
MINUTES OF A MEETING OF THE BOARD OF EDUCATION, NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE AND WILL COUNTIES, ILLINOIS, HELD AT District Administration Building, 203 West Hillside Road, Naperville, IL 60540
October 3, 2022, AT 7:00 pm. Closed Session at 6:30 pm.

Call to order

President Kristin Fitzgerald called the meeting to order at 6:30 p.m. Board members present: Kristin Fitzgerald, Kristine Gericke, Donna Wandke, Joe Kozminski, Tony Casey, Amanda McMillen, and Charles Cush.

Administrators present were:
Dan Bridges, Superintendent,
Bob Ross, Chief Human Resources Officer

Closed Session

Tony Casey moved, seconded by Charles Cush to go into Closed Session at 6:30 p.m. for consideration of:

1. Pursuant to 5 ILCS 120/2(c)(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District.

Meeting Opening

Joe Kozminski made a motion, seconded by Kristine Gericke to return to Open Session at 7:02 pm. A roll call vote was taken. Those voting yes: Cush, Casey, Fitzgerald, Wandke, Kozminski, McMillen, and Gericke. 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, Tony Casey, Charles Cush, Amanda McMillen, Joe Kozminski, and Donna Wandke.

Student Ambassadors present: None.

Administrators present: Dan Bridges, Superintendent, Allison Boutet, Assistant Superintendent for Administrative Services, Chuck Freundt, Assistant Superintendent for Elementary Education, 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 the Board of Education

Good News:

S.U.C.C.E.S.S members and supporters enjoyed successful Back to School Picnic filled with fun, food, games and raffles last Sunday. S.U.C.C.E.S.S -- which stand for School Using Coordinated Community Efforts to Strengthen Students -- is a family-led organization, with the support of District 203 leadership, committed to empowering African-American/Black students and other students of color and their

families to enhance academic performance, foster family-school connectedness, and ensure that everyone is welcomed, valued, and respected.

Thank you to the Chinese American Women in Action and Anderson's Bookshop for initiating and hosting a book drive to support our students' education on the history and contributions of Asian Americans. Because of the overwhelming support from the community, more than 550 books were donated to Naperville 203 and 204 schools.

Our first Dual Language Funds of Knowledge event took place last Thursday, September 29. The event was created to elevate the importance of being bilingual and to empower students to continue their trajectory towards biliteracy. Dr. Marion Friebus-Flaman, Director of Language Acquisition, and Dr. Maribel Guerrero, Dual Language Coordinator, kicked off the event with a bilingual welcome of Dual Language families and introduced the keynote speaker, Dr. Kim Potowski, Professor of Spanish Linguistics at University of Illinois-Chicago, who gave an engaging and inspirational presentation, using both Spanish and English, on the benefits of bilingualism. The event was very well attended and very well received by the Dual Language community.

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 2.230, 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.

Parents, students and the NCHS Latin teacher addressed the Board of Education regarding discussions of eliminating Latin 1. Many spoke about the need for Latin as they prepare for Medical or Legal fields. There were many comments about the sense of community that is built by their teacher, Magistra Cunningham. Some students spoke that Latin is the only language that makes sense to them and how they learn.

A representative of Awake Illinois spoke regarding curriculum issues in particular the National Sex Education standards. He thanked District 203 for the recent responses to his questions regarding the Equity Plan. He is glad to hear that the plan/s anti-racism training has not been implemented. He also spoke about the Safe T Act that has been signed into law as well as the importance of the upcoming elections.

President Fitzgerald noted that the Board of Education appreciates your advocacy. Acknowledged all who spoke and who have emailed public comments. As a reminder, the BOE has designated the Superintendent to respond to public comments.

**Action by Consent:
Adoption of the Personnel Report**

	Effective Date	Location	Position
RESIGNATION-CERTIFIED			
Kathryn Trowbridge	9/30/2022	NNHS	Communication Arts
APPOINTMENT-CERTIFIED FULL-TIME			
Donell Ausley	9/30/2022	NNHS	Student Advocacy Specialist
RETIREMENT-CLASSIFIED			
Danielle Jones	10/14/2022	Maplebrook	Senior Secretary
RESIGNATION-CLASSIFIED			
Ian Igielski	9/16/2022	Mill Street	Custodian
David Witek	9/23/2022	Transportation	Driver
Elizabeth Henry	8/15/2022	Elmwood	Instructional Assistant
Brittany Joseph	8/15/2022	Elmwood	Special Education Assistant
Michelle Thompson	9/23/2022	ARECC	Special Education Assistant
Rebecca Heusner	9/30/2022	Ranch View	Special Education Assistant
EMPLOYMENT-CLASSIFIED			
Barbara Kleczka	9/27/2022	River Woods	Health Tech
Kelly Murphy	9/26/2022	NCHS	Learning Commons Assistant
Lauren Poulsen	9/9/2022	WJHS	Special Education Assistant
Kathleen Merling	9/23/2022	Ranchview	Special Education Assistant
Carmen Gutierrez	9/26/2022	NNHS	Attendance Specialist
Leslie Fuss	8/29/2022	Prairie	Instructional Assistant
Gina Riforgiate	10/10/2022	KJHS	Special Education Assistant
Wendy Heminover	9/26/2022	Meadow Glens	Special Education Assistant
Sabrina Semeria	10/3/2022	Meadow Glens	Special Education Assistant
David Wilson	9/28/2022	Transportation	Bus Driver
EMPLOYMENT-CLASSIFIED PART-TIME			
David Witek	9/23/2022	Transportation	P/T Driver
LEAVE OF ABSENCE-CLASSIFIED			
Tamara Geary	09/14/22-01/06/22	NCHS	Special Education Assistant

**Resolution on Employee Discipline/Remediation Plan
Bid: Steeple Run Bid Group**

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

Superintendent/Staff/School Report

Superintendent Bridges reminded the community and the Board of the Career Motive8, the 8th Grade career exploration day on October 21.

President's Report

President Fitzgerald remarked how lucky she was to attend each of the Good News events.

Board of Education reports:

Board member Wandke noted that she was able to celebrate Steeple Run as they won a Blue Ribbon Award by attending their community celebration event.

Discussion without Action

IASB Resolutions

Superintendent Bridges noted that tonight is one of two conversations about the resolutions to be presented at the Delegate Assembly of the Triple I Conference. He encouraged the Board to discuss the resolutions.

Board Questions/Comments:

We will read them and ask for any additional information if needed. We are a very large district group and we are not represented on the nominating committee. Need to continue to monitor the resolution committee makeup.

Board member Kozminski talked about his resolution on alternative fuels funding for school districts. It has been noted as do not adopt. Will need a 2/3rds vote to get it back on the floor for voting. He feels it is best if we not appeal and see how some things play out; the EPA is already giving some funding. We can look at it again next June and note additional funding sources.

Thank you, agree with your recommendation, and will work to add additional funding sources.

It is hard to overcome the 2/3rds vote it would take to get it up for a vote again.

So the recommendation is to rewrite it and address additional funding sources?

We will need to clarify the funding sources.

Thank you for spearheading this and that we are looking to make this stronger.

Resolution #3-what is the impact on us.

Superintendent Bridges remarked that we do not fall into the map area. There are not any within our district's borders.

Resolution #1

Superintendent Bridges stated that CFO Michael Frances-supports the flexibility but the District would not be in this position. Should have no impact on us.

Amended existing position statements-

#6 from D204-is there additional information and rationale on this that we can get?

D204 could have submitted more rationale. Is there something in #6 that is missing?

Send any additional questions to Dan and he will have responses next meeting.

Any questions on do not present-this is new and had not happened before.

Is this a way for transparency? What is the process?

Resolution committee analysis tells why it is put in this category.

Current position statements, deletions and amendments:

Our resolution for eLearning is being deleted.

Superintendent Bridges stated he is not too concerned about this deletion. Public health decisions will be made in partnership.

By deleting these what, does it mean? Would they not support if it came up in legislation?

It is an effort to streamline issues.

It is a healthy exercise to go thru and make sure that the resolutions impact most districts.

How do we get something to stay that we would like to keep? Would we just present it again?

The first step would be to express to IASB. We would have to sponsor another position statement next year. Also being removed because they have been enacted.

New Courses

Superintendent Bridges noted that annually staff reviews courses to add new courses and sometimes recommends removal some courses.

Mrs. Willard welcomed the instructional teams from NNHS and NCHS as well as Marion Friebus Flaman, Director of Language Acquisition. These changes will take place in the 2023-2024 school year. Both courses we are recommending tonight align to our work around college and career pathways and Illinois legislation. Reminder of the legislation:

- This work is grounded in the Every Student Succeeds Act (ESSA) College & Career measures, the Illinois Postsecondary Readiness Act (PWR-Act), and Perkins V reauthorization focus on pathway creation for students.
- The PWR-Act (Postsecondary Workforce Readiness Act) was first signed to law on July 29, 2016, with recent additions this past May. The PWR-Act is a framework to help students avoid remedial coursework and to help them persist in postsecondary education. The Act creates more clear and consistent expectations for college and career preparation starting in 6th grade with the Illinois Postsecondary and Career Expectations framework (IL PaCE) which has school districts create incentives (such as endorsements on high school diplomas) for career exploration and pathway completion
- The Postsecondary and Workforce Readiness (PWR) Act includes a set of strategies to support Illinois students in their transition from high school to postsecondary education, workforce training, and careers. A major barrier to postsecondary persistence and completion is remedial education, with students enrolling in remedial courses completing approximately 13% less of their courses compared to non-remedial peers, and having substantially lower outcomes related to graduation rate, advancement rate, and credit accumulation. Many Illinois high school graduates require remedial courses in math & reading and communication courses at the community college level. New math courses must ensure and prepare all Naperville graduates to transition into college credit bearing courses upon entrance to post-secondary options
- The State has established statewide implementation systems for Transitional Math and Transitional English.
- Mathematics curriculum in high schools was developed with a single pathway of all courses as a preparation for a student to take calculus. Our Algebra 2 course creates a pathway to majors and careers that require Calculus.
- Algebra 2: Modeling and Problem Solving will allow us to create a pathway to majors and careers that do not require Calculus but include the depth and rigor to sequence to AP stats.
- College & Career Pathway Endorsements as part of the PWR-Act help to:
 - Recognize and incentivize student attainment of knowledge and demonstrations of skills important for both success in both postsecondary and employment
 - Encourage career exploration & development to improve decision-making
 - Promote greater consistency of college and career pathway program structures & align supports
 - Institutionalize college & career pathways as a key for postsecondary and career success
- Additionally, with the signing of HB3296 this past May, offering college & career pathway endorsements are required of Illinois school districts, including postsecondary and career expectations framework to support grades 6-12.
- Work-based learning is a continuum of experiences to expose students to employability competencies and provide ways to learn about careers and worksites. Collectively, career development experiences help students affirm (yes or no) their career areas of interest.
- As we dive a bit deeper to the more intensive experiences, internships come to mind. As defined in the Illinois Career Pathways Dictionary, a work-based learning experience is created through partnerships with school and employer. The experience should mirror authentic work conditions found in the pathways. Students can be compensated and receive a school credit for the experience. Additionally, the learning outcomes should align to professional skills and

students should be assessed in their progression in development of these skills. In order to award diploma endorsements, student must complete at least 60 hours of work-based learning during their high school career.

- However, beyond legislation framing our work, the importance of helping students develop career readiness continues to be a charge from our community and business partners. These stakeholder groups understand that students need to begin developing essential employability skills at early ages. These essential competencies go beyond just “soft skills.”
- The new Internship course, proposed tonight, will embed opportunities for students to:
 - gain a greater awareness of workplace expectations, organization, concepts in context to career area of interest
 - apply skills for on-the-job success in work-based settings
 - develop problem solving strategies, work in teams, and develop leadership skills
 - improve communication & interpersonal skills
 - reflect on decisions and make the appropriate changes
 - develop professional workplace skills and technical competencies while still in high school
 - enhance college readiness as a result of authentic and rigorous experiences & exploration of careers
 - have better advisement and affirmation/denial of career choices before graduate
 - begin making professional networks and relationships with mentors
 - offer a way to earn income and credentials

Stephanie Malia Krauss - “Making It: What Today’s Kids Need for Tomorrow’s World”

- In an effort to transcript and scale our work-based learning opportunities, we are recommending a new course called Career Internship. This course will serve as a capstone course for students who seek to develop on-the-job skills in a specific career pathway area. The course will be designed to both develop student employability skills across all careers, while providing exposure and training in the students’ career interest area.
- At the high school level, we use a course audit process to help define and streamline curricular offerings that best align with Illinois learning standards, industry trends, student interest, and postsecondary preparation.
- The course audit process engages teachers in the work of evaluating current courses to determine if they still offer relevance, rigor, and endurance; *or* if a new course needs to be developed to fill a particular need. This process ensures that we are providing students with rigorous courses that prepare them for the next course in chosen pathways, cross-curricular connections, reflects current trends and research, and provides high interest options for students in every content area. An expectation in this process is that courses align to career pathways and postsecondary readiness. This work is an outcome of the strong leadership of the High School principals and APs and Department Chairs. This process is done in the best interest of students and is fiscally responsible as we look to offer courses based on employability and industry demands. This process contributes to the comprehensive model by challenging departments to continually review courses and explore new options for students.
- It is recommended that Latin 1 be removed as a course offering at NCHS and NNHS. Removal of this course will not impact the overall course sequence for students currently in Latin courses. Students currently enrolled in Latin will complete the sequence identified in their four year plan. Incoming 2023-2024 NCHS and NNHS freshmen will be able to select language offerings in the following areas: American Sign Language, Chinese-Mandarin, French, German, and Spanish. Removal was based on postsecondary information, student enrollment, college and career relevance and student feedback.
- A recent survey was sent to Latin students asking what factors influenced their decision to take Latin. Of 87 student responses, 50% expressed their interest in studying Latin as a root language and its history, 14% referenced a recommendation from a family member, 9%

believed it would be beneficial when applying to colleges and 8% referenced the teacher as the main reason for enrolling.

Board Questions/Comments:

Superintendent Bridges recommends that we chunk the questions into groups like the Algebra 2 recommendation, the Career Internship recommendation and then the Latin recommendation.

As a math major, it is a great addition.

Mrs. Willard responded that when we removed a course we asked our HS department chairs to dream and they created a wonderful course.

Love that this is giving an option to students who do not have Calculus as a goal.

Taking Algebra 2 for both pathways. If you are unsure of your pathway, you could take Algebra 2 and pre-calculus.

Mrs. Willard noted that the way students engage is different. They can still move into and advanced Calculus.

Wanted to make sure that this does not rule out any option for students.

Career Internship:

Excited to see this one. As a leading district, it is exciting to give students the chance to see how work really happens. Do you plan to scale this over the summer?

Mrs. Willard remarked that we would love to scale this during the summer. Will be easier to scale once we have done it during the school year. IT has already begun hiring our students.

Mrs. Willard added that we have many businesses who are joining us for Career Motive8.

Are there particular areas of study where it is easy to find employers?

Mrs. Willard noted that we are seeing a lot of IT and Manufacturing.

Excited about this. How many are in the pilot?

Mrs. Willard stated 22 between the two HS.

Can a student come with an employer that would employ them?

Mrs. Willard stated that we would like that to be an area of interest for the student.

Superintendent Bridges added that we were seeing tremendous growth in internships pre Covid.

Excited for students who prefer to do something instead of just sitting in a classroom.

We do not realize the impact that these kinds of opportunities have on students. Thank you for your work and dedication.

Latin:

I know this went thru the course audit process. What did that look like?

Mrs. Willard explained that we have had this conversation annually. We do this audit twice a year.

Educators are wonderful and topnotch. Enrollment is one piece that is looked at. We also look at post-secondary requirements. Latin does not provide employability upon graduation. It provides no advantage to students going into Post-Secondary schools.

What is the fiscal impact of phasing out this course?

Mrs. Willard noted that students vote with their feet. These courses take up space. I do not have an exact number. I will get back with that information. At NNHS, we have 13 students in Latin 3 and 4 and 28 at NCHS.

Want to honor the thought that these numbers could be because of COVID.

Mrs. Willard stated that we did have 8th grade orientations on Zoom. We have very robust steps that counselors have to go thru when recommending courses.

Interesting that there was such an outpouring. There is a core group that really spoke to a sense of belonging and a safe space. How Latin has truly enriched their education. With a dwindling enrollment at NNHS, is there a way to do a hybrid to combine the courses?

Mrs. Willard gave huge kudos to Mrs. Cunningham. She teaches other things so we have her in other classes at NCHS. Oftentimes our electives conflict with other electives. We would have to offer it at 1st period due to transportation and that would remove other options for students.

Superintendent Bridges stated the fewer sections we offer, takes away from other options for students.

Mrs. Willard added there are no students in Latin 1 at NNHS and 14 in Latin 2.

Acknowledge all the students who came to advocate for Latin. Their arguments are compelling. Proud of their advocacy. Students who spoke that they process differently and how they cannot do well in other languages. Did we look at it with that lens? Did we look at it thru the lens of utility of the course and this language?

Mrs. Willard commented that we now do a lot of language study in elementary that we have not done before. We are looking to infuse some Latin concepts within other curriculum. This will not be as targeted as taking a Latin course.

How would we measure if it would be giving the desired results?

Mrs. Willard stated that we would look at data from other courses.

I took four years of Latin and appreciated the community that it developed. It is important to honor that community.

Mrs. Willard noted that we do have an opportunity for that community for a cohort to stay together as a group as they will be together all four years.

I had a very similar experience while taking Latin in high school. Interested in fiscal impact of this decision. What is the course balance? Beneficial to understand grammar and syntax.

Were there other courses that saw similar declines coming out of COVID that went thru the audit process?

Mrs. Willard stated that we could get that information. We will continue the sequence but I am not sure we can understand where those students would go.

What takes you from the course audit process to recommendation to removal vs just not offering a section?

Mrs. Willard remarked that because we have seen patterns and have post-secondary feedback, we have to ask if it still viable. We have to bring to you what we have and let you make the decision. Superintendent Bridges added that it is not just the number. Enrollments have been declining over the past ten years.

Thank you for the data and for the students and community who came out and spoke. This is difficult and emotional because of what the teachers have given.

I know that this does offer the Seal of Biliteracy. What are you hoping for our students as far as language and global citizenship?

Mrs. Willard stated that when our students can read, write, speak another language, it does help students employability. Mandarin runs similar numbers but those students can use that language and are a better global citizen.

Origin of language and historical aspects that does help us. Has there been consideration of a development of a course that teaches the origins of language and historical aspects?

Mrs. Willard noted that we all find value in Latin.

Superintendent Bridges added that part of this is done in accordance to Board policy. We have to go thru this process to help us offer what our students need. We are bringing you the data. This is not a criticism of Latin. We are asking for your guidance. We will make it work if that is the decision of the Board.

Mrs. Willard stated that we could get our teams to develop something that could be even better.

Course audit process. What is the weight of each of the four areas?

Mrs. Willard noted that we do not really weight them differently especially because it is a progression course.

Superintendent Bridges added that we have to continue to be future driven. We will have to continue to bring new things to continue to keep our students prepared and relevant.

Request to wait a year to see if the numbers come up post Covid. Student interest is a piece of the process.

I am impressed with the students. The listening has been beneficial. I understand that Administration has many data points to consider.

Send additional questions to Administration.

Discussion with Action

IASB Resolutions Delegate

Superintendent Bridges stated that earlier the Board of Education discussed the Resolutions. As a member of the IASB, you are eligible to nominate a delegate to vote on the Board's behalf.

Board Questions/Comments:

I was the delegate about nine years ago and would like to do it again.

Would be more than happy to do it.

It is hard work to be the delegate.

After Board discussion, Donna Wandke was nominated to be the Board's Delegate at the Triple I Delegate Assembly.

Charles Cush made a motion to approve Donna Wandke as the IASB Resolutions Delegate, seconded by Amanda McMillen. Those voting yes: McMillen, Fitzgerald, Gericke, Wandke, Casey, Cush, and Kozminski. No: None. The motion carried.

Old Business

None

New Business

None

Upcoming Events

Parent Teacher Conferences October 6 and 7,

The next Board meeting will be held on Monday, October 17, 2022.

Adjournment

Amanda McMillen moved seconded by Joe Kozminski to adjourn the meeting at 9:15pm. A roll call vote was taken. Those voting yes: Cush, McMillen, Fitzgerald, Wandke, Casey, Kozminski, and Gericke. Those voting no: None. The motion carried.

Approved: October 17, 2022

Kristin Fitzgerald, President, Board of
Education

Susan Patton, Secretary, Board of
Education