
MINUTES OF A MEETING OF THE BOARD OF EDUCATION, NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE AND WILL COUNTIES, ILLINOIS, HELD AT District Administration Building, 203 West Hillside Road, Naperville, IL 60540
April 1, 2024, AT 7:00 pm. Closed Session at 5:00 pm

Call to order

President Kristine Gericke called the meeting to order at 5:00 p.m. Board members present: Kristine Gericke, Kristin Fitzgerald, Joe Kozminski, Charles Cush, Amanda McMillen, and Donna Wandke. Kelley Black joined via phone at 6:03pm.

Administrators present were:
Dan Bridges, Superintendent,
Bob Ross, Chief Human Resources Officer
Michael Frances, Chief Financial Officer/CSBO

Closed Session

Amanda McMillen moved, seconded by Charles Cush to go into Closed Session at 6:01 p.m. for consideration of:

1. Pursuant to 5 ILCS 120/2(c)(16) Self-evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the public body is a member.
2. Pursuant to 5 ILCS 120/2(c)(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees or legal counsel, including hearing testimony on a complaint lodged against an employee or legal counsel to determine its validity.
3. Pursuant to 5 ILCS 120/2 (c)(2) Collective negotiating matters between the school board and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.
4. Pursuant to 5 ILCS 120/2 (c)(11) Litigation, when an action against, affecting or on behalf of the school board has been filed and is pending before a court or administrative tribunal or when the school board finds an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting.

Those voting yes: Cush, Gericke, Kelley Black, McMillen, and Wandke. Those voting no: None. Absent: Kozminski, and Fitzgerald. The motion carried.
The Board of Education entered closed session at 6:01 pm.

Meeting Opening

Charles Cush made a motion, seconded by Kristin Fitzgerald to return to Open Session at 7:15pm. A roll call vote was taken. Those voting yes: McMillen, Gericke, Fitzgerald, Wandke, Cush, and Kozminski. Those voting no: None. Absent: Kelley Black. The motion carried.

A motion was made and approved in Closed Session to allow Melissa Kelley Black to join via phone.

Welcome and Mission

Kristine Gericke welcomed all and read Naperville Community Unit School District 203's Mission Statement.

Roll Call

Board members present: Kristine Gericke, Kristin Fitzgerald, Charles Cush, Joe Kozminski, Amanda McMillen, Melissa Kelley Black, and Donna Wandke.

Student Ambassadors present: None.

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

Pledge of Allegiance

Led by the Board of Education

Good News:

Naperville North Robotics Coach Geoffrey Schmit was awarded the Woodie Flowers Award at this past weekend’s Midwest Regional FIRST Robotics Competition. This award highlights an exceptional mentor which is exactly what Mr. Schmit embodies. After 16 years of leading our team, this award is well deserved. Congratulations Mr. Schmit and thank you for everything!

The Dress Up 203 initiative was developed by seven moms to provide up-cycled and new formal wear for Naperville North and Naperville Central high school students who may not have the means or ability to purchase formal wear themselves. On a recent Saturday, 33 students said “Yes to the Dress” from a selection of almost 500 donated dresses, as well as shoes and accessories to make their Prom night an experience to remember. Thank you Dress Up 203 for supporting our students.

Public Comment:

President Gericke gave parameters for Public Comment.

Wright King-CTE teacher at NCHS CTE courses have changed drastically over the last 20 years. Basic drafting class for one semester for manufacturing pathway. Both classes using lasers and 3D printers, different from what other schools are doing. Keep as one semester classes.

Action by Consent:

1. Adoption of Personnel Report

	Effective Date	Location	Position
APPOINTMENT-ADMINISTRATION			
Jon Pereiro	7/1/2024	NNHS	Athletic Director
RESIGNATION-CERTIFIED			
Daniel Kischuk	8/7/2024	NCHS/NNHS	General Technical Arts Teacher
LEAVE OF ABSENCE-CERTIFIED			
Kelly Tolcher	11/4/24 - 12/20/24	NCHS	Mathematics
RETIREMENT-CLASSIFIED			
Amy Auerbach	8/15/2023	Prairie	Instructional Assistant
Robert Charnas	5/31/2024	Building and Grounds	Maintenance 2nd - 1st
Diane Scroggs	6/30/2024	Ranch View	Health Technician

RESIGNATION-CLASSIFIED			
Emily Blakesley	3/22/2024	Meadow Glens	Special Education Assistant
Amy Dahn	5/23/2024	Kingsley	Instructional Assistant
Kristine Boot	5/23/2024	Kingsley	Special Education Assistant
REASSIGNMENT-NON-UNION CLASSIFIED			
Julie Strang	4/8/2024	PSAC	Bookkeeper

Board member wanted to pull it for discussion.

Superintendent noted that this is the only item on the agenda and we do not discuss specific personnel matters in open session. The Board had an opportunity to discuss in Closed Session.

Amanda McMillen made a motion to approve the Consent as presented, seconded by Joe Kozminski. Those voting yes: McMillen, Kozminski, Fitzgerald, Cush, and Gericke. No: Kelley Black and Wandke. The motion carried.

Superintendent/Staff/School Report

Superintendent Bridges mentioned the Talk 203 message regarding eLearning. We are finalizing a survey of our stakeholders. We anticipate this survey being released the week of April 8. This is also timely due to our current plan expiring in June.

Tentative 2024-2025 Board of Education Meeting Calendar

This is not for discussion. This is to allow Board members to look at calendars. We will discuss at the April 15 Board meeting. We will ask for action on May 6.

Music Update

Superintendent Bridges gave some background on this change to the music program that began in the Fall of the 2023-2024 School year.

- During the Spring of 2023, district and building administrators, alongside teachers in our music program at Naperville North and Naperville Central high schools proposed a change to the district’s concurrent enrollment requirements.
- Grounded in best practice, research, a desire to increase learning, growth and proficiency towards the music standards, the team recommended the re-installation of a concurrent expectation that required students to receive direct skill and technique instruction in the form of a curricular course or a technique experience during the school day when participating in the co-curricular/extracurricular component aligned with the music program.
- During the 2022-2023 school year, there were several presentations regarding desired updates and changes to the high school music program.
- Following much discussion, we implemented a concurrent enrollment requirement that allowed students to meet the expectations by enrolling in a music course or by taking a lunch-time technique course.
- In our presentation in January 2023, we highlighted many benefits for the revised music plan in all of our presentations. The benefits still remain, but we now have some data to tell us if students and our programs are benefiting from this change.
 - There is still an expectation for concurrent enrollment.
 - The plan takes steps towards prioritizing skill development and growth.
 - Students who do not currently have access to tutors and other forms of skill development can access the technique courses throughout the day.
 - It allows improved management of teacher time and focus.

- It allows us to collect data/information regarding the experience, the impact, and learn from the year, prior to finalizing what the district's concurrent enrollment requirement will be moving forward.
- Although our music program was not previously structured to support the fulfillment of our vision for music education in the district, there were concerns expressed regarding the changes we were proposing to address this significant concern.
- The re-establishment of a concurrent enrollment requirement did not have a great impact on student enrollment.
- The re-established expectation has allowed us to begin to trend more in a positive direction.
- At NCHS there were 28 less students in band than in 22-23.
- The addition of our lunch-time technique course has been new to our program.
- Our data shows that some students are meeting their concurrent enrollment requirement by taking technique. Most students are still meeting the requirement by enrolling in a curricular course.
- Technique has been flexibly scheduled to meet the needs of students. Our teachers have found creative solutions for students and they continue to start with yes and work with our students to determine the best schedule for technique.
- Technique is structured to provide opportunities for students to work on specific skills that have been identified to support their growth.
- There were many benefits to technique and our data is showing that it is a popular experience that seems to be a choice of many students.
- Technique is a very collaborative learning process, students and teachers collaboratively determine the best time for technique to occur and determine the goals together
- Students like having options for meeting the expectations and many are choosing to exceed our asks and expectations because of their love for music. Our students and our overall program seem to be benefiting from the change, but we would like to have a minimum of a full-year of data to review before reconsidering changes to our requirement.
- We believe that there is more learning that can occur and would like the opportunity to do so, by continuing to improve on our structure currently in place and continuing to collect the data for a more comprehensive data set to review.

Board Questions/Comments:

Thank you. Number of students who dropped curricular, do we have data on the impact of our extracurricular?

Mr. Janssen noted the slide that has the numbers.

Is there a slide that has historical data? From last year to this year at NCHS we had about 100 more students per semester and at NNHS they were more stable. What did we lose sections of?

Dr. Holland responded that we have students forgoing study halls and early dismissal to take additional classes. Not always curricular classes.

Why are seeing more students at NCHS vs NNHS?

Ms. Mancuso noted a significant drop during and after the pandemic. Since then, we have been seeing consistent growth.

Where are we seeing diminished sections?

Dr. Holland remarked that she can try to get back to you but will have to make assumptions about the change in interests. These changes happen every year.

Dr. Holland added that there is not always a direct correlation. We are trying to highlight that the shifts have been happening for years.

100 students is a significant number.

Mr. Janssen noted NCHS numbers are students who chose to take technique but not drop a class.

Is it possible to ask students what their reasons were?

This year they were not required to take a curricular class as they could take it during its lunch. I appreciate the student voice as to the impact this change has had. Could we post the student responses?

79 choir students who chose to do technique at lunch at NNHS, how did you handle that?

Mr. Janssen it is a puzzle piece. We were used to working with students at different times of the day. It was more difficult figuring out how to track this student voice data. This has been the most important part.

Ms. Mancuso added band and choir have worked together to identify areas they would focus on. Lunch split between teachers has allowed them to meet with every student. All are thriving.

I appreciate the voices. Can you characterize the impact on the program?

Mr. Janssen stated we have been helping students track growth not just talent. We have much stronger relationships with students and their abilities. The consistent feedback is that we have so much data on where students are so we can choose music that best fits their skill levels.

Thank you for bringing us what you believe students need and for continuing to work, evaluate, and fine tune it and being honest about the pros and cons and continuing to give us the data.

Appreciate the report. How does Show Choir factor into this?

Dr. Holland explained that it is a cocurricular activity that is only happening at NNHS. NCHS is issuing a survey to fully understand the interest at NCHS. Clubs and activities are determined by interest. If there is not enough interest, there is a plan in place that may allow some NCHS students to go to NNHS.

Is there a set number of students that would determine the creation of an activity?

Dr. Holland noted there are many factors. In the past we have thought 20-25 students.

Mr. Janssen added that there are regulations on size for Show Choir.

Do they meet during school or after?

Mr. Janssen responded Show Choir is an extracurricular that meets after school.

Do we offer the same at both HS?

Dr. Holland noted that the stipend committee is outside of this report. They meet annually to talk about experiences for students.

What do we have now that is different at each school?

Dr. Holland stated she would have to follow up with that information.

Who is on that committee?

Superintendent Bridges noted it is spelled out in the NUEA contract. It is made up mostly of NEUA members and Administration.

How do we gauge student interest?

Dr. Holland noted it is different at each school. Each committee member is responsible for gauging interest. Brought to the committee to discuss. Staff members who have relationships with students can bring any updates or changes.

Agreed with colleagues on sentiments for more data.

I would like to see some student survey data. Does every student who is doing extracurricular has access to technique? Have there been any outliers?

Mr. Janssen noted there are students who are in Color Guard and we work with individual students to make this work.

Students doing technique only, are they mainly doing this because they have other curricular goals?

Mr. Janssen stated it is a variety of those reasons.

Glad you are extending the data collection for another year. Are these students growing enough to keep up with other students?

Mr. Janssen stated yes. We are collecting that data. This will allow students to reflect on their growth.

Mrs. Mancuso added we are seeing students having a lot of success.

This year they can have curricular or technique and will do that again in 2024-2025.

Appreciate the report and the willingness and desire to get more data. Is there any projected staffing impact?

Dr. Holland noted we have been able to identify music program staff to have co teaching in place. For next year, there is an increase to support the outcomes we want to meet.

There has been no net change?

Dr. Holland stated it is both, a slight increase in staffing and using what we have by taking a harder look at scheduling.

Any concerns raised that you are working through?

Dr. Holland stated how much can a student actually grow during the technique period? Trying to be more realistic by talking about the experience. We have had some conversations about where else we can offer the technique experience.

Mr. Janssen added that struggles are mainly around how we make this work. Learning has been about how we manage the scheduling.

Any thoughts at looking at the junior high level?

Mrs. Willard stated we will address and look at when we look at the school day.

President's Report

No report

Board of Education reports:

Board member McMillen reminded all that the NEF breakfast is two weeks away on April 16 at the Embassy Suites.

Talked about her school visits.

Board member Cush reported on his visit to ARECC. The approach they are taking at looking at the work they are doing there to help students.

Discussion without Action

New Course Proposals

Superintendent Bridges noted that annually through the course audit process, Administration brings forward to the Board of Education recommendations for new courses as well as recommendations for the removal of courses. This process is aligned with Board policy 6.40 Curriculum Development. We will be asking the Board for action at the April 15 Board meeting.

Mr. Bridges invited Jayne Willard to start the report.

- We are here to share new course recommendations and course removals with the BOE for approval. This work is the outcome of a two year process the high school department leadership has working on as a collective group to ensure the best course selections for students.
 - Recognized all who are here this evening to support this work.
 - We will share with you work that was facilitated by both high school assistant principals and learning services directors and collaboratively designed with all department chairs at the high school level.
 - Our district commitments extend beyond the traditional roles of school systems and structures; it's about responding to the evolving needs of our students.
 - As we build new courses of study for students, we are shaping a future where every student's potential is recognized, cultivated, and empowered.
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- At the high school level, we use a course audit process to help define and streamline curricular offerings that best align with Illinois learning standards, industry trends, student interest, and postsecondary preparation.
 - This process ensures that we are providing students with rigorous courses that prepare them for the next course in chosen pathways, cross curricular connections, reflects current trends and research, and provides high interest options for students in every content area.
 - An expectation in this process is that courses align to career pathways and postsecondary readiness.
 - This work is an outcome of the strong leadership of the High School principals and APs and Department Chairs. This process is done in the best interest of students and is fiscally

responsible as we look to offer courses based on student interest, employability and industry demands.

- As shared in January the courses we are recommending tonight align to our work around college and career pathways and Illinois legislation.
- We have been collaborating with high school departments, starting with auditing our existing courses and programs. From 6th grade onwards, we've been developing career-specific paths culminating in diploma endorsements.
- The class of 2023 was the first to graduate with these endorsements, and we continue to develop more pathways, aiming to offer endorsements in all seven career areas as per ISBE guidelines.
- In February 2023, we initiated our departmental visioning process by acknowledging the exemplary dedication of Naperville Central and Naperville North teachers in providing students with high-quality learning experiences.
- Our goal in evaluating and examining departmental course offerings and curriculum was not with the intent to fix something that was broken, any deficiencies, but rather to proactively ensure that we are maximizing our efforts to prepare students for their post-secondary pursuits in a constantly evolving societal landscape.
- Our primary objective was to ensure that learning experiences across all departments actively engage students in meaningful and pertinent ways, equipping them for their future academic and career paths.
- Our initial steps of the visioning process in the 22-23 school year took place during the winter and spring, bringing together all Naperville Central and North department chairs together on a monthly basis.
- The 'where are we going' portion of our work asked department chairs to consider post-secondary trends, posing questions about the alignment of course offerings with overarching district goals and values, strategizing for promoting college and career readiness, and being responsive to student interests and learning preferences.
- This year we expanded the work to align more closely to the Strategic blueprint and educate the leadership team of changing trends in not only the job market and education, but also to look more deeply at student voice via enrollment data in our courses.
- As part of our visioning efforts, our counseling department chairs have collaborated within their departments to assess student interest in various career areas for exploration at both Naperville Central and Naperville North.
- In our inaugural year of data collection, a minimum of 35% of freshmen, sophomores, and juniors at both Central and North have expressed interest in at least one pathway currently offered or under evaluation as part of our ongoing visioning work.
- This presentation will encompass recommendations for course removal, which have been evaluated based on their relevance, rigor, and sustainability. You will hear about new course recommendations aimed at constructing career pathways and enhancing postsecondary readiness in alignment with the employability demands and industry trends we've just discussed.
- As a leadership group we propose the addition of courses to our high school offerings based on several key principles.
- In alignment with Focus #1 of the Strategic Blueprint and the overwhelming student voice regarding pathway interest, we recognize the need to build a pathway for Manufacturing, Engineering, Technology and Trades. In an effort to provide rigorous courses that prepare students for the next course in chosen pathways, cross curricular connections, reflects current trends and research, and high interest options for students in every content area, we naturally looked to Project Lead the Way. This nationally recognized curricula is currently being implemented in our middle school program, so we were able to elicit student voice to aide in the selection. In addition, we completed a thorough research & development process with our teaching staff that consisted of visiting other high schools currently implementing PLTW and

hosting a roundtable with 5 National PLTW Master Teachers who were able to review our current curricula and spaces as well as collaborate with our teachers

- There is potential for Dual Credit to be added with implementation of this course and other PLTW.
- Levels three and four of American Sign Language (ASL) will finalize the four-year sequence of offerings in our recent addition to the World and Classical Language program. ASL 1 and 2 have exhibited growth from the 2023-2024 school year to the 2024-2025 school year at both campuses, and we anticipate that ASL 3 in the 2024-2025 school year and ASL 4 in the 2025-2026 school year will sustain this positive trend.
- As a leadership team, we propose the removal of certain courses due to multiple factors. Additionally, courses with duplicated content hinder curriculum efficiency, while aligning with industry trends and best practices ensures students are adequately prepared for their next steps. Furthermore, standalone courses limit interdisciplinary opportunities, prompting their removal to strengthen academic pathways. These considerations collectively aim to ensure a dynamic, relevant, and impactful curriculum that best serves our students' needs.
- Each fall, students choose their courses for the upcoming school year, providing valuable insight into their interests and preferences. It's crucial to recognize that the information gathered during this process offers essential student feedback on what they find relevant.
- For instance, in certain courses like Voices, we've observed an overlap in the topics covered with those in US History. This duplication of content in elective courses may be dissuading students from selecting them.
- Moving forward, it's essential that we emphasize the community-oriented nature of some of our courses, as indicated by our students' preferences. We are committed to ensuring that all our social studies offerings cultivate a welcoming and authentic environment. Additionally, as we consider the impending request to introduce AP African American Studies into our curriculum, we must take this into account as another factor in our decision-making process.
- In addition to limited enrollment and student interest (with an average of a 50% decline in enrollment), the removal of these courses will allow for the development of Pathway coursework that will provide students with increased access to early college credit, work-based learning experiences and an articulated sequence of learning.
- The CTE course removals allow us the opportunity to build a sequence of courses that guide students through a Pathway in Manufacturing, Engineering, Technology and Trades. Each of these courses have the potential for Dual Credit opportunities and work-based learning experiences.
- As part of the visioning process, Naperville Central and Naperville North department chairs engaged their chemistry and biology teams in a pilot curriculum that uses a storyline approach, studying topics relevant to each course through logical sequence of lessons that are motivated by students' questions that arise from students' interactions with phenomena.
- Examples of collaboration across departments on pathways:
 - 6 departments across high school offer dual credit courses
 - 23 dual credit courses in our offerings
 - 4 different postsecondary partners
 - 38 dual credit certified teachers on staff, 13 staff completed "new to dual credit" summer training
- As we look ahead to the 2024-2025 school year, our visioning work encompasses several key initiatives aimed at enhancing the educational experience for our students. We will commence with departmental two-year plan presentations, focusing on critical areas such as Social Studies and Wellness Pathway Development, emphasizing holistic student development. Additionally, we prioritize the refinement of our Career and Technical Education (CTE) programs, particularly in Manufacturing, Engineering, Technology, and Trades, to align with industry standards and provide students with relevant skills for the workforce. We are committed to expanding our English Language Learning Program to include both high schools, ensuring equitable access to resources and support for all students. Lastly, we aim to broaden the science curriculum by introducing new electives for students in grades 11 and 12, promoting exploration and discovery

in STEM fields. Through these initiatives, we aspire to create a more inclusive, comprehensive, and forward-thinking educational environment that prepares our students for success in an ever-evolving world.

Board Questions/Comments

Thank you.

Some very exciting opportunities that are opening up. PLTW-there is PL involved as well as space needs. What are they?

Mrs. Willard stated we have PD that will be offered this summer and next school year. We will create some bricks. Some will be virtual. Costs are being included in the next budget. We have many of the resources but are always looking at enhancing our spaces. We are visiting other districts to see what they are using and what our needs really will be.

If students don't want to take a full year, what are the opportunities that will be available for them?

Mrs. Willard remarked we are collecting data that says our students want more. We have to offer Dual Credit to get the diploma endorsement.

Thank you for the report and the staff who are also here to support.

There will be five new courses over three years?

Mrs. Willard responded yes.

Does this change what we do at the Junior High level?

Mrs. Willard stated we planned the courses offered so there is not redundancy. We have strategically placed the courses so there is not overlap.

Our students are always coming back from college saying how prepared they are.

Thank you for the data on how many students are choosing these pathways. We are showing how different our students are from their peers. Thank you for all the work and for the staff who are here and for the collaboration between the high schools. Great look at PLTW, I like hearing the work in Social Sciences and Science. Can you give us a preview of things you are looking at?

Mrs. Willard responded we will be bringing things here. We will be bringing additional robotic opportunities. Look beyond just our lab sciences. In Social Sciences, we have a lot of electives. How do we make experiences into a pathway that might be in a nonprofit? We will be bringing some course proposals to the board.

These will be on the transcript?

Mrs. Willard remarked yes it will be sent to the state and added there.

How will higher education know about this work?

Mrs. Willard noted they are seeing that our students are coming with college credit. This does differentiate our students. Its new, it is federal legislation and we wish that post secondary will get on board with this. We are seeing lots of interest from our community colleges.

Dropping honors biology will not make our students not succeed in AP Bio?

Mr. Jeretina noted that Department Chairs spoke to counterparts and all but one have dropped the honors Bio. They are not seeing any drop in passing the AP Bio exam.

Mrs. Willard added that it does free up for other science courses.

Excited about this work. What are some trends we are seeing in the choices of students?

Mrs. Willard noted that is part of the visioning works. We want to have a pathway in all career courses. Over the next few years, we will be changing these pathways. We have to stay with the demand. We have to stay ahead of it. We have excellent staff at the high schools and they are excited about this work but we have to honor that it is a lot of change.

The preparedness of our students when they go to the next level. Are we doing anything in assisting students in how to talk about this as they are applying to colleges?

Mrs. Willard noted we just had at our Innovation Workforce Council, we had students share their experiences. They are sharing that it makes a big difference in the application process. Has confirmed what students want to do and what they do not want to do.

Same experience with my students as far as being prepared.

I have been learning on field trips. Love the Dual Credit. For students who have to fulfill the requirements for college, can they still do these pathways?

Mrs. Willard responded yes, absolutely.

How much opportunity is there to take these programs?

Mrs. Willard noted that courses are open to all students. Students can choose if they want the diploma courses.

How would they take these courses?

Mrs. Willard stated it depends on what courses they are taking. We are expanding so that they can access in different career pathways.

Instructional Resources

Superintendent Bridges noted these are brought annually for Board action.

Will come for action at the April 15 Board meeting.

- I am here to recommend new K-12 instructional resources to support our curriculum for Board of Education approval. I will also highlight the new high school science resource for chemistry and biology, which is included in the recommended resources.
- Resource identification is an important component of our curriculum development process.
- We regularly review resources for three main reasons: to replace dated curricular materials with updated resources that have online digital access; to support the implementation of new curriculum, standards, or mandates; and to ensure that we meet the diverse needs of our students.
- Teachers review resources to determine the best alignment to our district curriculum and Illinois Learning standards. Criteria for evaluation is established by district leadership and curriculum teams.
- In Board docs you will find a comprehensive list of all K-12 instructional resources that have been recommended for the 2024-2025 school year, which include resources for K-5 social studies, 6-8 literacy, 9-12 social studies, science, world & classical languages, and CTE.
- Our process began in the spring of 2022, where we formed curriculum teams that consisted of teachers from both high schools. These teams evaluated potential curriculum resources to ensure alignment with the Next Generation Science Standards and our district, building, and departmental goals and vision for student success.
- I would like to showcase the science resource that we are recommending for Board approval and explain the process that led us to this recommendation.
- In 2014, the Illinois State Board of Education adopted the Next Generation Science Standards (NGSS), prompting our district to begin developing curricula for middle and high school. In 2015-2016, we started the implementation of new high school curriculum, but faced a shortage of instructional resources truly aligned with NGSS's three foundational components: Science & Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. After the implementation of the science curriculum, new guidelines, called Evidence Statements, were released to aid in curriculum and resource development. At the same time, the rigorous EQUiP evaluation process was introduced nationally to identify high-quality science resources.
- In the fall semester of the 2022-2023 school year, we moved into the action phase. Our dedicated curriculum team members met to plan and prepare for the implementation of the pilot units. This hands-on phase was critical in ensuring the practicality and effectiveness of the resources under consideration.
- Our winter phase in 2023 focused on the collection and analysis of formal feedback. This feedback was gathered from a variety of sources to paint a comprehensive picture of the impact of the resource. We used these evaluations as one of many deciding factors to support our recommendation of OpenSciEd as our core resource for chemistry and biology.
- We believe OpenSciEd's high school science units are exemplary of the NGSS framework and contribute positively to student success in science.

- OpenSciEd’s commitment to three-dimensional learning ensures students engage with science in a holistic manner, fostering deep, robust understanding. The phenomenon-based and storyline approach captivates students’ natural curiosity, connecting classroom experiences to the wider world. OpenSciEd’s dedication to equity guarantees that science education is inclusive, benefiting every student. By emphasizing inquiry and centering students in their learning, OpenSciEd mirrors NGSS’s vision of active, hands-on science education. OpenSciEd’s embedded assessments are designed to enrich the learning experience, reflecting NGSS’s forward-thinking educational assessment model. This alignment extends to the state Illinois Science Assessment, ensuring that students are well-prepared for state-level evaluations through authentic, meaningful science learning experiences.

Board Questions/Comments:

Thank you for the presentation. Can the staff talk about the pilot process?

Mr. Olandese explained a few story lines of the curriculum. It is logical from a student perspective. Connects different areas together.

Mr. Konrad added that kids are understanding it a lot due to the personal story connections in the curriculum. It becomes important because they can relate to it. Enjoyable to teach it and watch kids learn.

Do we have feedback directly from teachers, was there a survey? What data do we have that this is beneficial to the kids learning?

Mr. Olandese stated we gathered feedback from both staff and teachers. Students were provided opportunities by interviews and a survey on final exam day that gave us information from 500 students.

Can we get the survey data?

Superintendent Bridges brought the Board back to policy 6.210, Instructional Materials, which authorizes the Superintendent of the Administration to select the instructional resources and textbooks. I don’t know that the data is housed in a way to show the Board. It is not necessarily information for the Board.

Data collected to show this was beneficial to students? Shows that this has been beneficial to students.

Mrs. Willard added we will look to see how our students perform overall next year.

There are areas in Science where we can improve on the report card. I just like to know the whole philosophy and our decisions are data driven.

Mrs. Willard stated that if we do have some community members asking you for information, a good point would be to direct them to the department chairs as they are the most knowledgeable.

Great, maybe I will set up an appointment.

What does the lab experience look like in OpenSciEd?

Mr. Olandese stated the day is not inherently different. How you get there and what is the thought behind them? Focused on the skill.

So, it provides some context to the lab experience.

OpenSciEd for Bio and Chemistry. Will we will be using this in Physics?

Mr. Konrad stated we are starting the process. There will be a unit to pilot in physics.

So, this is open and free, correct?

Old Business

None

New Business

None

Upcoming Events

Superintendent Bridges noted:

- BOE meeting Monday, April 15

- April 16, 2024 NEF Breakfast to be held at Embassy Suites.

Adjournment

Amanda McMillen moved seconded by Kristin Fitzgerald to return to Closed Session for the purpose at 9:31pm. for the purpose of:

1. Pursuant to 5 ILCS 120/2(c)(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees or legal counsel, including hearing testimony on a complaint lodged against an employee or legal counsel to determine its validity.

A roll call vote was taken. Those voting yes: Cush, Kelley Black, Fitzgerald, Wandke, Kozminski, McMillen, and Gericke. No: None. The motion carried.

McMillen motioned to exit closed session at 10:49 pm.

Cush seconded the motion.

The Board voted 7-0 by a roll call vote.

Cush motioned to adjourn.

McMillen seconded the motion.

The Board voted 7-0 by a roll call vote to adjourn at 10:50 pm.

Approved: April 15, 2024

Kristine Gericke, President, Board of
Education

Susan Patton, Secretary, Board of
Education