

**MINUTES OF A MEETING OF THE BOARD OF EDUCATION,
NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE
AND WILL COUNTIES, ILLINOIS, HELD AT THE ADMINISTRATION
CENTER, 203 W. HILLSIDE ROAD, NAPERVILLE, IL.**

September 4, 2018 AT 7:00 P.M., CLOSED SESSION 6:00 p.m.

Call to order

President Kristin Fitzgerald called the meeting to order at 6:00 p.m. Board members present: Kristin Fitzgerald, Kristine Gericke, Janet Yang Rohr, Paul Leong and Donna Wandke, Charles Cush (arrived at 6:01pm), Terry Fielden (arrived at 6:01pm)

Administrators present were:

Dan Bridges, Superintendent,
Bob Ross, Chief Operating Officer,
Carol Hetman, Chief Human Resources Officer

Others present: Fenil Patel, Brian Hextell

Closed Session

Kristine Gericke moved, seconded by Donna Wandke to go into Closed Session at 6:00 p.m. for consideration of:

1. Pursuant to 5 ILCS 120/2(c)(21) Appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District.
2. Pursuant to 5 ILCS 120/2(c)(2) Collective negotiating matters between the public body and its employees or their representatives.
3. Pursuant to 5 ILCS 120/2(c)(7) The sale or purchase of securities, investments, or investment contracts.

Meeting Opening

Terry Fielden made a motion, seconded by Charles Cush to return to Open Session at 7:00 p.m. A voice vote was taken. Those voting yes: All No: None. The motion carried.

Welcome and Mission

Roll Call

Board members present: Kristin Fitzgerald, Donna Wandke, Charles Cush, Paul Leong, Terry Fielden, Kristine Gericke and Janet Yang Rohr.

Student Ambassadors present: None

Administrators present: Dan Bridges, Superintendent, Roger Brunelle, Chief Information Officer, Chuck Freundt, Assistant Superintendent for Elementary Education, Jennifer Hester, Chief Academic Officer, Carol Hetman, Chief Human Resources Officer, Christine Igoe, Assistant Superintendent for Student Services, Rakeda Leaks, Executive Director of Inclusion and Diversity, Sinikka Mondini, Executive Director for Communications, Patrick Nolten, Assistant Superintendent for Assessment and Accountability, Bob Ross, Chief Operating Officer, Nancy Voise, Assistant Superintendent for Secondary Education, and Jayne Willard, Assistant Superintendent for Curriculum and Instruction.

Board members led the Pledge of Allegiance.

Good News:

In lieu of good news, we are sad to announce the passing of George Pradel. Kristin Fitzgerald asked for a minute of silence to honor him and his impact on the Naperville Community.

Public Comment:

None

Action by Consent:

1. Adoption of Personnel Report

	EFFECTIVE DATE	LOCATION	POSITION
VII. RESIGNATION-CERTIFIED			
Christina Immergluck	August 31, 2018	District	Occupational Therapist
XII. REVISED CONTRACT-CERTIFIED PART-TIME			
Amie Salter	August 13, 2018	NNHS	Physical Education (50%)
XIX. RETIREMENT-CLASSIFIED			
Mary Holmberg	September 7, 2018	Madison	Special Education Assistant
XXII. RESIGNATION-CLASSIFIED			
Eboni Brownlee	August 15, 2018	Meadow Glens	Instructional Assistant
Laura Coppola	August 21, 2018	Transportation	Bus Driver
Correna Hernandez	September 11, 2018	Transportation	Bus Driver
Janea Johnson	August 23, 2018	Jefferson	Custodian
Itzel Luna	August 6, 2018	Beebe	Dual Language Assistant
XXV. REASSIGNMENT-NON-UNION CLASSIFIED			
Mary Patricia Shea	August 27, 2018	PSAC	Grant Manager
XXVI. REASSIGNMENT-CLASSIFIED			
Karen Curran	August 15, 2018	Elmwood	Computer Support Associate (FT)
XXVII. EMPLOYMENT-NON-UNION CLASSIFIED			

Tracy Taylor	September 17, 2018	Transportation	Transportation Coordinator
Precious Wade	September 5, 2018	ARECC	Parent Educator
XXVIII. EMPLOYMENT-CLASSIFIED FULL-TIME			
Maria Aguilar Guerrero	September 5, 2018	Elmwood	Dual Language Assistant
Susana Alonso	September 5, 2018	Ann Reid	Special Education Assistant
Kaitlyn Anders	August 15, 2018	Prairie	Instructional Assistant
Erin Gorski	August 28, 2018	Prairie	Special Education Assistant
Audrey Grande	August 28, 2018	Ann Reid	Special Education Assistant
Joyce Hayes	September 5, 2018	Meadow Glens	Special Education Assistant
Cynthia Kashul	September 5, 2018	Naperville North	Campus Supervisor
Thomas Krieman	August 8, 2018	Transportation	Bus Driver
Joan Lanteigne	August 15, 2018	Mill St.	Special Education Assistant
Margaret LoBue	August 15, 2018	Lincoln	Special Education Assistant
Joseph Ludwick	August 15, 2018	Madison	Custodian
Kristin Malesky	September 5, 2018	Ann Reid	Special Education Assistant
Enza Maurizi	August 15, 2018	Madison	Special Education Assistant
Alisa McCoy	August 15, 2018	Steeple Run	Instructional Assistant
Charlene Miller	August 15, 2018	Mill St.	Instructional Assistant
Jeff Miller	August 23, 2018	Naperville North	Special Education Assistant
Laura Neustadt	August 28, 2018	Mill St.	Instructional Assistant
Karl Randall	August 28, 2018	Transportation	Bus Driver
Kristen Russo	August 15, 2018	Beebe	Instructional Assistant
Jessica Salvacion	September 5, 2018	Naperville North	Special Education Assistant
Dana Stevens	September 5, 2018	Elmwood	Special Education Assistant
Sara Stokes	August 15, 2018	Naperville North	LRC Assistant
Jillian Strauss	September 5, 2018	Ann Reid	Special Education Assistant
Anna Ziembra	August 15, 2018	Prairie	Special Education Assistant
XXIX. EMPLOYMENT-CLASSIFIED PART-TIME			
Brianne Falkman	September 5, 2018	Jefferson	Clerical Assistant
Jennifer Manieson	August 15, 2018	Ann Reid	LRC Assistant

2. Resolution to Approve Treasurer’s Participation in “The Fund”

3. First Student Agreement

Donna Wandke made a motion to approve the Consent Agenda as presented. Kristine Gericke seconded. Those voting yes: Fielden, Leong, Wandke, Gericke, Yang Rohr, Fitzgerald and Cush. No: None.

Student Ambassador Reports: None

Superintendent/Staff/School Report:

Superintendent Bridges introduced Lisa Xagas, Director of Student Services and Maura Anderson, Supervisor of Transitional Services. They are with us this evening to present a report on Connections.

School Improvement Plan-Connections:

Lisa Xagas and Maura Anderson presented the School Improvement Plan for Connections transition program. This year Connections has adopted #strongertogether as the foundation of their work for 2018-2019.

- Connections proudly serves our students aged 18-22 who have a disability. It is the decision of the IEP team if the student requires the transition services that we offer. We synthesize our students' experiences in the district and lay the foundation for their seamless transition to adult services. We do this via ongoing assessment of student goals and needs, close communication with our families, and coordination with area service providers and agencies.
- At Connections, we live the hashtag stronger together. Our work, program, and service delivery is based on this foundation; it is what we believe and threaded throughout all that we do.
- The foundation of our work is each student's individualized Transition Plan within their IEP. At Connections, we utilize the process of assessment, planning, implementation, data collection, and adjustment in response to individual student data to improve student outcomes.
- While previously, we haven't engaged in the same formal school improvement plan process as our K-12 buildings, we have utilized this continuous improvement cycle as a basis for the development and implementation of Transition Services Key Initiatives
- For the past several years, the Connections team focused on promoting positive collaboration, ensuring best practices in instruction, engaging in high quality professional learning and providing opportunities for networking and education for our families.
- The first initiative in the Transition Services Plan was to increase the collaborative culture among staff and also with families. In response, the Connections team adopted "The Collaborative Way."
- The tenets of The Collaborative Way are our approach to support our collegial communication and collaboration. We acknowledge that how we listen has impact. We strive to speak honestly in a way that contributes and we take responsibility for the impact of how we're speaking. We support all team members in realizing their greatness and we understand that we are responsible for honoring our commitments to one another.
- In addition to the adoption of the Collaborative Way, IEP teams at Connections and across the district implemented the Facilitated IEP model beginning in 2017-

2018. The Facilitated IEP process allows for more collaboration, increased discussion and the opportunity to build small agreements to create a unified plan for every student in each student's annual IEP meeting.

- Since the implementation of The Collaborative Way and the Facilitated IEP process, the team has received extremely positive feedback from families. One of the biggest celebrations of the 2017-18 school year was that after seeking feedback from families about their experience in IEP meetings, 100% of families felt their IEP meeting was as or more collaborative than the previous.
- This year, the Connections team will continue its focus on our collaborative culture, welcoming our new families and continuing to survey all families about their experience.
- The second key initiative for our transition services is to implement best practice, purposeful instruction across all content areas. The Transition Plan is created by identifying the student's Post-Secondary Outcomes within the following areas: Education, Employment Skills, and Independent Living Skills. IEP goals are aligned with each of those areas, programming is individualized for each student and goals are updated annually.
- Our work in the classroom and across programming is framed through the belief of presuming competence; we believe that all of our students can and will learn and we set high goals for achievement with a focus on college and career readiness. We create sensory-rich, engaging experiences and believe that communication is the foundation in the classroom, community, and on the job site. We provide both low and high tech communication supports and expect that everyone at Connections, students and staff, will model using student communication systems. We ensure that our lessons are accessible, creating both live and virtual community trips that align with instructional outcomes and target student interests. Technology is a strong component of our work, using the range of options provided via the Google suite as well as programs and applications to support student learning.
- Overall, an average of 88% of Connections students made progress toward or met their Post-Secondary Outcomes as measured via their IEP goals. This data forms the foundation for our 2018-19 goals.
- Our students' social-emotional growth is an integral part of our work as we prepare them to navigate their world as independently as possible.
- Last year, we co-created the Chicagoland Transition League upon receiving feedback from our families that creating social relationships is the most difficult aspect of our students' transition to the adult world.
- The Chicagoland Transition League is a partnership between area school districts to support our students in meeting their social and recreational needs. We are excited to share that this year, the Chicagoland Transition League has grown from four to seven participating districts.
- Another success indicator of our focus on high quality instruction is our students pursuing college programming. We are proud to share the upward trend in the number of Connections students enrolled in college coursework this year. In

addition to pursuing coursework offered at College of DuPage, our students may create formalized education plans with the Department of Human Services if they will be pursuing an advanced certificate program through SIU upon aging out of services at age 22. We are currently exploring the possibility of creating a more formalized, supportive community college program with neighboring districts. Our action steps this year include the creation of a development plan and sharing our proposal with COD.

- In the area of career readiness, our success indicator relates to the percentage of young adults competitively employed. Any paid employment at or above minimum wage is considered competitive employment. During the 2017-2018 school year, 54% of our young adults with disabilities at Connections were competitively employed, which is well above the national average.
- In addition to those employment opportunities with our community partners, we also strive to create opportunities for our students through microConnections, our microbusiness, providing students the opportunity to develop a range of job skills in a supportive environment.
- Since we opened microConnections in the 2016-2017 school year, 100% of our Connections students have experienced employment opportunities. Students are employed at the Snack Shack, honing their computation and customer service skills. In the Bloom Room, students create floral arrangements and deliver them throughout the community. Students use recycled paper from across the district and flowers from the Bloom Room to create pressed paper products, completing wedding invitations for a community bride last spring.
- The third key initiative for transition services targets engaging all staff in high quality, meaningful professional learning. Over the past several years, our work targeted the areas of best practice, purposeful instruction, social emotional learning, and building a positive culture and climate. Our focus this year takes a deeper dive into best practices in math instruction for students with significant disabilities and also focuses on partnering Habits of Mind concepts with social thinking strategies in every classroom, within the community and on every job site. .
- The fourth key initiative for our transition services has been to strengthen our parent partnerships. The committee identified three key areas, parent education, parent networking and connection to adult services.
- The Connections team has worked to complete home visits and grow their own knowledge of adult services, CILAs (community integrated living arrangements), and day programs so that information can be provided to parents each year.
- Connections created the Connecting Families family education series in response to parent feedback. We created a partnership with IPSD 204 and the Naperville Accessible Community Task Force to co-host last years' Transition Resource Fair, a partnership that will continue this year. Additionally, we are partnering with IPSD 204 to co-host the Connecting Families series this year.
- Connections forged partnerships with more than 50 community businesses to expand our classroom into the community. The Naperville Education

Foundation is a proud partner and supporter of Connections programming, providing grant funding to expand our microbusiness, an exciting extension of our vocational program, and the Eco Connections Teaching Garden.

- In the future, the goal is for students to build their marketing and sales force skills as we work to expand by selling our garden products at a local farmers market.
- For the 2018-2019 school year, the team has identified several school improvement plan goals that will guide our work.
- First, the team will continue its focus on ensuring that every student has access to high quality, purposeful instruction.
- In the area of employment, by May of 2019, 60% of Connections students will be competitively employed.
- Finally, the Connections team will continue to nurture a positive SEL climate for students, with 100% of classrooms having evidence of SEL implementation.

Questions/Comments:

The Board was very excited to hear about all the fabulous ways that the Connections staff is supporting both students and parents.

Board members have always been impressed by the MicroConnections and its reach into the community.

In response to how Connections incorporates SEL curriculum at Connections, Maura explained that SEL is in all classrooms and they have embedded SEL and Habits of Mind in all that they do.

Connections supports 55 students in the 2018-2019 school year.

The Board members are impressed with all that is done and are especially glad to hear that partnerships are created based on students' interests and abilities.

Board members are hearing from families that they are excited and very pleased with all the collaboration at Connections.

The work being done with parents and families is really broadening their communities.

Thank you for the standard you are setting.

President's Report:

On Friday, August 31 the Board of Education met with a representative from ISBA for our annual Board Self Evaluation as per board policy.

Thank you to Superintendent Bridges and the Board of Education members for participating. Thank you to ISBA for providing this complimentary service.

The Board participated in a governance review and a discussion of best practices

Next Steps are:

- Establishing a dashboard to reflect our district goals and progress and adding language in this regard to the BOE agreements
- Establishing monitoring and measurement criteria to evaluate progress towards goals
- Working together to make sure we have representation of all of our stakeholders in our Focus 203 forums
- The evaluation of our budget proceedings, timeframes and policies to ensure alignment of our financial goals

Board of Education Reports:

None

Discussion without Action:

2018-2019 Budget Workshop:

As a review of the budget timeline:

On August 6, the Board of Education met to establish a public hearing date and to direct the Administration to put the tentative budget on display on August 10.

The budget has been on display on the District website and the libraries.

On August 20 the first budget workshop was held.

Tonight is another opportunity to review and ask questions

September 17, 2018 the Board of Education will be asked to adopt the budget.

There are a few key points that are worth noting:

- Supports key initiatives that align to the Focus 2020 strategic blueprint.
- The budget also increased needs to support Student Services including students with disabilities and Early Childhood education.
- Reflects the abatement of the 2017 debt service levy that results in a savings to our taxpayers.
- Practice financial diligence to ensure long term stability

The 2018-2019 budget has an abatement of the 2009 series bonds and plan to continue to abate the debt service levy in future budgets.

In March of 2018, the School Board determined it should abate a portion of its property tax extension. The education fund levy was reduced by one million dollars, unfortunately this abatement of the education ley alone did not have the impact that we hoped it would as the overall education extension remained at the maximum rate and did not have the effect of further reducing the amount paid by our tax payers.

The Board is working to understand what needs to be done to pass along further savings.

The District is willing to partner with the counties to lower property taxes.

Questions/Comments:

Can we continue to email questions to you? Yes.

The Board of Education thanked Superintendent Bridges and Administration for continuing to look for offsets and always looking for areas of improvement and efficiencies and for being open to new ideas.

Thank you for identifying Discussion with additional revenue sources to fund programs, especially with regard to the grants.

A reminder that the public hearing on September 17, 2018.

Board Agreements:

The Board of Education directed Superintendent Bridges to create language for a new agreement. This agreement will allow a retired Board of Education member to be invited to hand out a diploma to a family member.

The Board members felt that the presented agreement captured the intent of the requested agreement.

The proposed agreement will be presented for Board approval on September 17, 2018.

Discussion with Action:

Health Insurance:

The Health Insurance Committee recommends the following be implemented for 1/1/19:

1. A 3% increase in premiums for the Large PPO Network Plans, Platinum and Gold; no increase for the Narrow Network Plans, Platinum and Gold.
2. A Premium holiday for the month of January 2019 for all participants who joins either Narrow Network Plans. The Insurance Committee anticipates a 10% shift to the Narrow Network Plans. There are currently 136 employees in the Narrow Network Plans. A 10% shift would increase participation to approximately 319 employees in the Narrow Network Plans.
3. Our brokers, Group Alternatives, would negotiate with BCBS/Prime for a decrease in pharmaceutical costs.
4. The addition of \$2 Generic prescriptions for targeted Chronic Conditions.

Great evidence of collaboration. A necessary effort to limit costs. The District practices good financial stewardship.

Donna Wandke made a motion to approve the Discussion with Action as presented. Kristine Gericke seconded. Those voting yes: Leong, Fielden, Fitzgerald, Cush, Gericke, Yang Rohr and Wandke. No: None.

Old Business:

New Business:

The adding of the dashboard to the Board Agreements will take a lot of work but it will be a benefit to the community. The community will be able to look at the same metrics as the Board of Education. This is one of the benefits of the self-evaluation.

Upcoming Events:

Naperville District 203 in collaboration with Wheaton 200 and Indian Prairie School District 204 has held a Legislative Breakfast. It is District 203's turn to host again. The districts are working on creating a new format and will bring that information to the Board once there are more details.

Focus 203—will be held on September 19 and 20. The topic for September will be the state of the District.

Adjournment:

Terry Fielden motioned that the meeting be adjourned at 7:38p.m., Paul Leong seconded. A voice vote was taken. Motion carries.

Approved:

September 17, 2018

Kristin Fitzgerald, President
Board of Education

Susan Patton, Secretary
Board of Education