

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.

August 20, 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: Charles Cush, Terry Fielden, Kristin Fitzgerald, Kristine Gericke, Paul Leong and Donna Wandke. Janet Yang Rohr arrived at 6:40p.m.

Administrators present were:

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

Closed Session

Paul Leong moved, seconded by Terry Fielden to go into Closed Session at 6:00 p.m. for consideration of:

1. Pursuant to 5 ILCS 120/2(c)(21) Discussion of minutes of meetings lawfully closed under the Open Meetings Act, for the purposes of approval by the body of the minutes or semi-review of the minutes as mandated by Section 2.06. 07/16/2018, 08/06/2018
2. Pursuant to 5 ILCS120/2(c)(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District.
3. Pursuant to 5 ILCS 120/2 (c)(11) Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal.
4. Pursuant to 5 ILCS 120/2(c)(2) Collective negotiating matters between the public body and its employees or their representatives

Meeting Opening

Donna Wandke made a motion, seconded by Paul Leong to return to Open Session at 7:05 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: Seamus McGuinness, NCHS and Haley Cush, NNHS.

Administrators present: Dan Bridges, Superintendent, 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, Steve Mathis, Director of Buildings and rounds 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 for Curriculum and Instruction. Absent: Roger Brunelle, Chief Information Officer

Board members led the Pledge of Allegiance.

Good News:

Seamus McGuinness from NCHS reported that the class of 2022 was welcomed. Had our back to school dance and football scrimmage. The college and Career Center has been expanded which is very helpful to students researching colleges. Open House in Wednesday, August 22.

The first 2018-2019 SAT will be held at NCHS on Saturday, August 25.

Haley Cush, NNHS, Junior. The school year is off to a great start. Had a great welcome for the class of 2022. Allows the Freshmen to see the school and connect with their Link Crews. Had Blue and Orange scrimmages and this Friday is the first football game and it is Senior night for the football team and Spirits. In the Arts department, the Freshmen and Sophomore play, The Delightful Quarantine. Students are already using the new silent study room of the Learning Commons. Open house is Wednesday, August 22 from 6:45-8:45.

Public Comment:

None

Monthly Reports:

- Treasurer’s Report-The Board received the Jun Treasurer’s Statement
- Investments-The Board received the June Investment Report
- Insurance Report-The Board received the June Insurance Report
- Budget-The Board received the June Budget Report

Action by Consent:

1. **Bills and Claims** from Warrant #1009014 thru Warrant #1009575 totaling \$19,799,814.09 for the period of July 17, 2018-August 20, 2018
2. **Adoption of Personnel Report**

	EFFECTIVE DATE	LOCATION	POSITION
RESIGNATION-CERTIFIED			
Stephen Schrage	12-Aug-18	Mill St/Ellsworth	Physical Education

APPOINTMENT-CERTIFIED FULL-TIME

Megan Forrest	13-Aug-18	Maplebrook	1st Grade
Kaitlin Kearney	13-Aug-18	Scott	Speech-Language Pathologist
Kelli Stanford	13-Aug-18	Maplebrook	3rd Grade
Lisa Yager	13-Aug-18	MJHS	Learning Behavior Specialist
Donald Hubek	20-Aug-18	Mill & Ellsworth	Physical Education (40%)
Kelly Myers	22-Aug-18	Scott	Learning Behavior Specialist (5

APPOINTMENT-CERTIFIED PART-TIME

	8/13/18-		
John Hoth	12/21/18	NNHS	Social Science (40%)
Kristen Ufheil	13-Aug-18	MJHS	PLTW (57%)
Hannah Westlove	13-Aug-18	Elmwood/Beebe	Physical Education (40%)

RETIREMENT-CLASSIFIED

Debra Wieckiewicz	16-Jul-18	Prairie	Special Education Assistant
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RESIGNATION-CLASSIFIED

Kathleen Benedyk-Fuglsang	13-Aug-18	Meadow Glens	Instructional Assistant
Barbara Bordon	29-Aug-18	ARECC	Special Education Assistant
Janelle Brickhouse	14-Aug-18	Transportation	Bus Driver
Jill Hansen	6-Aug-18	Naperville North	Special Education Assistant
Sandra Hardcastle	3-Aug-18	Transportation	Bus Driver
Samantha Olenick	10-Aug-18	Meadow Glens	Special Education Assistant
Maria Roca	14-Aug-18	Mill Street	Special Education Assistant
Sarah Stephens	9-Aug-18	Naperville North	EL Assistant

REASSIGNMENT-NON-UNION CLASSIFIED

Mary Gil	21-Aug-18	ARECC	Parent Educator
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EMPLOYMENT-NON-UNION CLASSIFIED

Sinikka Mondini	20-Aug-18	PSAC	Executive Director of Communications
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EMPLOYMENT-CLASSIFIED FULL-TIME

Gabriela Alvarado	15-Aug-18	Steeple Run	Dual Language Assistant
Karen Cairns	15-Aug-18	Ranch View	Special Education Assistant
Randall Cupp	15-Aug-18	Transportation	Bus Driver
Shpetim Duci	13-Aug-18	Naperville North	Custodian
Susan Ekkebus	15-Aug-18	Mill Street	Instructional Assistant
Maureen Gafrick	15-Aug-18	Beebe	Special Education Assistant
Sara Hofner	15-Aug-18	ARECC	Special Education Assistant
Russell Johnson	15-Aug-18	Transportation	Bus Driver
Kris Kopczynski	21-Aug-18	Prairie	Special Education Assistant
Jill Kucera	15-Aug-18	Mill Street	Special Education Assistant
Lauria Manzardo	15-Aug-18	ARECC	Special Education Assistant
Denisse Preece	15-Aug-18	Steeple Run	Dual Language Assistant
Suzyn Price	15-Aug-18	Naperville North	Lab Assistant
Crystal Sajdak	15-Aug-18	Kingsley	Special Education Assistant
Steven Schnack	15-Aug-18	Kingsley	LC Assistant

Pushime Siqeca	21-Aug-18	Naperville North	Custodian
Victoria Stephansen	15-Aug-18	Ranch View	Special Education Assistant
Marianne Delwood	21-Aug-18	NNHS	Special Education Assistant
LEAVE OF ABSENCE-CLASSIFIED			
	8/15/18 –		
David Gaydos	12/21/18	NNHS	Special Education Assistant

3. Meeting Minutes 07/16/2018 and 08/06/2018

4. Administrative and Classified Salaries

Kristine Gericke made a motion to approve the Consent Agenda minus the minutes from the 08/06/2018 Board of Education meeting. Terry Fielden seconded. Those voting yes: Wandke, Yang Rohr, Gericke, Cush, Leong, Fielden and Fitzgerald. No: None.

5. Board Meeting Minutes: 08/06/2018

Kristine Gericke motioned that the minutes from the 08/06/2018 Board of Education meeting be approved. Charles Cush seconded. A roll call vote was taken. Those voting yes: Fitzgerald, Wandke, Gericke, Yang Rohr, Leong and Cush. Those voting no: None. Abstain: Fielden.

Communications:

Freedom of Information Requests:

- Roy FOIA
- Roy FOIA
- Richards FOIA
- Roy FOIA

Superintendent/Staff/School Report:

Dan Bridges introduced Dr. Rakeda Leaks, newly appointed Executive Director of Diversity and Inclusion and Sinikka Mondini, newly appointed Executive Director of Communications.

MTSS Overview:

Dr. Jen Hester, Chief Academic Officer and Jayne Willard, Assistant Superintendent for Curriculum and Instruction, thanked the Board of Education for the opportunity to update the Board of Education on the Multi-Tiered System of Support, MTSS.

Dr. Hester reviewed the expected outcomes of tonight’s presentation:

- Understand why all students need systems of support
- Review components of the Multi-tiered system of support (MTSS)
- Understand how students receive supports through the MTSS process
- Understand the implementation timeline

MTSS will be fully implemented in the 2019-2020 school year.

The purpose of the MTSS is to ensure every student achieves grade level standards and grows academically and socially-emotionally from year to year. The MTSS is a systemic approach to closing achievement gaps, differentiating instruction for all learners, and creating equity among services and resources.

This evening's presentation will focus on why *all* students need tiered system of supports, further describe the tiers in the system of support, and share examples of how the system works in schools.

The goal of the MTSS is to ensure that every student achieves, and every student grows. In the first tier, all students receive grade level instruction in the core curriculum. Learning experiences are differentiated based upon the student's current understanding of the learning outcome, and progress is carefully monitored to ensure all students are mastering the essential standards.

In the second tier begins targeted instruction, instruction and supports continue in the core curriculum and supplemental interventions and e are added to tier 1 instruction. Even with high quality curriculum and instruction and active collaboration in the PLC, some students will require additional supports in order to grow within the standards. Interventions/extensions are aligned to the core curriculum and focus on altering the time a student engages in learning the essential standards.

In the third tier, students receive intensive instruction in addition to the targeted and core instruction received in tiers 1 and 2. Tier 3 supports students who are significantly discrepant in prerequisite grade level standards or demonstrate mastery with grade level content and are in need of acceleration. Intensive Instruction focuses on meeting the individual needs of the learner by providing intensive, specially designed instruction aligned to the identified educational need and essential standards from the core curriculum.

This pyramid is inverted to represent that teachers always begin with tier 1, core curriculum and instruction for every student. It is important to remember that the base or core is NEVER taken away or replaced. The core is simply supplemented. Supporting students' academic and social emotional growth requires collaboration from educators, families, students, and the community. Meeting the needs of every learner requires the joining of collective expertise, skills and knowledge through the implementation of collaborative teams. Parents are viewed as essential partners and their expertise and knowledge of their child is critical in developing interventions/enhancements that accelerate learning. We have identified three formal collaborative teams: (1) School Improvement Team, (2) Professional Learning Community, and (3) Instructional Support Team--as the central structure for responding to the academic and social-emotional needs of students.

Mrs Willard gave an example of the MTSS process and how students are supported at the Junior High and High School levels. In the first example a 7th grade student is struggling to manage stress and is not completing work in and outside of class. The

grade level team, such as the Bears, comes together as a PLC during their planning time to identify the grade level SEL skills that need to be taught and develop the intervention to support the student with the standard. They may request that the social worker and or counselor joins them to help plan the intervention. The team analyzes data to understand the exact student needs and to see if there are other students who may benefit from the same support. The team then designs the intervention, decides how they will progress monitor and creates a plan for instruction. Parents are notified of the need and support. In our current school day structure, the intervention is delivered during supervised study or during a different time of the day when the students can all meet. At times, this can interrupt core instruction.

At the high school level a student is demonstrating proficiency, excitement, and inquiry with the essential standards in Chemistry. This student shows engagement during class and seeks additional learning challenges. The PLC reviews data and identifies a group of students with a similar profile that could use some extension opportunities outside of the core classroom. In our current structure our teachers open their classrooms before school, during lunch, and after school for students to engage in self-directed chemistry labs. This extension is not consistent but provides interested students time to extend their learning. This structure does not identify all students who could benefit from an extension and is dependent on teacher availability throughout the day. This support works for some students but we know there are others, who due to time constraints, are missing out on these extending learning opportunities.

As you can see with both of these plans we need to ensure that we have dedicated time to intervene and extend within our elementary, junior high, and high school day.

This year is a year of learning and preparation for full MTSS implementation during the 2019-2020 school year. Staff will continue to build their capacity in all areas of the Multi-tiered system of support through 4 additional modules designed by our K-12 committee members. This learning will provide teachers with a detailed overview of the purpose and actions associated with each of the three tiers. The modules include an overview of curriculum and instruction, collective responsibility, assessment practices, and evidence based supports at each tier. It is then the job of the buildings to develop their school level implementation plan. Building leaders will work with their school improvement teams to create a plan for full implementation that considers their school context and responds to the students, structures, and programs that are unique to their individual building.

For implementation of MTSS to be successful, we must ensure that:

- A Rigorous curriculum is place and that continue to foster and provide high quality instructional practices
- That our SIT, PLCS, and ISTs are High functioning collaborative teams
- That Valid and reliable suite of assessments is available for collaborative teams.
- Time for collaboration, intervention, and extension

We still have some things to work on through our school day commitments to support successful implementation of the MTSS.

In thinking about the elementary day, our elementary teachers are currently using time within the students' instructional day to provide interventions and to extend learning. Unfortunately, the elementary day is stretched to the max. With the addition of explicit SEL instruction and an inquiry-based science curriculum, elementary teachers need more time for instruction and time for teacher collaboration.

In considering the junior high and high school schedules, our teachers currently differentiate learning in the classroom and meet students to intervene or extend before school, after school, and anytime in between that they can find. There just isn't dedicated time for teachers to plan and deliver intentional interventions and extensions.

This lack of time to provide students with the intentional supports that they need has been a topic of conversation in the school day committee, the elementary day committee, the junior high day committee, and in the MTSS committee. Through upcoming recommendations to the Board of Education, District administration will seek dedicated intervention/extension time and an agreement that teachers can plan for and implement interventions and extensions within the instructional day.

Questions from the Board of Education:

Q--If parent's want to learn more about extension opportunities who do they contact?

A--The student's classroom teacher first and building principal will be able to walk parents through the extension opportunities that are available.

Q--What is the major driver of implementation for Tier 2 and Tier 3?

A--Classroom teachers and the Professional Learning Community will work to create groups who need additional support or extension. The Professional Learning Community will develop the intervention or extensions and who is the best person to deliver. Within a prescribed timeline there is a review and a decision is made to add more or to move forward. Tier 2 is some students or a group of students.

In Tier 3 it is an individual problem solving plan. Collaboration between the Professional Learning Community and the Instructional Support team for an individual student Progress monitoring moves to weekly instead of every 3 weeks.

Q--Any idea of number of students who will use T2- and Tier 3?

A--In the RtI model we were told to expect about 15% in Tier 2 and about 5% in Tier 3. Our model is unique and is developed from the standards that students are either achieving or not achieving, we don't really know what the numbers will be yet.

Thank you for the clarity and thoroughness.

President's Report:

Reminder about the Board of Education self-evaluation on August 31, 2018. Thank you for completing the survey.

Board of Education Reports:

Board members who visited adopted schools on the first day were very pleased with what they say. The evolution of the Learning Commons is impressive and it is evident

that a lot of thought went into their creation. Members of the community are encouraged to go and see these exciting new areas for learning.

Discussion without Action:

2018-2019 Budget Workshop:

Dan Bridges, Superintendent of Schools, walked the Board of Education through this first Budget Workshop.

Provides funding for Instructional Services and Program Expansions

- Provides additional funding for Student Services
- Abates Debt Service Tax Levy
- Demonstrates continued vigilance to ensure long-term financial stability (3.20.A)

The Board of Education has had the opportunity to review and ask questions and provide direction to the Administration.

The budget is on display at the Libraries and on the District website.

There will be a public hearing on the Budget on September 17, 2018.

The work of the budget dates back to April, 2018. We have really been digging in to keep our spending in line.

Staffing changes included, there have been an increase in Elementary and Student Services. Staffing changes based on previous action by the Board of Education adding about 9.6 additional staff.

Revenues are up by about 2.8%. Most of our funding is from local sources.

We expect to receive about a 5% increase from the state due to the new Evidence Based Funding Formula.

We have been approved for a Preschool for all grant.

We are budgeting a decrease in Federal Funding due to a decrease in our Title 1 grant.

The 2018-2019 represents about a 2.6% increase over the 2017-2018 school year budget if the payment of the 2008 bond issue is removed. This payment reduces the tax levy for district residents.

We have the next three meetings to respond to any questions.

Questions/Comments from the Board of Education:

The Board of Education thanked the Administration for the work and that is has been a long but good process.

We have put a lot of focus on the LRC's and they are a big improvement to learning environment and for students.

We need to highlight that to the community and know the direction we are headed.

Grants: forward thinking that when the grants run out the district needs to be ready to fund the programs if or when the grants go away.

Kid's survey where we go from there in particular the readiness as this survey has shown that 50% of Kindergartners are not ready. In the long term, we need to be looking at out Pre K programs and seeing where and how we can expand those offerings.

Q--Large increase in Professional Services somewhat impacted thru Special Education transportation, is it true that we recoup about 80% of that cost from the state?

A--Yes, through Transportation grants we do recoup about 80% of our Special Transportation costs. This contributes to both the cost and revenue side.

Lots of moving pieces, thank you for the additional numbers. Thank you for working to get the numbers to a point that we can all understand. We need to always be financially responsible.

We represent the community so we have to be sure we are spending our dollars where we receive the biggest impact.

Public hearing September 17, 2018

Please submit your questions to Dan Bridges or Kristin Fitzgerald or Donna Wandke.

Discussion with Action:

Full Day Community Preschool Tuition:

Dr. Christine Igoe, Assistant Superintendent for Student Services, provided the Board of Education some background on the preschool services that District 203 provides.

District 203 provides early childhood services focused on preparing approximately 450 students to enter kindergarten eager and ready to learn through the implementation of 3 programs:

- Preschool for All (PFA) which provides services for students who are at-risk for academic failure;
- Special Education which provides services for students who are eligible under IDEA; and
- Community program which is tuition-based and open to any student in our community.

The vast majority of services are provided through a blended classroom model in which students from all 3 programs are served within a multi-age classroom. Special education classrooms are available for students who require more individualized support or need a longer school day to meet their needs.

The district has been awarded the Preschool For All Expansion (PFAE) grant which allows us to offer a full day early childhood learning experience to our students. Beginning with 2018-19 school year, Maplebrook and Scott will become magnet sites for our full day classrooms and each will welcome approximately 32 preschool students. Students will be served in blended classrooms which includes students who are eligible for the PFAE grant, students with IEPs and community students. In order to include community students in the full day classrooms, a tuition rate needs to be established.

The tuition rate for our community students who attend the half-day program is \$245/month.

A tuition rate of \$490/month is recommended for the full day classrooms

There are still a few spots remaining and anyone interested can reach out to AJ McCree, Principal at Ann Reid Early Childhood Center.

Donna Wandke made a motion that the Full Day Community Preschool Tuition be set at \$490 dollars per month. Paul Leong seconded. Those voting yes: Yang Rohr, Cush, Fitzgerald, Wandke, Fielden, Leong and Gericke. Those voting no: none.

Collective Bargaining Agreement with NESPA:

Earlier this week the members of the Naperville Educational Support Professionals Association ratified a tentative agreement with the Board of Education that runs from the 2018-2019 school year through the 2020-2021 school year. The administration recommends that this contract be approved by the Board of Education.

Terry Fielden motioned that the collective bargaining agreement with NESPA be approved. Charles Cush seconded. Those voting yes: Fitzgerald, Fielden, Gericke, Cush, Leong, Yang Rohr and Wandke. Those voting no: none.

We appreciate the work of the members of NESPA. A great group of individuals who do a lot of great work.

Appointment of Treasurer:

As was noted in the Personnel Report, the current treasurer resigned her position. The Administration recommends that you approve Melanie Brown, Director of Business Services to be the Board of Education Treasurer as required by School Code, effective August 21, 2018.

Donna Wandke motioned that Melanie Brown be appointed Treasurer of the Board of Education. Charles Cush seconded. Those voting yes: Wandke, Leong, Yang Rohr, Fitzgerald, Fielden, Gericke, Cush. Those voting no: none.

Old Business:

None

New Business:

None

Upcoming Events:

The Board self-evaluation on August 31, 2018.

Next Board meeting will be on September 4 with the budget approval date as the September 17, 2018 Board of Education meeting.

Return to Closed Session:

Adjournment:

Charles Cush motioned that the meeting be adjourned at 7:55p.m., Terry Fielden seconded. A voice vote was taken. Motion carries.

Approved:

September 17, 2018

Kristin Fitzgerald, President
Board of Education

Susan Patton, Secretary
Board of Education