying to address both the SEL and academic needs of students.

How is that working?

Mrs. Xagas added that we are continuing to review those supports. We do know there are some issues in the community for finding mental health professionals so we are looking at additional resources like tele therapy.

Thank you for all that you have done over the last several weeks to move through these changes. Public comments were about moving forward with a focus on healing. This report is a good start at that healing and moving forward. Thinking about Principals, teachers and support staff, what are some supports for them?

Superintendent Bridges we need to be better at helping our educators heal as well. Our approach for moving forward with looking at several indicators will be helpful. It will be helpful to allow them to focus on the core mission of our jobs.

Student Behavior and Discipline through an Equity Lens

- The comments and questions that we received from the initial presentation were extremely helpful and solicited a lot of important dialogue and reflection.
- As noted during our presentation in September, it is important for us to be transparent about lens while engaging this work.
- Our Comprehensive Equity Plan was designed to help us fulfill our commitments, and support focused, quality improvement work in our schools. It identifies strategies to uncover, understand, and eliminate systemic inequities including discipline predictability and disproportionate suspension rates.
- Examining the data through an equity lens allows us to identify and define policies, procedures and decisions that promote positive, individualized and equitable practices.
- We must maintain a focus on prevention and an emphasis on restoring the community and social relationships. We also need to ensure our behavior practices focus on keeping students ***in*** school and receiving instruction.

- As a district committed to every single student in our schools, our current behavior and discipline data is not a reflection of the experience we want for students.
- We have a lot of work to do, but we remain steadfast in our commitment to eliminate discipline predictability by sex, economic status, disability, English language acquisition, and race/ethnicity.
- We want to ensure that all of our students are connected and have a sense of belonging.
- In 2014, the Equity Project conducted a study to examine myths and facts about racial differences in behavior. The results indicated that there is little to no evidence that Black students in the same school or district engage in more seriously disruptive behavior that could warrant higher rates of exclusion or punishment. The research also finds that behavior tends to be similar across racial groups.
- If studies continue to show that there should not be a greater likelihood and no disproportionality regarding consequences for similar behaviors among student groups, our practices and ways of engaging with students and our discipline data should reflect this.
- Every student deserves our best.
- First, our data shows that students who are African-American/Black, Hispanic/Latinx, economically disadvantaged, and students with disabilities are at a higher risk for a suspension. We also know that data trends over the past 5 years have not changed much. Our exclusionary trends in predictability and disproportionality remain despite our initial efforts to intervene; this means that we must shift our interventions moving forward. Additionally, we know that exclusionary disciplinary practice such as in school suspensions and out of school suspensions, negatively impact students' academic achievement and sense of belonging.
- There were several opportunities to share the data and information with other stakeholder groups and to listen to their questions and hear their feedback and experiences.
- We know that there are lives behind these numbers and the data represents the culmination of day-to-day interactions and experiences. Our high school teams have been conducting interviews with groups of students to learn more about the student experience hearing directly from our students who experience the cultures and climates established in our schools.
- Presentations were made to various advisory committees. Building administrators and various school teams have discussed the data, asked additional questions, and shared their experiences.
- Student behavior and discipline is comprehensive and shapes a student's experience, their sense of belonging, and their connectedness.
- As we review the exclusionary discipline data from the past few years, it is important to have shared understanding of terms that we will utilize to discuss and reflect upon our current state. As noted, there is disproportionality in our exclusionary discipline practices.
- Disproportionality refers to a group's representation in a particular category that exceeds expectations beyond the population size or differs substantially from the remainder of the student population.
- Predictability refers to the ability to determine the likelihood of an outcome occurring in the future based upon current data trends.
- Among Asian students, there were 140 in-school suspensions involving 68 distinct students. Among Asian students, less than one percent experience an in-school suspension.
- Among students of economic disadvantage, there were 337 out-of-school suspensions involving 238 distinct students. Among students of economic disadvantage, two percent experience an out-of-school suspension.

- As an example, 30% of White students that experience an in-school suspension receive more than one in-school suspension.
- You will note that students receiving multiple in-school suspensions range from 30-50% depending on the group.
- Additionally, 10-30% of students receiving out-of-school suspensions experience more than one suspension.
- English Learner students experience very low rates of suspensions in general as the majority of students are at the elementary level.
- Examining 2017 through 2021 academic year data, the primary reasons students receive an in-school suspension at the high school level, are consistently failure to serve detention, truancy and tardiness.
- Additionally, the possession or use of an e-cigarette or vape pen and theft or possession of stolen items are more prevalent reasons for suspension among white students.
- Lastly, theft or possession of stolen items, insubordination, and disruptive behavior are more prevalent among students with disabilities and students of economically disadvantage.
- Fighting and demonstrating aggressive behavior is a predominant reason for all student groups.
- Additionally, possession or use of an e-cigarette or vape pen occurs more frequently among Hispanic/Latinx students and threats to others are more common among White students.
- Hispanic/Latinx students are 2.5 times more likely to receive an in-school suspension and 2 times more likely to receive an out of school suspension compared to the remainder of the population.
- The English Learner student population is marked as not applicable given the low levels of behavioral infractions resulting in suspensions.
- The occurrence of multiple suspensions varies by group membership and likelihood of experiencing a suspension is significantly higher for males African-American/Black students, Hispanic/Latinx students and students with disabilities or of economic disadvantage.
- With respect to the district as a whole, the biggest predictors of suspension in order of importance are sex, economic disadvantage status, the presence of a disability, and race/ethnicity.
- The data and the aforementioned summary is frustrating, infuriating, and challenging. Every student represented in the numbers has a story to tell about their experience in our district.
- We need to proactively address the needs and behaviors that students present, when they arise and not wait for an incident to occur.
- We must devote the time and resources necessary to ensure that behaviors are processed with students and that there is student, parent, and staff follow-up to eliminate the likelihood of the escalation of behaviors or an additional consequence due to new behaviors developing.
- You will also notice that some of the consequences for behaviors are problematic in addressing the behaviors, for example—Failure to Serve Detention, Truancy, and Tardiness should not result in more time missed from a class. We need to partner with students and staff to identify what is getting in the way of students attending their classes and attending on time.
- While working to address the concerns, a more appropriate approach could be to identify ways for students to recapture missed instructional/learning time—not engaging in in-school suspension.
- In short, we have to rethink our approaches to addressing these behaviors. Assigning a consequence that furthers the connection between students and important supports only magnifies the issues.
- How we frame or understand challenges informs the manner in which we work to address them.

- To fix a technical problem or challenge, current and familiar ways of doing things and current “know-how” is applied. Technical challenges rarely require an examination of a system or a more complex operation of systems working together that keeps the challenges in motion. An equitable approach to address student discipline requires systemic changes.
- Adaptive challenges are addressed by changing priorities, beliefs, habits and loyalties. They require us to go beyond our known expertise to discover new ways of thinking and being. They also require us to shed and part ways with practices and structures that assist with the maintenance of old ways of doing things and thinking.
- Our behavior and discipline landscape is not a technical challenge. It is an adaptive one. It will require us to think differently about the ways we engage students and families. It will require us to examine the entire student experience—from EC-12. In an adaptive model, our students and families become pivotal partners. To address an adaptive challenge, we learn from students and families and collaborate with them to enhance their experience and to meet their needs within our district.
- Solutions are more effective when they are intentionally positioned and are working in tandem with more comprehensive shifts that are needed.
- Moving forward, our work is to engage systemic change—adaptively. All of our future actions towards our desired state will be engaged in this manner.
- In education, change does not occur in a linear manner. In order for change to occur...all aspects of the system must move forward. This is why we have to look at our challenges across our entire system and not just from a ‘discipline’ lens.
- As we move towards our ideal state—our vision, it will be important to remember that systemic change takes time and intention.
- We must take a systemic approach and examine all facets of our district in order to address behavior and discipline. Exclusionary suspensions are only a subset of our discipline events. We want to prioritize promoting positive behaviors and restorative practices utilizing a problem-solving approach to discipline.
- There is a need for increased student and family support and advocacy, particularly for those who have not experienced success in our district or who are new to district 203.
- Moving forward you will hear more about our efforts to include, connect, and engage students and families in meaningful ways. You should also expect to hear about the specific steps to address the conditions that cause the behaviors and the impact of those efforts.
- Behavior is directly aligned to how students are supported, how they feel, and ultimately how they engage inside and outside of the classroom. As we plan for next steps, we want our changes to be driven by a student behavior and discipline action plan that is comprehensive and has accountability measures. This plan must not operate in isolation from plans to support the academic, social, and emotional growth of our students.

Board Comments/Questions:

Thank you for this comprehensive report.

It’s nice that we can see the discipline data, academic data and social and emotional data together as in many cases we are talking about the same groups of students and all of these areas are related. I encourage us to say directly what is really happening. Language is important in how we phrase the issues. Is the AA number 4 or 5?

Dr. Nolten noted that it vacillates over the five years.

Can you provide examples of themes that were shared from the buildings?

Dr. Holland noted some of the themes that students shared were to be understood, value of relationships with staff, the need to being seen and seeing themselves in what is taught and activities in the buildings.

Can you talk about seeing themselves in what they are taught?

Dr. Holland added that students need to learn multiple perspectives to better learn who they are in the world. Sometimes they do not learn about their own history. Students are looking for more opportunities to learn about themselves in the classroom.

Thank you for bringing in the student voice.

Want to understand the data first. When students have multiple suspensions is that for one year or over year?

Dr. Nolten responded that it is for one year.

Is this over Junior High and High School?

Dr. Nolten responded that we see fewer suspensions at the lower levels.

Are you having these conversations at the Junior High level with students?

Dr. Leaks responded we have not done them with Junior High yet but it is in the plan.

Mrs. Xagas added that we would be doing this individually as well.

Glad that we are sharing the data and not shying away from it. Thrilled that you are looking at this systemically. Would like to see some Board Trainings as well so that we can better understand this.

Is it significant to look at this through the LGBTQ lens?

Dr. Leaks responded that we are talking with targeted focus groups at the high school level. We do not have enough data to include them as a targeted group.

How many students fall into multiple tiers?

Dr. Nolten remarked there is crossover with all groups. We have the statuses for students. We could drill the data down.

Adaptive change and systemic change takes time. What as a Board, should we be looking at as ways of change? Would be nice to see that in the future.

Important work that is coming out of our diversity work. Very excited about Action and Accountability plan. How will it be measured and when will it be ready?

Dr. Holland stated there is overlap with a lot of other data. We should see some shifts over time when we know more about our students. We do plan to have this work embedded in other work. We will work with our Superintendent as to when this will be put into place.

When will our next update on this be?

Superintendent Bridges responded that we do not have it planned yet. It is a part of our Strategic plan and will be rolled out after that.

Will the data that comes out of the March Diversity meeting be shared?

Dr. Holland responded that is really a policy meeting and is not directly tied to the data. There is an opportunity to look at the long list of behaviors. The policy is not driven by the data.

It will be nice to see how all this data goes together. Nice that we can see this all together.

Appreciative of the work and the larger lens that is being used to view this data.

Who are the students we are engaging with? Are the students who have been disciplined? I want to be sure that we are allowing many students to tell their stories.

Mrs. Xagas shared that various demographic groups were asked to share their experiences. In the future, we do want to hear from students who have been disciplined and are represented in this data.

I want to see us keep these kids engaged. What are some examples of additional supports?

Mrs. Xagas noted that supports are very dependent on the student and the behavior. We need to understand the story of each students. We try to connect students with what they need be it mental health support, check ins, connections with adults in the buildings.

Would like to see this report at least twice a year. Data has not changed a lot in the last five years. We need to be disciplined on our reporting of this. Would like to revisit frequently to see how the data changes.

Hopeful that we make progress with disparity in the data. Every student is tardy at some point. Need to look at who gets tardies, as it is a predictor of future behaviors.

Student Data Report:

- Tonight, we will share an update regarding student academic performance, social-emotional skill acquisition and social-emotional student perceptions. There is a significant relationship between students' sense of belonging, their social-emotional skills and their academic achievement. Multi-tiered system of support, or MTSS, Social-emotional Learning, and Equity have been, and continue to be, the foundation for all district-wide professional learning and are the essential components to establishing inclusive school communities and school improvement. MTSS, equity, and SEL can sometimes be seen as parallel streams of work rather than an integrated approach for systemic improvement. We want to leverage the connections of all three to maximize student learning.
- MTSS provides support for EVERY student - All students are guaranteed access and attainment of essential learning standards in the core curriculum and high quality instruction based on best practices for student learning. SEL is a powerful lever for advancing educational equity by creating caring, just, inclusive, and healthy communities that support all individuals in reaching their fullest academic potential
- You will note differing degrees of recovery by group.
- You will note varying degrees of recovery.
- Generally, we are seeing most grade levels are on the path to pre-pandemic levels of achievement.
- You will note that we are recovering with the distribution of performance shifting back to the top two quintiles in reading.
- Similarly, our mathematics performance is shifting back to pre-pandemic levels of performance as noted by movement to the top two quintiles.
- Students' perceptions about sense of belonging, their safety and their relationships with peers and teachers greatly affect how a student performs in the classroom. We must consider both student skill acquisition and how students are feeling within their environment to measure student well-being.
- Three main goals drive the social-emotional learning standards in the state of Illinois. First, we want students to demonstrate self-awareness and self-management skills. Next, we want students to utilize social awareness and interpersonal skills to establish and maintain positive relationships. Finally, we want every student to demonstrate positive decision making skills and responsible behaviors.
- In 2018, our district began providing explicit instruction on SEL skills across all content areas. We identified skill objectives for students in each grade level aligned to the Illinois SEL standards. These curriculum maps can be found on our district website.
- As a district we measure and report social-emotional skill acquisition on our Elementary report cards. Educators provide multiple opportunities for students to demonstrate mastery and gather evidence of students' growth. Student's performance on their social-emotional growth is reported on a strengths based scale. Students are rated beginning, approaching or secure in the SEL skills.
- It is important to note that students in Kindergarten through 2nd grade do not receive ratings on their SEL skills during the first trimester as they are only beginning to learn the skills and we do not expect students to be secure that early in the school year. Additionally, the district was in the middle of piloting reporting on SEL skill acquisition at the junior high level when the pandemic began and the implementation was intentionally paused.
- You can see that on each skill reported, students performed better this year than in 2019.
- While it appears that there is a dip overall, this is not a surprise because there is a shift in expectations for students in 4th grade, requiring students to demonstrate skills without adult support.
- You can see that on each skill reported, students performed better this year than in 2019. We see a significant rebound in 4th graders demonstrating the ability to set short term goals and monitor their ability to achieve the goal.
- Again, you can see that on each skill reported for 5th grade students, they performed better this year than in 2019.

- This is only one piece of data, and while Dr. Leaks will share about our Panorama results, we know that additional social-emotional data regarding how students are responding to the pandemic will need to be analyzed as we move forward.
- In May 2021 and October 2021, students in grades 3-12 participated in Panorama's school climate and culture survey so that district and school administrators can better understand how our students feel about their actual learning environment.
- All participants in grades 3-12 responded to questions regarding teacher-student relationships, school climate, sense of belonging and school safety. Additionally, students in Grades 6-12 responded to questions regarding diversity and inclusion, cultural awareness and action and rigorous expectations.
- Research has shown that teacher-student relationships and rigorous expectations of students are critically important to the academic success of students. Building community and a sense of belonging are also important. Students feel like they belong when they feel seen, valued, and included. The physical and psychological safety of students create the conditions where students feel safe to take risks and make mistakes and actively support each other while learning. As educators, we must cultivate a classroom environment that encourages positive student to student interactions across all demographic and identity groups for the benefit of all.
- SEL and equity are the foundation of everything we do to create the conditions for a learning environment where students can effectively engage and learn.
- The District's first two SEL strands (positive climate and culture and skill instruction) and the equity pillars are aligned with each of the Panorama topics measured on the student perception survey.
- In spring 2021, 79% of our total student population in grades 3-12 took the Panorama SEL survey.
- In fall 2021, the percent of survey respondents increased to 86.4%.
- Both sets of survey respondents were proportionate to district student demographics.
- In fall 2021, 73% of students in grades 3-5 reported favorable perceptions of teacher-student relationships, 73% in school safety, and 71% positive perceptions of school climate and sense of belonging (or connectedness to their school community). Each of these areas were slightly lower than the spring 2021 survey results.
- A unique feature of the Panorama survey is that it allows district and school administrators to disaggregate the survey data by demographic group which will allow us to assess whether students across various demographic groups have consistent perceptions about the learning environment.
- Some notable revelations from the fall 2021 disaggregated data by student groups in grades 3-5 revealed that English learners, students who receive free and reduced price lunch services, African-American/Black students, Hispanic/Latinx students, and special education students feel between five to ten percentage points less favorable about school safety compared to the average.
- Also, students in our gifted and talented programming (such as PI+) and African-American/Black students feel four to eight percentage points less favorable about their sense of belonging and connectedness to their school community.
- Another important note is that our students who receive special education services generally feel less favorable in each of the social emotional topic areas measured on this survey.
- The Panorama SEL survey for students in grades 6-12 covered three additional topic areas including cultural awareness and action, diversity and inclusion, and rigorous expectations. The 6-12th grade survey also included two open-ended free response questions related to cultural awareness and action.
- Overall, students in grades 6-12 reported positive perceptions about diversity and inclusion. Whereas sense of belonging was the lowest rated SEL area. In fall 2021, there was a notable decline in students' perceptions of school safety compared to spring 2021.

- Despite the unprecedented context of the learning environment students in our gifted and talented programming such as PI+ reported positive perceptions in each of the SEL areas measured on this survey.
- Based on our aggregated 6-12 results, Diversity & Inclusion is an area of strength for the district. When we drill down to the specific questions asked in an area we can see our percent favorable ratings for each question in this topic area and our percent favorable ratings have increased in four areas since spring 2021.
- Although the data shows that diversity and inclusion is an area of strength based on the aggregate ratings of all students in grades 6-12, African-American/Black students feel less favorable about diversity and inclusion in our schools compared to any other racial/ethnic student group.
- 48% of 6-12 grade students indicated that they feel connected to the adults at their school. Teacher-student relationships and sense of belonging can have a positive effect on student growth and achievement.
- Students in grades 6-12 were asked two optional free response questions. The first question asked, "What do you wish your teachers knew about your experiences of race, ethnicity, or culture at school?"
- The second question asked, "What is the most important thing your school can keep doing to support students of different races, ethnicities and cultures?"
- Student responses addressed racism, their friend groups, their personal backgrounds, as well as good and bad experiences that they have encountered at school.
- At present, our school data teams are reviewing the fall 2021 survey data and determining how best to leverage the data to positively affect change that reflect district and school priorities.
- Some schools are incorporating goals that are aligned with the Panorama survey data into their school improvement plans.
- Potential next steps include:
 - Prioritize topics and plan supports at the district level
 - Support schools to set goals & priorities at the school level
 - Invest in codifying what works well at a set of schools or across all schools
 - In March, we will administer the Spring 2022 Panorama student perception survey.
 - We will also continue to provide quality SEL instruction focused on the whole child and amplify student voices. And gather additional SEL/mental health data
 - Improving sense of belonging will remain as an overarching theme.

Board Comments/Questions:

Thank you for this comprehensive report.

Wondering if we could look at data around students who are gifted and do they have access to programs?

Dr. Leaks noted that we have been looking into and will continue to look into.

Data for sense of belonging is concerning. I want to understand what the other initiatives besides homerooms are.

Mrs. Xagas responded that the Pandemic is classified as an Adverse Childhood Experience (ACE). It is not surprising about the sense of belonging when you consider the trauma.

Dr. Leaks added that all schools are working to make sure that students have a trusted adult in the building. The larger work is making sure that students see themselves in the curriculum.

Mrs. Xagas added that we are working with staff to spend more time engaging with students on subjects not related to school.

When looking at staffing, we need to continue to look at increased staffing.

In regards to the Panorama survey, are you unpacking the results with the students?

Dr. Leaks remarked yes, right now, we are doing this with the high school students.

How are the SEL skills assessed? Is it better to compare the 2019 data to the 2022 data?

Mrs. Xagas stated that the assessments were changed when we were online.

Happy that we have invested in the Panorama data. Really concerned to the sense of belonging when compared to other schools across the nation. Wonderful to see the gifted students feel a real sense of belonging. I would love to see us use those strategies with other groups. In student achievement, it is concerning to see that the students who were experiencing achievement gaps are slower to recover.

Nice to see a good trend in the achievement data. Need to make sure that the majority of students are feeling that sense of belonging and not just the gifted students. Interesting that the students who are getting closer to graduation seem to experience a lower sense of belonging.

Mrs. Xagas shared a hypothesis that they have had atypical school years the last two years.

Dr. Leaks hypothesizes that some of the older students have not had the focus on SEL for as long.

Dr. Holland stated that as a part of the maturation process, they are being more reflective of their overall experience.

Policy 4:20 Update:

Superintendent Bridges gave an overview of the policy with the end request of asking the Board for some ways to bring the fund balance back into compliance with the policy.

- **Building and maintaining an adequate fund balance is prudent fiscal policy. Fund balance provides a number of benefits for any government body... D203 is one of only a few School Districts to maintain a Bond rating of AAA.**
- **As mentioned earlier as part of the change to policy 4:20, since Fiscal Year 2020, the district's financial reports show fund balances deferring the receipt of June taxes into the subsequent fiscal year.**
- **For the year ended 2020, those amounts are now restated. The values for FY21 are now updated for the FY21 AFR since we last reported on 11/15/21.**
- **Below the red line are each of the district's funds with 11 colored bars representing that funds portion of the overall total on a year by year basis.**

Board Comments/Questions:

Thank you and love the charts. Continued support for taxpayer relief as we have in the past.

Can you help me understand the charts? What is the dip and how much money are we talking about?

Mr. Frances noted that we restated the fund balance policy in 2020. There was some flexibility in how the June disbursement of taxes were reported. We defer the receipt of the taxes to

The projections change multiple times over a year. We know the gap today is about \$56 million.

As we look at the Board of Education actions for tax relief. I am wondering if we have considered refunding fees?

Superintendent Bridges noted we can look at it but have not really considered bringing that forward as a recommendation tonight. The looking at the fees is just a setting of the fees and not a collection of the fees.

I want us to understand the extent of staff we have that are funded by grants and do we want to consider funding those positions?

Superintendent Bridges cautioned on the focus on recurring charges, as we will run into a deficit much quicker.

The board would like to see a plan from the district.

President's Report

President Fitzgerald discussed the Policy Manual review that we have been working with IASB to update. We will begin looking at the policies as a board beginning next Board meeting. Will begin to look at scheduling our Board Self Evaluation. Appreciative of the IASB of including me as a representative from our district to look at the resolutions process as well as working as an advocate with IASB.

Board of Education reports:

None.

Discussion without Action

None.

Discussion with Action

General and Optional Fees:

Superintendent Bridges noted that annually the Board of Education must approve all fees. We looked at these fees in February. We are looking for action tonight on the setting of the fees.

Board Comments/Questions:

Can we set an agenda item next meeting to consider waiving these fees?

What is the timeline at looking at the overarching plan?

Superintendent Bridges noted that we do have a timeline; he will get that to the Board at the next meeting.

In the next, one or two Board meetings would be great as we consider the comprehensive look as to your priorities with regard to expenditures.

Charles Cush made a motion to approve the General and Optional fees as presented seconded by Amanda McMillen. Those voting yes: Cush, McMillen, Fitzgerald, Wandke, Casey, Kozminski, and Gericke. No: None. The motion carried.

High School Course Fees:

Superintendent Bridges noted that annually the BOE has to review and approve. These were presented at the February 7, 2022 Board of Education meeting. The recommendation is to approve.

Board Comments/Questions:

None

Charles Cush made a motion to approve the High School fees as presented seconded by Donna Wandke. Those voting yes: Casey, McMillen, Kozminski, Wandke, Cush, Gericke, and Fitzgerald. No: None. The motion carried.

Career 203 Update:

Superintendent Bridges introduced Director of Human Resources Shelly Nelson to present an update about Career 203

- Career 203 was established with mutual agreement between the District and the NUEA in 2010 then was implemented at the start of the 13-14 school year. It replaces a graduate credit-based compensation model that is very common in IL school districts with a much more targeted plan that focuses on the improvement of student learning, allows staff members to direct their learning plan based on future career goals, and considers the impact on the lifetime earnings of certified staff. Our District Vision is to build a Passion for Lifelong Learning, and what better models do we have for that vision than our own educators?
- Under the Career 203 model, all NUEA staff are classified as Emerging or Career Educators. Staff engage in professional learning activities, which form cohesive bricks to pave their career path. Upon completion of a brick, staff members reflect on what they have learned to earn either a predetermined payment, or points, which are used for advancement on the salary schedule. Bricks are predefined by the Program Guide, developed by the District, or curated by an individual staff member for their own career path. We have found over the years that individual brick development has been very popular. Compensation for each brick is established before the educator engages in the learning activities.

- Emerging Educators are those who have not yet earned a Master's degree and comprises about 15% of our NUEA staff.
- Career Educators are those who have successfully earned a Master's degree and comprises about 85% of our NUEA staff. Career Educators have full access to every brick in the Program Guide. Many choose to develop custom-built bricks based on their personal career path, the needs of their students, and in support of District initiatives.
- We have historically tracked how many of the points earned by Career Educator were the more traditional university credits and how many of the points were earned by embarking on professional learning which would not have earned salary credit under the previous system. Though we expect that many of our points will continue to be earned by university credit based on the number of points a semester hour is valued at, this year I wanted to begin looking at not just the breakdown of where the points were earned, but how many educators are completing bricks that contain only or at least some points from non-university credit.
- We continue to collaborate with our university partners and District leaders in Learning Services and Student Services to provide current and relevant professional learning. North Central College provided 2 SEL-focused certification programs and the feedback on both has been very positive. One of the hallmarks of Career 203 are the internal District 203 Professional Learning Courses and District-designed PL bricks. Our in-house professional learning continued to enhance the district-wide professional development around Diversity and Inclusion. Last school year we focused on reoffering District 203 courses that had been developed in previous school years including a 'Cultivating Genius' book study first facilitated by Dr. Leaks then passed on to other educators to lead, and 'Creating a Safe, Inclusive and Welcoming School Environment for LGBTQ+ Students'.
- From the onset of Career 203, the model was strategically designed to be dynamic. It is meant to evolve with the needs of our students, to support the initiatives of the District, and to adapt based on the career goals of our educators. The Career 203 Assessment Committee plays an important role in making sure the program remains collaborative, relevant, and rigorous.
- The annual meeting of the Assessment Committee was held on January 12, 2022. Four unique recommended improvements to the Program Guide, which were developed with the association in advance of the meeting, were reviewed and discussed. All 4 proposals were approved unanimously by the committee for the Board's consideration with action at their next meeting.
- Of the 4 proposals - 1 is to introduce a brand new brick, 1 is intended to clean up language of an existing brick previously amended by the Board, one is a re-envisioning of an inactive brick, and one seeks to update general rules regarding the pace of earning points.
- This new brick serves to recognize the additional level of expertise required by an Occupational Therapist to obtain the National Board for Advanced Specialty Certification in Pediatrics or BCP for short. Prior to 2021 applicants were required to submit a peer-reviewed portfolio and now applicants must pass a rigorous exam, so the compensation amounts are based on when the certification was earned. It is modeled after the National Board Certified Teacher brick with points earned upon certification then an annual payment thereafter. Currently only 2 Occupational Therapists in the state of IL hold this certification and one of them is a current OT in the District. The cost for the upcoming year would be \$1500 based on when that educator was certified.
- Last year the committee proposed a change to the compensation for educators who engage in the brick 'Creating and Facilitating a PL Course' so that an educator would receive points each time they created a new course. Previously educators had earned a payment for the 2nd and subsequent courses created, but that language was not removed when the brick was updated last year to award points instead of payment. The recommended changes would clear up confusion and there would be no additional costs.
- The Career 203 Facilitator brick was part of the 1st Program Guide in 2013. It remains an active brick in the Program Guide, but has not been used in several years. The recommended changes would re-envision the role of the Career 203 Facilitator away from compensating

educators who become an expert in a particular brick and instead focus their expertise in both the philosophy and procedures for Career 203. Having additional in-house champions for Career 203 would serve to expand engagement in professional learning which would better serve our students. Compensation is already defined in the Program Guide and payments will vary depending on the number of Facilitators engaged. The current Career 203 budget would absorb the costs of re-implementing this brick.

- The final proposed change would increase the number of points an educator can earn during the school year. Under the current model educators may earn up to 120 points during the school year, including earning 120 points during any given semester or term. Prior to Career 203 the NUEA collective bargaining agreement allowed educators to earn up to 15 semester hours (now 150 points) during the school year with no more than 9 semester hours (now 90 points) during any given semester. Educators in both models could earn unlimited points during the summer term. The purpose of the limit is to reinforce the philosophy that staff are primarily educators. The recommended change would return the earnings limit back to the pre-Career 203 levels. Although there could be assumed salary advancement cost increases in allowing staff to earn more points per school year, we do not expect any significant increase in the pace that educators would advance across the salary schedule. We believe that a change of this nature would encourage professional learning for our educators, which only serves to benefit our students.

Board Comments/Questions:

Do we have an estimate on the costs of proposal three?

Ms. Nelson responded that we are looking at about \$30K on the high end. Currently working with the union on how many facilitators.

Is the 85% of educators holding a master's degree, how does this relate to other benchmark districts.

Ms. Nelson noted that we include not only teachers but also School Psychologists, Social Workers and school Counselors.

Donna Wandke made a motion to approve the Career 203 update as presented seconded by Tony Casey. Those voting yes: McMillen, Fitzgerald, Wandke, Gericke, Cush, Kozminski, and Casey. No: None. The motion carried.

Old Business:

None.

New Business

None.

Upcoming Events

Superintendent Bridges noted number of events added to the calendar.

High School Graduation NCHS will be at 2:00 and NNHS will be at 4:00pm both on May 22, 2022

Adjournment

Charles Cush moved to adjourn the meeting at 11:11p.m., seconded by Joe Kozminski. A roll call vote was taken. Those voting yes: Gericke, Kozminski, McMillen, Wandke, Casey, Fitzgerald, and Cush. Those voting no: None. Motion carried.

Approved: March 21, 2022

Kristin Fitzgerald, President, Board of
Education

Susan Patton, Secretary, Board of
Education