
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
August 7, 2023, AT 7:00 pm. Closed Session at 5:00 pm

Call to order

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

Administrators present were:

Dan Bridges, Superintendent,

Bob Ross, Chief Human Resources Officer

Gretchen Gallois, Director of Human Resources

Michael Frances, Chief Financial Officer/CSBO (entered at 6:45 pm)

Lisa Xagas, Assistant Superintendent, Student Services

Others present:

Joe Perkowski, Legal Counsel (entered at 5:04 pm - exited at 6:52 pm)

Gretchen Gallois (entered at 6:52 pm - exited at 6:55 pm)

Stacy Anderson (entered at 5:33 pm - exited at 6:00 pm)

Ross Berkley, NUEA President (entered at 5:33 pm - exited at 6:00 pm)

Bonnie Booth, IEA Uniserv (entered at 5:33 pm - exited at 6:00 pm)

Closed Session

Kristin Fitzgerald moved, seconded by Amanda McMillen to go into Closed Session at 5:04 p.m. for consideration of:

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

Meeting Opening

Amanda McMillen made a motion, seconded by Joe Kozminski to return to Open Session at 7:05pm. A roll call vote was taken. Those voting yes: McMillen, Gericke, Fitzgerald, Kelley Black, Wandke, and Kozminski. Those voting no: None. The motion carried.

Welcome and Mission

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

Amanda McMillen made a motion, seconded by Kristin Fitzgerald to allow Charles Cush to join by phone. A roll call vote was taken. Those voting yes: Gericke, Kozminski, McMillen, Wandke, Kelley Black, and Fitzgerald. Those voting no: None. The motion carried.

Roll Call

Board members present: Kristine Gericke, Kristin Fitzgerald, Charles Cush, Amanda McMillen, Joe Kozminski, Melissa Kelley Black, and Donna Wandke. Charles Cush Via phone
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, Alex Mayster, Executive Director for Communications, Patrick Nolten, Assistant Superintendent for Assessment and Accountability, Bob Ross, Chief Human Resources Officer, Jayne Willard, Assistant Superintendent for Curriculum and Instruction, and Lisa Xagas, Assistant Superintendent for Student Services

Pledge of Allegiance
 Led by the Board of Education

Good News:

It was a pleasure to welcome an outstanding group of new staff members during last week’s New Educator Kickoff. Our new educators had an opportunity to get to know one another, meet leaders from across the district, and participate in wide variety of professional learning in preparation for the start of the 2023-24 school year.

Last week, leaders from across the district came together for an Education Innovation Summit focused on the **reimagining of education and using AI as a tool for problem solving**. Our participants joined hands-on, collaborative workshops to create solution presentations that answer questions about the future of education.

Public Comment:
 None.

Action by Consent:
1. Adoption of Personnel Report

	Effective Date	Location	Position
RESIGNATION-CERTIFIED			
Jeremiah Chaney	8/13/2023	LJHS	Social Science Teacher
Amanda Pyzik	8/13/2023	NNHS	DC School Counselor
Valerie Meyers	8/13/2023	Mill Street	3rd Grade Teacher
Caitlin Gordon	8/13/2023	Meadow Glens	Music- Vocal
Amy Bailey	8/13/2023	Kingsley/ Scott	Certified School Nurse
Elizabeth Simpkin	8/4/2023	Mill Street	Certified School Nurse
Christopher Colson	8/13/2023	NNHS	School Psychologist
Viktor Rusenias	8/13/2023	Prairie	Learning Behavior Specialist
Stephanie Jurkiw	8/13/2023	Prairie	School Social Worker
Raul Reynoso	8/11/2023	Mill Street	5th Grade Teacher
Lauren Benters	8/13/2023	WJHS	School Counselor

APPOINTMENT-CERTIFIED FULL-TIME			
Brooke Baumgartner	8/14/2023	Mill Street	3rd Grade Teacher
Erika Paredes	8/14/2023	Steeple Run	5th Grade Teacher
Caitlin Goode	8/14/2023	Mill Street	3rd Grade Teacher
Kathryn Miller	8/14/2023	NNHS	School Counselor
Johnnie Lander	8/14/2023	NNHS	Learning Behavior Specialist
Amy Barnes	8/14/2023	JJHS	Math Intervention Specialist
Anjali Agarwal	8/14/2023	MJHS	Learning Behavior Specialist
Dan Lentino	8/14/2023	NNHS	General Technical Arts Teacher
Jared Shadle	8/14/2023	NNHS	Learning Behavior Specialist
Mary Lazowski	8/14/2023	NNHS	School Counselor
Ashley Wasserman	8/14/2023	NCHS	Learning Behavior Specialist
Christina Coyle	8/14/2023	Kingsley/Scott	Certified School Nurse
Cindy Yi	8/14/2023	Beebe	Certified School Nurse
Elizabeth Balicki	8/14/2023	ARECC	EC Teacher
Abigale King	8/14/2023	Prairie	4th Grade Teacher
Stacy Brockway	8/14/2023	Kingsley	5th Grade Teacher
Anne Gallichio	8/14/2023	Ranch View	5th Grade Teacher
Emma Marchel	8/14/2023	Ranch View	1st Grade Teacher
APPOINTMENT-CERTIFIED PART-TIME			
Kristin Lee	8/14/2023	Steeple Run	EL Teacher
MaryAnn Flock	8/14/2023	Beebe & Steeple Run	Music Teacher
RE-EMPLOYMENT-CERTIFIED FULL-TIME			
Alexa Villaron	8/14/2023	Meadow Glens	Music-Vocal
Blanca De La Garza	8/14/2023	Beebe	1st Grade Teacher
RE-EMPLOYMENT-CERTIFIED PART-TIME			
Kristen Goodpaster	8/14/2023	Steeple Run/Beebe	Art Teacher
RETIREMENT-CLASSIFIED			
Maureen Wycklendt	9/30/2023	NNHS	Literacy/Writing Center Asst.
Pamela Folkens	9/30/2023	Mill Street	Instructional Assistant
David Schramer	10/1/2023	Print Shop	Department Secretary
RESIGNATION-NON-UNION CLASSIFIED			
Marcela Perez	7/20/2023	ARECC	Parent Educator
Stefannie Leakeas	7/20/2023	PSAC	NEF Accounting Clerk
RESIGNATION-CLASSIFIED			
Erica Carr	7/7/2023	Beebe	Special Education Assistant
Amarilis Grobe	8/1/2023	ARECC	Special Education Assistant
Kristina Giehler	7/17/2023	ARECC	Special Education Assistant

Helen Bardi	8/15/2023	Maplebrook	Special Education Assistant
Nicole Hodge	7/20/2023	LJHS	Special Education Assistant
Jake Tesar	7/20/2023	NCHS	Special Education Assistant
Nicole DiGrazia	6/20/2023	NNHS	Attendance Specialist
Angel Johnson	7/7/2023	ARECC	Special Education Assistant
Suzyn Price	5/25/2023	NNHS	HS Science Lab Assistant
Ingrid Wilkin	7/21/2023	Elmwood	Dual Language Assistant
Elba Winfield	7/28/2023	PSAC	Senior Admin Secretary
Elizabeth Balicki	7/25/2013	Kingsley	EL Assistant
Jeffrey Bassett	7/26/2023	NNHS	Campus Supervisor
Vanessa Abel	8/11/2023	JJHS	Senior Secretary
Teresa Elting	7/31/2023	Mill Street	Special Education Assistant
Anna Ziemba	7/31/2023	Prairie	Special Education Assistant
Andrea Guerrero	5/18/2023	River Woods	Dual Language Assistant
Patrick Dolan	18-Aug-23	PSAC	Director of Buildings & Grounds
REASSIGNMENT-NON-UNION CLASSIFIED			
Jenny Umbright	8/15/2023	ARECC	PAT Coordinator
EMPLOYMENT-NON-UNION CLASSIFIED			
Amber Curl	8/21/2023	PSAC	HR Generalist
EMPLOYMENT-CLASSIFIED FULL-TIME			
Terry Hockett	8/16/2023	LJHS	Special Education Assistant
Yuliia Vus	8/16/2023	LJHS	Special Education Assistant
Elizabeth Rodgers	8/16/2023	Maplebrook	Special Education Assistant
Jordan McKenna	8/16/2023	Maplebrook	Special Education Assistant
Sarah Komarnycky	8/16/2023	Meadow Glens	Special Education Assistant
Soo Jin Kim	8/16/2023	Meadow Glens	Instructional Assistant
Leslie Alcantara	8/16/2023	Mill Street	Special Education Assistant
Richard Oberbruner	8/16/2023	NCHS	Special Education Assistant
Teresa Rodriguez	8/16/2023	Mill Street	Special Education Assistant
Mary Keating	8/16/2023	Connections	Special Education Assistant
Sarah Kutkoski	8/16/2023	Connections	Special Education Assistant
Timothy Buzzard	8/16/2023	Connections	Special Education Assistant
Latoya Orsborn	8/17/2023	Kinglsey	Health Technician
Hae Won Han	8/16/2023	Elmwood	Instructional Assistant
Lisa Dillow	8/16/2023	Prairie	Instructional Assistant
Nicole Waite	8/16/2023	Highlands	Special Education Assistant
Laura Chamberlain	8/16/2023	Kingsley	Instructional Assistant
Katie Smith	8/16/2023	Naper	Instructional Assistant
Collin Shaut	8/16/2023	JJHS	Special Education Assistant
Caroline Loftus	8/16/2023	ARECC	Special Education Assistant
Natalie Dyteves	8/16/2023	Ranchview	Special Education Assistant

Phyllis Smits	8/16/2023	Kingsley	Special Education Assistant
EMPLOYMENT-CLASSIFIED PART-TIME			
Lamont Pugh	8/17/2023	NCHS	Campus Supervisor

- 2. Employee Discipline/Remediation Plan**
- 3. District Behavior Threat Assessment Plan and Team**
- 4. Concussion Oversight Team**
- 5. Agreement with Battelle for Kids**
- 6. Life/Safety Plans**
- 7. Bid: PSAC Elevator**
- 8. Approval for Superintendent to Serve on ISDLAF+ Board of Trustees**

Amanda McMillen made a motion to approve the Consent Agenda with the exception of the Employee Discipline/Remediation Plan and Agreement with Battelle for Kids, seconded by Joe Kozminski. Those voting yes: Kozminski, Kelley Black, McMillen, Wandke, Gericke, Fitzgerald, and Cush. No: None. The motion carried.

One board member wanted additional information on the Employee Discipline/Remediation Plan.

Amanda McMillen made a motion to approve the Employee Discipline/Remediation Plan, seconded by Kristin Fitzgerald. Those voting yes: McMillen, Kozminski, Fitzgerald, Cush, Gericke, and Wandke. No: Kelley Black. The motion carried.

Battelle for Kids

I am supportive. I am just looking for a little bit of an explanation as to what this does.

Superintendent Bridges noted that he has been tasked by the Board of Education for opportunities for Community engagement. This is an ask of the community to give input on what they want a D203 graduate to look like. Conversations about our hopes, aspirations and dreams for our students.

Some NCHS staff have begun some work on this during the summer.

Once the information is determined, how will it be applied? Will there be specific outcomes and a timeline to meet?

Superintendent Bridges stated that the timeline we have proposed in the Strategic Blueprint is after January 2024.

Donna Wandke made a motion to approve the Agreement with Battelle for Kids, seconded by Kristin Fitzgerald. Those voting yes: Cush, Kelley Black, Fitzgerald, Wandke, Kozminski, McMillen, and Gericke. No: None. The motion carried.

Superintendent/Staff/School Report

No report

Student Behavior and Discipline through an Equity Lens

Directed by the BOE to present this report annually.

Overview of next steps.

- We appreciate having the opportunity to revisit our efforts to address student behavior and discipline through an equity lens.
- The administration is committed towards the enhancement of the student experience in our district. While it is accurate to say that our students overwhelmingly exhibit positive behaviors, this report speaks to the times when there are behavioral concerns that escalate to a point of a

disciplinary consequence being issued. This report focuses on behaviors that have resulted in a disciplinary response, with data disaggregated to show the ways that various groups of students are impacted.

- It is important to have insight regarding the ever growing needs demonstrated by our students. Finally, we will discuss our plans for future actions as we continuously work to improve our outcomes.
- Along with providing professional learning to educators, it is important for the district to conduct an analysis of data trends as they relate to behavior in our schools and examine them through an equity lens. Examining the data through an equity lens allows us to identify and further define policies, procedures and decisions that promote positive, individualized and equitable practices.
- We must maintain a focus on prevention and proactive measures that focus on restoring the dignity of all impacted by negative student behaviors.
- We also need to ensure our behavior practices focus on keeping students *in* school, where they can both receive support and explicit instruction around lagging skills and access curricular instruction, as there is a direct link between inclusionary discipline practices and increased academic growth and achievement. Examining behavior data through an equity lens also allows us to identify targeted supports where needed and track our progress toward equitable discipline practices and outcomes.
- We continue to have a lot of work to do, but we remain steadfast in our commitment to eliminate discipline predictability by sex, economic status, disability, English language acquisition, and race/ethnicity.
- We want to ensure that all of our students are connected and have a sense of belonging. This must happen inside and outside of the classroom and permeate all facets of the school day.
- Additionally, we need strong, collaborative partnerships with district stakeholders to create and implement responsive and relevant practices regarding student behavior and discipline.
- The actions we have taken since our last report are directly aligned with this vision for our desired state.
- We have obligations to “make all reasonable efforts to resolve such threats, address such disruptions, and minimize the length of suspensions to the greatest extent practicable.”
- PRIOR TO ALL SUSPENSIONS, we are required to consider the extent to which “appropriate and available behavioral and disciplinary interventions have been exhausted” by school staff and officials. Ensuring that we are proactively and responsively responding to student behaviors, prior to issuing a suspension is important.
- Out of school, suspensions are the most serious disciplinary interventions and we are responsible for limiting the number and duration of suspensions (and expulsions) to the greatest extent possible.
- Our exclusionary trends in predictability and disproportionality remain, despite our initial efforts to intervene.
- Our data shows that students who are African-American/Black, Hispanic/Latinx, economically disadvantaged, and students with disabilities are at a higher risk for a suspension.
- The occurrence of multiple suspensions varies by group membership and likelihood of experiencing a suspension is significantly higher for male African-American/Black students, Hispanic/Latinx students and students with disabilities or who are economically disadvantaged.
- Compared to a typical school year before the start of the pandemic, the following student behaviors were most frequently reported as having increased during the 2021–22 school year due to the pandemic and its lasting effects and impact:
 - Increase in classroom disruptions from student misconduct
 - Acts of disrespect towards teachers and staff (48 percent)
 - Rowdiness outside of the classroom (49 percent)
 - The prohibited use of electronic devices (42 percent)

- Compared to a typical school year prior to the start of the COVID-19 pandemic, 72 percent of U.S. public schools reported an increase in chronic absenteeism among their students.
- Public schools reported needing more support for student and/or staff mental health (79 percent), training on supporting students' socio-emotional development (70 percent), hiring of more staff (60 percent), and training on classroom management strategies (51 percent).
- While our discipline data shows little change since 2017, it is important to discuss the impact of the pandemic due to the increase in student behaviors and needs, along with the challenges of supporting all stakeholders who have also been impacted by the pandemic.
- During 2022-2023, our school teams conducted 351 behavior threat assessments to determine if there was a threat to the learning environment.
- Notably, the results of the Signs of Suicide screener do not demonstrate an increase in students requiring a suicide risk assessment over previous years. However, anecdotally we can share that we have experienced an increase in the number of students who are being referred for community based mental health services.
- While positive behavior supports the explicit teaching of SEL skills, and intentionally building relationships are the most effective methods to support students, there are times when a student's behavior may become dangerous to themselves or others. In these rare incidents, when a student's physically aggressive behavior poses an imminent danger to self or others, physical restraint and timeout may be necessary to ensure the safety of all individuals.
- Data for the use of restraint/time out has been collected for the past several years and we experienced a significant increase in the use of these last school year in order to maintain the safety of students and staff.
- In addition to the restraint and time out data, the number of worker's comp claims submitted by staff who had been injured by a student during a behavioral incident has increased. We are grateful that we are starting to see this return to pre-pandemic levels.
- Another measure of student well-being is their school attendance. While we do not yet have the data for the most recent school year, we can see from the 2022 school year that we are seeing an increase in the number of students who are chronically absent from school.
- The data we will share shows there continues to be disproportionality in our exclusionary discipline practices.
- Disproportionality refers to a group's representation in a particular category that exceeds expectations beyond the population size or differs substantially from the remainder of the student population.
- Predictability refers to the ability to determine the likelihood of an outcome occurring in the future based upon current data trends. Dr. Nolten will share information regarding both of these components as he now shares a longitudinal view of suspension data.
- In our presentation in February of 2021-2022, we shared some action steps that we intended to make as we work to support positive student behaviors and address disparities in student discipline.
- We have continued to work to make sure our internal processes and systems are operating in compliance with school code, ensure that we are making every effort to exhaust supports and interventions for students prior to a suspension, and that we are proactively engaging with our students and families to identify meaningful points of connection and belonging.
- We have continued to engage in our annual review of policies associated with student behavior and discipline. We've reviewed all of our procedures and practices and have:
 - Revised our suspension documentation and communication
 - Embedded review processes to ensure that we have exhausted all interventions and supports
 - Embedded review processes to limit the days and amount of time of exclusion to the greatest extent possible
 - Formalized our processes and plans for student re-engagement after a suspension or returning to school for any reason

- Ensured the alignment of behavior codes with ISBE, which has assisted with clarifying the rationale for our responses to behaviors warranting discipline associated with a form of exclusion
- Our review of policies includes the review of policy 7:180, which focuses on bullying, intimidation and harassment. Last year, we implemented fully revised processes and procedures for reporting bullying and formalized our processes for responding to bullying reports.
- A significant point of discussion and planning continues to be on our Tier 1 response to student behaviors. Tier 1 has to be the focus because it is the foundation for determining the escalation of supports and interventions needed to address student behaviors. Student behavior has to be a priority for everyone.
- This additional layer of support and intervention, Student Advocacy Specialists, ensures that we have taken steps to identify the lagging skills that a student has demonstrated and have support measures in place to address them.
- The support is designed as an additional resource that we are providing to proactively mitigate possibilities of behaviors escalating to the point of a suspension. In some cases, as shown by our data, students still are suspended. In those cases, students may still receive support by our Student Advocacy Specialists and the rest of their team through that process.
- We continue learn from the implementation of this layer of support and look forward to expanding these efforts across the Junior High Schools.
- A prior review conducted by the district demonstrated that students experiencing behavioral concerns were not necessarily new to the district, but had been primarily educated within our schools. This past year, we were able to get a better understanding of the needs of our students and families through the ongoing work of Student Services and the work of our Directors of Outreach and Student Belonging. Their roles support building Principals and teams across feeder paths, allowing them to engage at a building/school level and across multiple buildings/schools to understand concerns and needs experienced by students in the same family.
- Through our RISE program and other opportunities, family and individual counseling, social services that address food and housing insecurities, transportation, health care needs and other areas have been able to be provided for an increasing number of families.
- Our efforts to address student behavior and discipline continue to highlight the fact that behaviors are often occurring because of other needs that exist not just within our schools but also beyond our schools.
- Our social and emotional learning work and our efforts to support a sense of belonging for our students and families remain priorities for us. To ensure that these areas of focus remain a priority across our district, we have embedded both areas within our School improvement Plans for each school to identify goals and opportunities for further growth in these areas and to develop action plans to support progress in our efforts with student and/or families in our local school communities.
- All of our work is anchored in our humanistic behavior core values. This work is really grounded in proactively and responsively partnering WITH our students and families regarding student behavior.
- All of our administrators have engaged in learning regarding these approaches and practices. Our school-based teams are engaged in ongoing learning and we are strategically implementing learning opportunities with our staff in these area.
- Overall, since implementing the measures following our last report, we have seen a decrease in suspensions. It is also important to mention that in 2021-22, Naperville Bridge was not included in our suspension numbers, for the 2022-2023 school-year, Naperville Bridge was included, since the alternative learning site provides support for Naperville 203 students exclusively.

- Examining the past two academic years, the primary reasons students receive an in-school suspension at the high school level are consistently failure to serve detention, misconduct, and insubordination.
- Fighting, aggression, and insubordination are the primary causes of in-school suspensions.
- Examining the past two academic years, fighting, aggression, and possession of a vape device account of the majority of out-of-school suspensions at the high school level.
- Fighting, aggression, and insubordination are the predominant reasons for out of school suspensions.
- Overall, the number of students experiencing a suspension because of their behavior has decreased substantially.
- While we have less students suspended and more students receiving behavioral support, disproportionality and predictability associated with student suspensions have increased. Additionally, students engaging in physical aggression, threats and refusal have increased, however, we are beginning to see signs that they may be receding.
- Our district's Strategic Blueprint incorporates our efforts to address student behavior and discipline in Strategic Focus 2 which focusing on fostering an equitable and high-performance culture focused on student learning, well-being, and engagement. The development of a comprehensive action and accountability plan is named in Commitment #1. Through our strategic planning process, the plan is being enacted and continues to be modified and revised, as we learn through the process of taking action, partnering with stakeholders and engaging in ongoing learning.
- Commitment 1 is operating in tandem with other facets of the blueprint, as noted in Commitment 2 which focuses on our Comprehensive Equity Plan and also Commitment 6, which names school accountability tools to properly assess student outcomes and the correlation between different aspects of the student experience
- Similarly, to Strategic Focus 2, Strategic Focus 1 captures many important elements associated with our efforts to support improvements in student behavior and discipline.
- Equity is the lens through which we are examining our all of efforts to improve student behaviors and disciplinary outcomes.
- We are looking to reinstitute building-based Equity Teams to support efforts to address disparities, gaps and disproportionality associated with sex, disability, economic disadvantage, and race/ethnicity. To assist with student engagement and belonging in the classroom, it is also essential to engage staff learning focused on culturally responsive teaching and learning to ensure that we are maximizing our points of connection and learning inside of the classroom.
- Our next steps include further professional learning, the expansion of our tiered supports by way of our MTSS, prioritize student belonging, secure resources for families beyond the school day, and continuing to examine our systems and processes. One of our next steps, embedded within the our blueprint work is to conduct an in-depth analysis at the elementary level to learn more about the development of behaviors, early support and intervention measures taken in order to assist with the articulation of supports across levels.
- Future steps expand on the efforts currently underway and add layers of analysis, examination and actions across many facets of our Blueprint.

Board Questions/Comments:

Thank you for this comprehensive report.

Great to see data laid out and what the district is doing to reduce suspensions when possible.

Great to see the decrease at the High School. What is being done at the Junior High to continue reductions there?

Mrs. Boutet responded that we came and asked for additional staff at schools where they were having the greatest issues. We have added a counselor to help with reentry of students. There will be a Principal Student Advisory Council to allow for more student voice. All have been trained in restorative practices.

I appreciate the thoughtful approach to implement this at the Middle Schools.

Thank you for the data on multiple suspensions. Do we see similar trends in In School Suspensions?

Dr. Nolten noted that the report had columns for both ISS and OSS. We do see similar trends.

Do they go on a Behavior Intervention Plan?

Mrs. Xagas remarked that some do.

So it is not automatic?

Mrs. Xagas stated that it is a team decision.

With MTSS, do we track these for behavior and academic?

Mrs. Xagas noted the team would keep the plan and track progress toward that plan. They look at lagging skills and there is scope and procedures within our SEL.

For each student do you do what MTSS recommends? You gave a general approach. Do you share the data and outcomes of the interventions with the parents and make timely decisions?

Mrs. Xagas stated data is collected differently for each student. When an Intervention plan is initiated, parents are involved Meet 6-8 weeks as best practices and decide if the intervention is working or not working and change.

Mrs. Willard added that MTSS is a framework and not a program. We follow in academics and behavior. We do not use canned programs; we follow the student in front of us. We have suggested programs that respond to all students. We match the intervention to the skill that is being exhibited.

It is not the ISBE best practice.

Mrs. Willard remarked that it actually is.

We will have to agree to disagree.

Thank you. Thank for the creative ways to tackle this.

Absenteeism rates increasing, is there anything of note when looked at by cohort?

Mrs. Xagas offered there is not anything of note. We were requiring students to stay out of school during the pandemic.

Do we have a hypothesis on the disproportionate change between ISS and OSS within the Black and African American?

Dr. Holland noted that her only hypothesis is the severity of the behaviors that were exhibited. This work is done in real time with staff involved in the moment of these behaviors.

Applaud the work of the team.

Thank you, excited to see the interventions. Hoping we will see more drastic changes in the future. Seems like we are tackling this from all angles. We have previously had discussions of additional Resource Officers in the Junior High. Resource Officers have amazing relationships with students. Can we have the discussion again?

Superintendent Bridges stated we could have the discussion again. We are not in discussions yet.

I will be happy to bring the topic back up.

Thank you so much. This is a drastic difference from 2021.

We have made so many efforts in this area. Want to commend you. The student advocacy specialists Outreach and belonging specialists are unique and have made this report so much better. We are having a lot of success with more to go. Will there be continued efforts to partner with families and parents to build relationships? Excited about Elementary.

Dr. Holland stated a part of our work is anchoring our work in humanistic values and restorative practices. We know the families of the students who are showing up in this discipline date. We know the wide range of needs that exist. There are different responses to the partnerships. We are looking at having formal follow up with student and families. We are trying to capture their stories and struggles.

Thank you for approaching each family individually. The Board wants to hear your recommendations of where we can offer additional support.

In regards to reinstating Building Equity Teams, what do they look like and what do they do?

Dr. Leaks noted that each building has one and each team can look different depending on the needs of the building. In 2019, the teams went through training. There has been change in personnel. We need to reengage teams at the buildings and offer additional trainings and support. We have some inconsistencies at buildings.

What about trauma informed practice?

Mrs. Xagas responded that back in January we had some trauma informed training and have plans to do whole staff training. We have local experts to help with specific students. We use a humanistic approach.

RISE-are we looking at additional resources in the community. Is it alleviating the load of our families?

Mrs. Xagas stated yes, it is helping families. This is costly and difficult to manage. If there are transportation needs, we have to arrange transportation for each service needed. We are looking to partner with someone to help with some of the highest needs of the program.

President's Report

President Gericke mentioned the COSSBA conference-the local conference, any Board members can attend. For out of town conferences, consensus is to have one Board member attend and report if it is, a valuable experience and additional can attend in 2024.

Please let Mrs. Patton know if you would like to attend the COSSBA local conference in August as well as Triple I. I would recommend that we send Mrs. Fitzgerald to the DC conference in February.

By head nod, the Board agrees to send Mrs. Fitzgerald to DC.

President Gericke is available to attend the conference in Dallas. At that point the Board can decide if these are worthy for more to attend in the future.

Yes. She reviewed the topics covered.

President Gericke noted the Dallas conference is an annual conference.

In regards to budget, will there be enough time to plan for the 2024-2025 budget?

Yes.

Board of Education reports:

Mrs. Fitzgerald shared the resolution to the committee. She gave a five minute presentation and there were no questions.

Is this the same process we followed with the electric buses and did they have questions?

Yes and they had many questions.

Discussion without Action

None.

Discussion with Action

Policy 2:40 Board Member Qualifications-Student Ambassadors

Superintendent Bridges noted that the purpose of this policy update is amplifying Student voice. This recommendation removes the designated number of Student Ambassadors so more may be involved.

Board Questions/Comments:

Excited because we were talking about a diverse group but it looks like now we are going back to allowing the Principals to choose people who are already involved in other new councils.

Dr. Holland stated that SSAC is not new. The Principals Advisory Council is new. We are being intentional about how diversifying the involvement. The students in student government do represent our student bodies. We are expanding our efforts to include additional representation.

I thought we were going to get student voice from students not included.

Dr. Holland remarked that we have a methodical process for choosing members of the SSAC. We are in the process of creating the process to make sure we have representation of each group,

You have done a great job of pulling together all the different elements. I am looking forward to a more diverse student voice.

How is the memo going to be included?

Superintendent Bridges noted that we would look to put it into procedure.

Amanda McMillen made a motion to approve Policy 2.40, Board Member Qualifications-Student Ambassadors, as presented, seconded by Joe Kozminski. Those voting yes: Cush, McMillen, Kozminski, Kelley Black, Fitzgerald, Wandke, and Gericke. No: None. The motion carried.

Policy 6:32 Class Size

This is the final policy that we have agreed to.

Board Questions/Comments:

Reiterate that class size aspiration being 28-30. Those are large numbers in core classes. Have we received feedback from staff?

Superintendent Bridges asked Mr. Freundt to give the averages in class size at the Elementary level. Mr. Freundt noted the average was about 22. Ranges are important due to space constraints.

There are contract requirements should we reach the maximum.

Anxious to look at the report in October. This gives full circle of understanding.

Donna Wandke made a motion to approve Policy 6.32, Class Size as presented, seconded by Kristin Fitzgerald. Those voting yes: McMillen, Fitzgerald, Gericke, Wandke, Cush, and Kozminski. No: Kelley Black. The motion carried.

Master Architecture Agreement

Pleasure of working with Wight and Co since 2007. Excited for you to see the addition at Steeple Run.

We have additional information regarding the changes in rates. We have been very pleased with the work that Wight and Co has done for us. We have a lot of work and need to ensure we have the resources to get the work done.

Board Questions/Comments:

Will we have a ribbon cutting at Steeple Run?

Mr. Freundt stated the tentative date of August 15 in the evening. We are on track to complete before school starts.

Will we submit our addition at Triple I?

Mr. Sipka noted they would look at showing it in 2024.

It is visionary. The indoor outdoor space is exciting.

Joe Kozminski made a motion to approve the Master Architecture Agreement as presented, seconded by Amanda McMillen. Those voting yes: Cush, McMillen, Fitzgerald, Wandke, Kelley Black, Kozminski, and Gericke. No: None. The motion carried.

Emergency Authorization for Phase 1 Costs to Work at Naperville Central High School

Superintendent Bridges noted that he is not a fan of bringing emergency authorizations to the Board. Have identified the need to do some structural needs at NCHS due to water coming into the building. Coming to waive the public bidding process for phase 1.

Mr. Frances added that Wight and Co has been instrumental in getting this process moving.

Board Questions/Comments:

Will there be a bid process for the additional phases?

Superintendent Bridges stated that at the least there would be multiple quotes even if not through the formal process.

Will this require an amendment to the budget?

Mr. Frances stated that it may but we have added excess funds from taxes into this fund,

Motion is only for phase 1?

Superintendent Bridges responded yes

Donna Wandke made a motion to approve the Emergency Authorization for Phase 1 Costs to Work at Naperville Central High School as presented, seconded by. Amanda McMillen Those voting yes: Kelley Black, McMillen, Kozminski, Wandke, Cush, Gericke, and Fitzgerald. No: None. The motion carried.

Old Business

None

New Business

None

Upcoming Events

New Educator breakfast on August 11, 2023. Please confirm your attendance with Betty or Susan. August 17 will be first day of school. August 21 will be the next Board of Education meeting.

Adjournment

Amanda McMillen moved seconded by Joe Kozminski to adjourn the meeting at 8:47 pm. A roll call vote was taken. Those voting yes: McMillen, Fitzgerald, Wandke, Gericke, Cush, Kozminski, and Kelley Black. Those voting no: None. The motion carried.

Approved: August 21, 2023

Kristine Gericke, President, Board of Education

Susan Patton, Secretary, Board of Education