

MINUTES OF A BUSINESS MEETING OF THE BOARD OF  
EDUCATION, NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT  
203, DUPAGE AND WILL COUNTIES, ILLINOIS, HELD AT  
NAPERVILLE CENTRAL HIGH SCHOOL, 440 WEST AURORA AVE.  
NAPERVILLE, IL  
FEBRUARY 21, 2012, AT 7:00 P.M.

- Call to Order President Mike Jaensch called the meeting to order at 6:00 p.m. Board members present: Susan Crotty, Suzyn Price, Jackie Romberg, Terry Fielden, Jim Dennison, Dave Weeks, and Mike Jaensch.
- Administrators present were: Mark Mitrovich, Superintendent of Schools; Dave Zager, Chief Financial Officer; Carol Hetman, Chief Human Resources Officer.
- Closed Session Price moved, seconded by Fielden to go into Closed Session at 6:05 p.m. for consideration of:
1. Discussion of lawfully closed minutes 5 ILCS 120/2(c)(21).
  2. Appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District 5 ILCS 120/2(c)(1).
  3. The purchase or lease of real property for the use of the District, including meetings held for the purpose of discussing whether a particular parcel should be acquired 5 ILCS 120/2(c)(5).
- Open Session Dennison moved, seconded by Crotty to return to Open Session at 7:00 p.m. A voice vote was taken. Those voting Yes: Crotty, Romberg, Fielden, Jaensch, Dennison, Weeks and Price. No: None. The motion carried unanimously.
- Roll Call Board Members present were: Susan Crotty, Jackie Romberg, Suzyn Price, Terry Fielden, Mike Jaensch, Dave Weeks and Jim Dennison.
- NNHS Student Ambassador present: Anthony Matar,  
NCHS Student Ambassador absent: Hannah Olsen
- Administrators present: Mark Mitrovich, Superintendent of Schools; Tim Wierenga, Assistant Superintendent for Teaching and Learning - STEM; Jen Hester, Assistant Superintendent for Teaching and Learning – Humanities; Kitty Ryan, Assistant Superintendent for Elementary Education; Roger Brunelle, Chief Information Officer; David Zager, Chief Financial Officer; Susan Rice, Director of Communications; Kathy Duncan, Chief Academic Officer; Steve Mathis, Director of Buildings and Grounds
- Pledge of Allegiance Robyn Rippel, Principal of River Woods Elementary School, introduced the following students who led the Pledge of Allegiance: Luke Goodfellow (1<sup>st</sup> grade), Marilyn Siwek (2<sup>nd</sup> grade), Andrew Felbein (3<sup>rd</sup> grade), Matthew Felbein (3<sup>rd</sup> grade), Lily Goodfellow (3<sup>rd</sup> grade), Kyle Kokes (4<sup>th</sup> grade), and Marshall Reeb (5<sup>th</sup> grade)
- Student Ambassador Reports Anthony Matar, Naperville North High School  
There are a few upcoming events:
- Blood Drive February 23 – Heartland Blood

- Booster Club Fashion Show – February 26
- Spring Play - March 1-3
- Air Band – March 8
- Spring Dance – March 10
- Word has gotten out to students that the writing portion of the ACT will not be provided. A Talk203 message has been sent at both schools to get the word out.
- NNHS North Star Newspaper is having a revenue problem. Options include all online or going to black and white.
- An Academic Integrity survey is going out to students, teachers and parents to gather trends and specific opinions on cheating and other issues. Schools will look at results and act accordingly.
- The dress code is being reviewed at the request of students to eliminate gender distinction. A draft that is gender neutral is in the works.
- Top Dog is a club that is comprised of representatives from all clubs and sports at NNHS. Working to increase communication between clubs.

Written  
Communication

Freedom of Information Requests:

- Matthews request for personnel contracts and goals, RSP Information and all day kindergarten information
- Schroedter request for food service information
- Armstrong request for school facility usage information

Superintendent  
Staff/School  
Reports  
President's  
Report

None

None

Board of  
Education  
Reports

None

Monthly  
Reports

- Treasurer's Statement – The Board received the December Treasurer's Statement
- Investments – The Board received the December Investment Report as well as an additional Cash and Investment Report.
- The Board received the January Insurance Report
- Budget – The Board received the budget reports for December 2011.

Action by  
Consent

The following items were presented on the Consent Agenda:

1. Bills and Claims from Warrant # 365797 through Warrant # 366807 totaling \$17,007,398.34 for the period of January 24, 2012 through February 21, 2012.
2. Board Meeting Minutes – January 23, 2012, February 6, 2012
3. Personnel February 2012

**Retirement – Administration**

Mary Alice Lindvall, July 1, 2012, Kingsley, Principal

**Resignation – Certified**

Jade Cook, May 29, 2012, Highlands, Second Grade

**Leave Of Absences – Certified**

Stephanie Vitale, 3/29/12 to 5/29/12, ARECC, Early Childhood  
Stephanie Vitale, 2012/2013 full year, ARECC, Early Childhood  
Amy Eissens, 2012/2013 full year, LJHS, Language Arts  
Rose Hopkins, 2012/2013 full year, NNHS, Business Education  
Melana Napier , 1/11/12 to 5/29/12 (intermittent), Naper, LBS

**Retirement – Classified**

Deborah Healy, May 29, 2012, Scott, School Secretary

**Resignation – Classified**

Maria Brown, March 1, 2012, NNHS, Special Education Assistant

**Employment – Classified**

Allen Lewan, February 6, 2012, NNHS, Maintenance  
Adam Billman-Galuhn, February 6, 2012, NNHS, Special Education  
Assistant  
Michael Kepchar, February 6, 2012, Beebe, Custodian

**Reassignment – Classified**

Julie Carlsen – February 16, 2012 – Director of Community Relations

4. Project Lead the Way Approval
5. Bid: Recycling and Refuse Services
6. Bid: Carpet and Floor Tile Replacement'
7. Bid: IPM Pest Control Services
8. Bid: Fertilizer and Weed Control Services
9. Custodial Paper Products
10. Custodial Polyliners

Jaensch made a motion to approve Bills and Claims from Warrant #365797 through Warrant # 366807 totaling \$17,007,398.34 for the period of January 24, 2012 through February 21, 2012 and all other items on the Consent Agenda from 1 – 10 with the exception of 7.07, Bid: IPM Pest Control Services and 7.08, Bid: Fertilizer and Weed Control on the Consent Agenda as discussed in Closed Session. Crotty seconded the motion. A roll call vote was taken. Those voting yes: Jaensch, Price, Dennison, Fielden, Romberg, Weeks and Crotty. No: none. The motion carried.

7:07 and 7:08 – Bids for Pest Control and Fertilizer. There was discussion about what type chemicals are used and if they will be used on the native plants at the ARECC and NCHS. Mr. Mathis replied that they are not included in this bid and that the ARECC will continue to use the same company as in the past and NCHS will use them next year. If the District were to go to organic or green fertilizers, it would increase the cost since a greater quantity would be used.

Crotty made a motion to approve items 7.07, Bid: IPM Pest Control Services and 7.08, Bid: Fertilizer and Weed Control. Price seconded the motion. A roll call vote was taken. Those voting yes: Fielden, Romberg, Weeks, Crotty, Jaensch, Dennison and Price. No: None. The motion carried.

Discussion  
With Action

**1. Resolution Abating 2011 Tax Levy for \$10,000,000 General Obligation School Building Bond Series 2008**

**2. Resolution Abating 2011 Tax Levy for \$33,000,000 General Obligation School Building Bond Series 2009**

Dave Zager reported the Illinois House of Representatives passed House Bill 2073 – 74-39, earlier today which alters the tax cap. If current year EAV is less than prior year the District levy is limited to a 0% increase. We don't know if it will be passed but the 2011 levy would be impacted. Dave should alter financial projection to include this should it pass.

8:01 and 8:02 abatement – Mr. Zager noted that the District may not want to abate at this time - we can wait until second meeting in March to look at what kind of impact it would have and take up action at later time.

It was asked if the proposed legislation was a reduction in levy authority in relation to the current Tax Cap. Mr. Zager responded that it was. It was noted that at the time we adopted the 2011 levy this proposal was not on the table – so by also abating the Debt Service levy we would, in essence, reduce the overall levy by 1.5% compared to the prior year if it were to be enacted.

Motion was made by Weeks to table 8:01 and 8:02 until we see what impact House Bill 2073-74-39 will have on us. Dennison seconded the motion. A roll call vote was taken. Those voting yes: Jaensch, Price, Dennison, Weeks, Fielden, Romberg, and Crotty. No: None. The motion carried.

Superintendent Mitrovich and Kathy Birkett, District 204 Superintendent, Dave Holm, District 204 Assistant Superintendent and Dave Zager are meeting with Representative Darlene Senger. This will be a key discussion item.

**Summer School Programming Options**

Mike Purcell, Assistant Principal at WJHS and Director of Summer Programs noted that he would answer any questions the Board might have pursuant to his presentation on Summer Programs at the last meeting. There was a request to continue to pursue online class opportunities to provide flexibility for students.

Mr. Purcell indicated that the summer school program should break even financially.

Fielden made a motion to approve the Summer School Programming Options as presented. Crotty seconded the motion. A roll call vote was taken. Those voting yes: Jaensch, Price, Dennison, Weeks, Fielden, Romberg, and Crotty. No: None. The motion carried.

Discussion  
Without Action

**All Day Kindergarten**

It was acknowledged that the Board has had much input from the community on this subject. That being said it was put forth that the ADK presentation go before the ECSC presentation. There were no objections.

Kathy Duncan, Chief Academic Officer and Jen Hester, Assistant Superintendent for Teaching and Learning gave a presentation on All Day Kindergarten (ADK).

The first point addressed was “Why do we need ADK?” There is recognition that we have to do something more with our youngest students. ADK would take our youngest students and provide them with the opportunity to master the much more rigorous curriculum needed to attain the coming Common Core standards. We believe the ADK experience will have a foundational level impact on all students in our District.

The growing trend in Illinois is ADK. 85% of Illinois schools currently implement ADK. As a historical perspective, in 2000 a committee was formed with teachers, Board of Education members and administrators. They came forward with the recommendation to implement ADK. It was not possible at that time due to the capacity at our elementary level which had an overflowing number of students. We do have capacity today. The landscape of learning has changed significantly since 2000, as the students are working and learning to prepare for a global society.

The seedbed of education is changing, necessitating us to retool and refuel our comprehensive system for learning. ADK is important foundation to drive this comprehensive system. We have to put many pieces of the pie in place. We talked about literacy and math at the 1-9-12 Board meeting, based on Common Core learning standards. Additionally, the science Common Core standards are scheduled to be released between May and July of this year. The State has also mandated that we incorporate social and emotional standards and implement at all grade levels. It is critical that we have that time and carefully plan and expose ways for students to carry on. With 2.5 hours at the Kindergarten level it is difficult. More in depth learning through application and transfer of that learning is needed.

Also, assessment has changed. Accountability has come to the forefront. State and national accountability becomes important at 3<sup>rd</sup> grade. In the fall of 2014, our second graders will take Common Core assessments, as well as in the spring of 2015. They will play into the accountability system.

The addition of instructional time is what our skilled and talented teachers need to provide more individual, small group and build social and emotional learning. It will allow them to deepen students’ knowledge in math, literacy and other areas. It will impact learning when the students reach the 2<sup>nd</sup> and 3<sup>rd</sup> grade levels. We will always provide intervention to those who struggle. But we need to shrink interventions not grow them.

ADK would provide twice the instructional time. It would allow for self selected learning which is a direct link to long term learning, as well as a comprehensive assessment system for individual student learning and instructional time. ADK will allow us to build the kind of system our students deserve in District 203.

Social and emotional benefits of ADK include: 1) Student initiated learning where students actually lead their own conferences with parents. Students take parents around room and help parents understand their learning; 2) More independent learning allowing for a deeper exposure to concepts; 3) Child-to-

child interactions; 4) Deeper relationships among students, teachers and parents.

The overall benefits to students include: 1) Students would do better academically; 2) There would be more time and space creating a less rushed feeling; 3) Students would benefit socially and emotionally; 4) A deeper mastery and cross curriculum connections would be realized; 5) More individualized attention; 6) Stronger, deeper parent-teacher-child partnerships.

Professional learning is part of the comprehensive system if given the opportunity to implement ADK.

Dave Zager presented information on how our facilities are structured and how they meet needs.

- Our elementary buildings are structured as 2, 4 and 5 sections at each building, with a design enrollment of 300, 600 or 750 students. A 3 section building would be 450 students.
- Our current Kindergarten program requires 11 standard classrooms for a 2 section building. 17 for a 3 section; 22 for a 4 section and 28 for a 5 section.
- ADK would require 12 standard classrooms for a 2 section building. 18 for a 2 section; 24 for a 4 section and 30 for a 5 section.
- If services are extended to ADK students more space is needed for students' lunch and regular P.E.
- When we evaluated facilities in 2011, all 4 and 5 sections buildings were identified as having a multi-purpose room as ideal. For example, at Mill Street, a 5 section the need is greater, so it would be a Phase 1 project. Beebe was identified as the next highest level of need at Phase 2.
- How do our 14 schools stack up? Meadow Glens, Kingsley and River Woods are 4 section schools with both a multi-purpose room and gym. They meet both criteria. It should be noted that River Woods has a larger park district gym.
- Mill Street was recently remodeled and currently meets needs of 5 section school and has spaces and room to serve ADK. Any renovations can be made within the maintenance budget on a yearly basis.
- Beebe, Highlands, Scott and Maplebrook would be reduced by one section which would obviate the need for a multi-purpose room.
- At the additional 6 schools, we would need to evaluate needs. Naper and Ellsworth would require an additional classroom, as they are just 2 section buildings with 11 classrooms.
- Ranch View is currently a 4 section building. It would stay a 4 section and we would build two additional classrooms. The Ranchview gym is a larger park district gym so it serves as both a multi-purpose room and gym for 4 section building.
- The need is more critical with ADK to get multi-purpose rooms done, as well as classrooms at Naper, Ellsworth and Ranch View. .

In terms of operating costs, the year prior to execution of ADK, approximately \$500,000 would be required for training, acquisition of materials, etc.

Increased staffing and benefits associated with that staffing would be about \$2,000,000 per year.

Some costs would be offset with some revenue. When we increase average daily attendance our state aid is increased. It would go up about \$220,000.

The Board was presented with the District Financial Projection with the All Day Kindergarten costs inserted. Using the same assumptions as the last Financial Projection, the inclusion of All Day Kindergarten (including construction costs) would accelerate the point at which expenditures exceed revenues by one year.

The Board reviewed a second projection that included alternate assumptions – including proposed pension cost increases and consistent state funding in the future. Under this scenario, the District would retain a similar projection as the last Financial Projection presented in November of 2011.

A concern regarding lack of research was voiced. There is a small amount of research directly dedicated to ADK. It does find academic, social and emotional benefits. It does not find either positive or negative effects for long term effect of ADK. The research we need to look at is early literacy, early math and early science. When we look toward early literacy and early math it has always been clear that there are principals that those students need to know and do. It is represented in research and in early assessment measures that more time is needed for instruction and engaging students to meet their needs through small groups and individualized instruction.

The “fade out” of when student gain diminishes is in 2<sup>nd</sup> grade, but is due to the lack of a comprehensive system to receive kids from the strong foundation of ADK. Starting with ADK we will retool the rest of the curriculum for comprehensive learning.

The curriculum will be designed for 5 and 6 year old learners. It will enable students to have substantially more time to learn. They will also have more time for special subjects – PE, ART and Music which gives additional learning opportunities.

In thinking about work we need to do and a comprehensive system for learning, in terms of curriculum, instruction, and our responsibility to serve all kids through the core and shrink the intervention rate, we do believe we need ADK.

The administration spent time with elementary principals and Kindergarten teachers for their input. Their hopes included:

- The ability to “breath” during Kindergarten and develop even deeper relationships with students and families
- Spend time to allow children to think and problems solve and discover with joy
- Meet the needs of all students and provide time for social interaction
- Have adequate time to teach the “big ideas”

Their biggest fears included:

- That we will not put appropriate planning and training in place
- Class sizes may be too large and limit ability to make most of ADK
- Afraid that it will stay half day
- Piloting before we are ready
- Consistency between buildings
- That we don't do ADK
- The thought about going to Common Core Learning Standards in 2.5 hours is at best – devastating

Staff – Parents – Administrators Speak

- Wendy Guitch – daughter at 1<sup>st</sup> and son starting K in fall. Lived in UK, Hong Kong, Netherlands. Everywhere they lived ADK was the norm. Children learned the basics early on and by 3<sup>rd</sup> grade they were learning English as a second language. She wants to ensure that her kids compete in same world as their international cousins do. Confident in children's abilities and amazed at what they accomplish if only given the opportunity.
- Alyssa Johnson Tripas – Daughter in first grade. In K last year he was amazed at what teachers accomplish in the 2.5 hour timeframe. But students are hungry for more exposure and more opportunities. Why wouldn't we set our students up for success? As a parent she encourages serious consideration of ADK implementation.
- Dee Dauber – Recent transplant and teacher turned work at home mom. One child attended half day K and the second ADK. She strongly feels ADK allowed teachers to better differentiate curriculum to meet all students' needs. ADK allows student needs to be identified within the first month of school. ADK gave her younger child independence from mom and promoted confidence, respect for others and conflict resolution strategies. She has personally seen the benefits of successful ADK programs in the United States. She urged the BOE, administration, teachers and community to develop an ADK program to provide highest academic challenges and social opportunities to be successful in the United States and internationally.

It was voiced that of all the letters the BOE has received regarding ADK, a good half were not in favor of it. It was stated that Mrs. Duncan and Dr. Hester have been very professional and there was never a feeling that a question couldn't be asked. However, it feels as if the Board is being lobbied.

- Karen Curran – Her children were moved from Mill Street to Elmwood. They have acclimated well and are thriving both socially and academically; ultimately it was the best decision for their family. That being said, after reviewing the literacy and math Common Core Learning Standards, the sooner we implement ADK the sooner the expectations will be met. It would be impossible to meet them in 2.5 hours per day. She trusts the Board and Superintendent to make the right decisions by choosing to implement ADK.

- Paul Buehler – has children in D203 and is in the education field. He is astounded we are in the 20% that don't have ADK. No school district that has done their homework has turned back because ADK is not working. With the national move to the Common Core Learning Standards, schools are going to be held accountable for outcomes. By not doing ADK we do a disservice to students, teachers and parents.
- Pam Keeling - A Kindergarten teacher at Meadow Glens had nothing more to add than what Jen and Kathy have said. Kindergarten teachers are in the trenches every day. What we do in a half day is unbelievable. If you add Common Core in literacy, math, science and social science and a more rigorous social and emotional goal, it will be insane. We will continue to do our best. If the District's mission is true, ADK is best practice.
- Katie Farrell – currently an Instructional Coordinator Coach. She has never taught Kindergarten, but as a former 1<sup>st</sup> grade teacher a great deal of time is spent building stamina in 1<sup>st</sup> grade students. Every teacher takes the time to determine where the student is to build a community of learners. For their son, ADK was the right choice. They sent him to a private ADK, where he had twice the instructional time and half the students. He has transitioned beautifully to 1<sup>st</sup> grade. One consistent message throughout - quality before quantity. We already have the quality, but imagine what we can do with quantity.
- Jeanine Crockett – is a 22 year educator and teaches 1st grade at Ranch View. She finds a definite discrepancy in ADK students and our half day students. ADK students do not struggle with academic demands of 1<sup>st</sup> grade. With the upcoming Common Core Learning Standards it is imperative we extend the day. It is our responsibility to give the students the appropriate amount of time to teach the standards and provide differentiation. We need to look at what is best for ALL students in ALL neighborhood communities. When school and community work together ALL will benefit.
- Tammy Kolbe – is a 1<sup>st</sup> grade teacher – Knowing 85% of Kindergarten students in Illinois are in ADK our students should absolutely have the opportunity, too. It will provide a unique perspective of content and skills of what is required for success. The benefit of having students for full day is priceless. They learn foundational skills that it is a challenge to learn in a half day program. In ADK teachers dig deeper and approach content in depth. Teachers will be able to explore, investigate, revisit and re-teach to prepare for 1<sup>st</sup> grade readiness. Social and emotional skills will be enhanced providing greater opportunity for child to child interaction. Students who have had the benefit of an all day program are more confident in 1<sup>st</sup> grade. We need to come together as a community and embrace ADK!
- Angela Matteson – is a current 5<sup>th</sup> grade teacher, who has taught Kindergarten. We need to actively pursue ADK. With the full day program we can keep the developmentally appropriate philosophy. For many students whose parents work this will also be helpful. We are being reactive rather than being proactive. According to ISBE School Code a half day program must also be available.

- Karen Currier – Speaking on behalf of EC-5 principals, Karen expressed that ALL principals strongly support ADK. Half day will be available, but delivering CC will be a compromise. ADK will provide time students require for socialization. Karen has been an administrator at 3 of our schools. Many parents who arrive here assume that we would have ADK. Every year we have lost continuity as these parents choose programs outside district, and then join us in 1<sup>st</sup> grade. Please strongly consider implementation. Thank you for listening to input and look forward to decisions in coming weeks.

Mrs. Duncan indicated that D204 is in their 4<sup>th</sup> year in ADK. They are exceedingly happy that they are where they are. With the budget challenges they are facing the one thing they will not touch is ADK. The program has provided an important element into their comprehensive system. They have not heard a downside. From a District 204 parent perspective, Dr. Hester truly sees that her daughter's teacher has the opportunity and ability to assess the children diagnostically in both literacy and math. It allows parents to see where kids are and where they are going. Also, we must not underestimate the time ADK allows for in art, PE and music. In District 303 in St. Charles where parents have to pay for the full day option, Kindergarten teachers would never give it up. Parents are incredibly pleased with that program. They watch the kids as they initiate learning and articulate what they are doing and where they are going. Our teachers are the unsung heroes, but it is difficult to get to the point of the student articulation. In other Districts they have heard from the common theme was "we would never give it up."

It was stated that it is difficult to question anything teachers or parents said. With 3 extra hours of instruction the kids are going to learn more. A question was brought up that it isn't whether there is any value to ADK, but if the proper protections are put in and we can help parents. And, at what cost? If we do this what will we not be able to do? A strong feeling was expressed that we must lengthen the school days, before considering ADK. It is doubted we will be able to do both, as it is very expensive to lengthen school day. Kindergarten teachers want ADK, but we don't want to be cutting hundreds of teachers and other programs because of it. It is not a question of whether there is value, but we need to comprehensively look at all programs for the next 5 years.

Mrs. Duncan responded that the fade out portion is our responsibility and we can address this as a District better than anyone we have seen. We will continue to maintain the upscale momentum as we comprehensively address each grade level. Where other Districts have seen the fadeout, a comprehensive plan was not put in place. With regard to interventions, it is hoped that programs such as LEAP and KLEAP will shrink because the curriculum will be built to be stronger to accelerate students learning with more intensity. Superintendent Mitrovich added that ADK is the most effective way to pick up time with students and we intend to follow up the grade line with curriculum enhancements.

Mrs. Duncan and Dr. Hester were thanked for their very informative presentation. If we had capacity in every building everyone would be for

ADK. There was discussion that portable classrooms might be an option where needed, however portables are not a long-term solution where multi-purpose rooms are needed. Those rooms are used for both PE and lunch. Typically the District builds dollars in the budget for light renovation, but building a multi-purpose room would be outside that budget. We need to creatively think of some alternatives that will cut the cost of construction before making decisions. It is apparent that ADK is desirable from academic standards, but the hang-up is cost and logistics.

Having a longer school day was discussed. Dave Zager and Kitty Ryan will look into how much longer the school day would need to be, along with what the costs would be in salaries benefits, etc. It was noted that the length of the elementary day might be reviewed, but it would be hard on high school students. It was suggested that a survey be conducted of the entire community to get feedback on ADK, longer school day, etc.

Superintendent Mitrovich summarized by stating that the administration has more homework to do in providing more detailed answers on ADK operating costs, long term sustainability, and alternatives to construction costs. After meeting with the elementary principals who are an incredibly creative group, we know this is the academically, educationally thing to do for our kids. We will test them even further to help us come up with a practical way to get the job done.

### **Enrollment Capacity Study Committee**

Mark Mitrovich introduced Chris Hall and Tom McGee from the Enrollment Capacity Study Committee (ECSC) to present information on the recommendation of the committee. Mr. Hall represents the new members who came on to the committee and Mr. McGee has been on the committee from day one. Mr. Hall indicated that the committee has made a lot of progress since December when they got clarification from the board and asked for a little more time. As a result, the ECSC has a recommendation they would like to present. Mr. McGee reviewed the following: the ECSC's direction; role of the ECSC; what their recommendations should consider; what is not the role of the ECSC.

Mr. Hall reviewed the progress made in the January meetings when the committee voted to bring Map 6 to the community for feedback. Five very well attended public forums were held at each of the junior highs. The feedback was compiled and presented to the ECSC. There has been much good discussion and dialogue. On February 15 the committee voted to make minor changes to the map and then bring a recommendation to the Board. The ECSC is strongly recommending this map as the best representation following analysis, feedback, emails. It is not perfect, but it is the result of a through and professional process of passionate and caring committee members who did the best they could with the information that was provided for them.

Thanks were expressed to the committee members and their families for their time spent away for multiple meetings. It was acknowledged that they were in the line of fire for emails and letters from community members. Thanks were

also expressed to Suzyn Price and Jim Dennison for serving as the Board representatives on the committee.

Board members requested assurance that enough was being done to relieve the overcrowding at Mill Street. Dave Zager responded that the moves we have outlined are based on the knowledge we have through enrollment projections which indicate that we have made enough movement that Mill Street can function as it should. Historically, Mill Street has more volatility and we will continue to monitor this. From what we can tell from projections these movements will take us to where we need to be as far as enrollment at Mill Street. There is still some grandfathering from the previous move from Mill to Elmwood, but that will diminish as the students advance in grades. With the movement to Elmwood, a reasonable concern that should be seriously considered is that a multi-purpose room might need to be built there.

River Woods has a partnership with park district for the use of their gym. Superintendent Mitrovich and Ray McGury from the park district are meeting next week to pursue discussions about partnerships for gyms at other schools.

It was suggested that the Board not take action on this tonight; it will be on the agenda for a vote on March 6. The administration will be prepared for questions regarding the issue at Mill Street being resolved. It is apparent that the ECSC and the community are anticipating that a decision be made quickly. There are still some issues to be discussed. If the Board reaches consensus, staff can act on the options of amending Map 6 or approving as is. Superintendent Mitrovich indicated that this issue needs to be addressed now and the reality is it will require continual monitoring. The change in demographics, economic realities, and mandated program changes required that we must be much more vigilant and responsive to the needs of our buildings. We are very sensitive to the situation at Mill Street the Board has heard and will consider all the comments made.

Public  
Comment

**Rob Bava – Mill Street parent.**

Thanked the Board, Committee, staff and administration for all their work. He expressed concern that map 6 did not provide enough relief for Mill Street. Between the demographic projections, student transfers, special programs and prospective ADK, he noted that it would not take long before Mill Street would be overcapacity. He urged the board to move an additional 50 – 60 students out of Mill Street.

**Marwan Zayed – East Green Trails**

Noted that it did not seem like anyone was listening to what the East Green Trails residents had to say. It does not make sense to move Green Trails students since they will be passing schools to get to their new assignment. He questioned if ADK did not get approved, would they still be moved and noted that this map should not be approved.

**Jennifer Keely – Mill Street**

Her children do not attend Mill Street, but she supports the District with her tax dollars. She noted that Mill Streets needs are not being met with map 6.

Although it is a step in the right direction, the time, expense, and emotions involved with changing schools warrants a more significant change this time.

**Mike Crossett – Mill Street**

Noted that map 6 does not meet the District's goal of providing equal opportunities for all students. The demographers project that growth will continue on the north side. He urged the Board to further amend map 6 by moving more students out and setting Mill Street up for success so we don't have to go through this again in a few years.

**Brian Harris – Green Trails**

Noted a lack of consistency in the decision making process of taking care of the overcrowding problem. Some neighborhoods are not affected while others are bearing the burden. He noted that ADK is not worth the disruption and was asking for an explanation of the thought process.

**Dave Gallagher – Mill Street**

Noted that the primary objective of the process was to look at both the current and future needs of the District. He is dumbfounded that the District is looking at map 6 as a solution because essentially it is a stop gap for 2 years. He urged the Board to take more action now and consider moving more students out of Mill Street

**Mark Grady - Mill Street**

Thanked the committee, administration and Board for their hard work and efforts. He noted that he is proud of the passion of the community. He indicated that map 6 does not result in similar class sizes for all schools and urged the Board to better address the issue to provide equal opportunities at all schools.

**Kristin Fitzgerald – Mill Street**

Thanked the Superintendent and Board for their hard work and continued attention to feedback. She noted that map 6 does not adequately address the issue at Mill Street. For many years the dedicated teachers at Mill Street have been asked to balance both the emotional and academic needs of the students in the most crowded classrooms in the District. She urged the Board to make further reductions that will allow students to build their passion for lifelong learning and give the school a fighting chance.

**Tricia Stafford – Lisle Resident**

Expressed concern with grandfathering and children moving away from all their friends. If there is a social emotional impact, there will be an educational impact and she questioned if anyone has considered this aspect.

**Ian Van Dintuer – Lisle Resident**

Heard the Superintendent discuss the sea of changes that will be taking place in educational policy. He noted that the ADK discussion and boundary discussion are taking place in two separate orbits. He urged the board to hold off on approving a map until the ADK issue is reconciled.

**Corey Schmidt – Mill Street**

Has two young children who are not yet at Mill Street and knows of other families who have recently moved into the Mill Street area with small children. Many parents have voiced concern that map 6 is still being presented without additional changes being made. Every child in the District needs access to the same opportunities. She noted that the teachers at Mill Street will probably retire early due to the conditions and it will be difficult to attract new teachers. She urged the Board to fix the problem so we don't have to come back and do this again in two years.

**Barb Vetter – Seven Bridges - Spoke on behalf of Lori Halldow**

Urged the Board to please fix what the ECSC committee refused to and leave Seven Bridges at Meadow Glens. She expressed disappointment that the committee did not see the fairness. She urged the Board to carefully listen to and consider the parent feedback and not dismiss it.

**Jin Wen - Seven Bridges**

Read through all comments from public forum. Unfortunately Map 6 was presented without addressing public forum issues. If not considering ADK why move Highlands students. The original purpose was to relieve overcapacity at Mill Street and Beebe. It looks bad to move Seven Bridges and Green Trails East just because they are not in Naperville.

**Jay Fisher – Lisle Resident**

Noted that boundary changes should be an exercise in shared sacrifice. He indicated that map 6 is a short term solution to a long term problem. He urged the Board to address the under-capacity issue in a more comprehensive way. He questioned if we could use capacity at other schools to accommodate ADK and save taxpayer money while being fair to all.

**John Herbstritt – NNHS Parent**

Echoed all the statements from the Mill Street parents to do something more than Map 6. He indicated that we can do better than this, get it done once and not have to review it in 2 years.

**John Tarantino – Mill Street**

Thanked the Superintendent, Board, staff and ECSC for their efforts to remap. Noted that all students in the District deserve the right for same educational experience. The Board of Education has an obligation to every school and every student in district, as well as a fiduciary responsibility. He urged the Board to reduce the number of students at Mill Street by an additional 50 – 75 in order to give them a fighting chance and ensure that we will not have to do this again in two years.

**Kendra Panick – Beebe Parent**

Noted that the most important goal is to balance enrollment throughout the District and Beebe and Mill Street students deserve the same opportunity as every other student. She expressed concern about grandfathering especially 5<sup>th</sup> grade Dual Language students. She noted that the Board was elected to make difficult decisions for all students in the District.

**Julee Kauling – Representing Maplebrook Dual Language Families**

Noted that the current map potentially moves DL students to a new location. Maplebrook serves as the home school to 50 of the more than 130 students in the DL program. After some effort on the part of the principal, parents and students, the program has been embraced and is a huge success at Maplebrook. Relocation of the program could be detrimental to it. She urged the Board to further discuss and reconsider the situation.

**Michelle Bratton – Seven Bridges Parent**

Noted that Seven Bridges is being sent to Ranch View which is the farthest south-east school in D203, and NNHS which is the farthest high school away. She suggested that her neighborhood should go to NCHS.

**Steve Yendel – Lisle Resident**

Understands the need to assist with some overcrowding issues. Map 6 does not fix the issues, is gerrymandered, doesn't make sense and doesn't meet optimizing transportation. He understands that this is all tied to ADK. He urged the Board to address Mill Street and Beebe as they deserve our attention but since ADK is a year or two off, we should do the right thing.

**Barb Vetter – Seven Bridges**

Noted that the process is moving too fast; and that while there was a study done and five public forums, no families have been included. She urged the Board not to lose the distinction between the students and the children. She noted the need for change due to Common Core but respectfully asked the Board to consider a map that resolves only the overcrowding situations.

**Scott Swanson – ADK**

The teachers who spoke tonight in favor of ADK made a big impression. He indicated that he is not asking the Board and the community if we can do something, but how are we going to do it. We need to find a way to do what the teachers need in the right way. The cost seems high, but we have a community of interests and effort. If we need additional funding, we will ask for it. He extended heartfelt apologies to those families who are being so disrupted.

**Wenlei Mao – Green Trails**

Noted that it is understood that they have to move out of Steeple Run, but Ranch View is not a good home for Green Trails students since it is four miles away and you have to drive past Meadow Glens to get there. She noted statistics at the schools and expressed concerned that the increases in class size will affect the learning environment and quality of education. Green Trails and Seven Bridges are not Naperville residents, but need to be treated the same as they pay the same taxes. She requested that all families and students across District 203 be treated fairly.

**DeAnn Kerr -**

Has a special needs child and questioned if the special education budget will be cut to fund ADK? She expressed concern that the District has not looked thoroughly into funding ADK over the long term. She suggested that the District be very careful and thoughtful about funding and separate the issues of

enrollment capacity and ADK

**Bob Bowman – Bolingbrook Resident**

Questioned why we are making people suffer with the emotional impact on students to implement ADK; it is all about daycare. He noted that he felt ADK is a foregone conclusion and that we already have the second best school district based on college entrance exams. He questioned how much this would cost tax wise and noted that if there is extra money, taxes should be cut. He indicated that he has received inconsistent information. He suggested that the District look at capacity at Mill Street and Beebe based on the assumption that we will not implement ADK.

**Lance Jansen – Cress Creek Commons**

Expressed concern about overcrowding at Mill Street School. If map 6 is approved, it does not meet the goal of balancing enrollment and we will be back in another two years going through this redistricting again. He noted that the District is wonderful and the teachers are awesome but he urged the Board to do the right thing and not approve map 6.

**Cara O'Reilly**

Questioned if we can afford ADK. She noted that the educators are begging us to move forward with this. She offered some suggestions to help with implementation; charging an extra fee for ADK; have ADK at schools that have capacity; parents provide transportation; have kindergarten students bring and eat lunch in classrooms.

**John Brubaker – East Highlands**

Discussed the movement he endured in D203 as a student and noted that he was not shortchanged by the moves. He was provided a very strong foundation for college. He noted that there will be very limited impact on today's students as drawing boundaries is a rare occurrence. He suggested that the emphasis should be put on making the best use of facilities and looking for new programs while managing consistent class size and quality education across the District.

**Phil Boldvc – Mill Street**

Urged the Board to please reduce Mill Street for 12-13 and into the future. He noted that they need more relieve. He urged the Board to address disciplinary policies and include a policy to have disruptive students removed from classroom.

**Bill McCormick**

Noted that map 6 is not perfect and will not be perfect. Beebe and Mill Street problems need to be addressed. He noted that he appreciates the Boards' holistic point of view and that there are many different ideas that need to be looked at thoroughly. He urged the Board not to rush and to address what needs to be addressed and look at the big picture.

**Clare Tang – Ranch View**

Noted that Ranch View lost three principals – they have the best teachers and the reward is that you dump 178 students on us. She noted that everyone

supports the over capacity issue, but solving that issue does not mix with the ADK issue. She has a daughter in honors math at Ranch View and pushes her child to study and complete a lot of homework.

**John Gafrick- Mill Street**

Noted that he fully supports the redistrict to balance the population across facilities. ADK and Common Core are valid. His opinion is 750 is too high of a population at Mill Street. Fast forward to 2013 and beyond with a map 6 recommendation, including ADK, etc. the situation will be worse. If real growth aligns more closely with upper track from these reports students will be overcrowded again. He urged the Board to lower the students count below 750 at Mill Street.

**Cathie Bucek**

Noted that the Agenda was reordered to put ADK first and ECSC second. She urged the Board to please look at ADK, extended school day or year first and then look at other moves.

New Business

Old Business

Upcoming  
Events

Adjournment      Price moved to adjourn the meeting at 12:06 a.m. Fielden seconded the motion. A voice vote was taken. Those voting yes were: Crotty, Price, Romberg, Dennison, Weeks, Jaensch and Fielden. No: None. The motion carried unanimously.

Approved            March 19, 2012

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Mike Jaensch, President  
Board of Education

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Maureen Dvorak, Secretary Pro Tem  
Board of Education