

MINUTES OF A MEETING OF THE BOARD OF EDUCATION, NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE AND WILL COUNTIES, ILLINOIS, HELD AT Kennedy Junior High School, 2929 Green Trails Road, Lisle, IL 60532
January 21, 2025 AT 7:00 P.M., CLOSED SESSION 6:00 p.m.

Call to order

President Kristine Gericke called the meeting to order at 6:00 p.m.

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

Administrators present were:

Dan Bridges, Superintendent,

Michael Frances, Chief Financial Officer, (entered at 6:40pm)

Dr. Mark Cohen, Deputy Superintendent/High Schools, (entered at 6:40pm)

Dr. Meredith Haugens, Assistant Superintendent for Human Resources, (entered at 6:40pm)

Closed Session

Donna Wandke moved, seconded by Charles Cush to go into Closed Session at 6:00 pm for consideration of:

1. Pursuant to 5 ILCS 120/2(c)(21) Discussion of minutes lawfully closed under the Open Meetings Act, whether for purposes of school board approval of the minutes or semi-annual review of the minutes as mandated by the Act. 12/16/2025, 01/07/2025.
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)(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.
4. 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.
5. Pursuant to 5 ILCS 120/2(c)(9) Student Disciplinary Cases.

Those voting yes: Cush, Fitzgerald, Gericke, Kelley Black, McMillen, and Wandke. Those voting no: None.

The Board of Education entered closed session at 6:01 pm

Kozminski joined closed session via phone in accordance with Board of Education policy at 6:05 pm

Meeting Opening

Charles Cush made a motion, seconded by Amanda McMillen to return to Open Session at 7:17pm. A roll call vote was taken. Those voting yes: McMillen, Gericke, Fitzgerald, Kelley Black, Wandke, and Cush. 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.

Roll Call

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

Student Ambassadors present: Nina Mantel.

Administrators present: Dan Bridges, Superintendent, Allison Boutet, Assistant Superintendent for Administrative Services, Mark Cohen, Deputy Superintendent/High Schools, Michael Frances, Chief Financial Officer/CSBO, Chuck Freundt, Assistant Superintendent for Leadership and School Services, Meredith Haugens, Assistant Superintendent for Human Resources, Rakeda Leaks, Executive Director for Diversity, Equity, Inclusion and Belonging, Katie Matthews, Assistant Superintendent for Elementary Education, Melissa McHenry, Assistant Superintendent for Student Services, Patrick Nolten, Assistant Superintendent for Assessment and Accountability, Jayne Willard, Assistant Superintendent for Curriculum and Instruction, and Lisa Xagas, Assistant Superintendent for Strategy and Engagement.

Pledge of Allegiance:

Led by **Scott Elementary School Students.**

Donna Wandke made a motion, seconded by Amanda McMillen to allow Joe Kozminski to participate in the meeting by phone. A roll call vote was taken. Those voting yes: Kelley Black, Cush, Fitzgerald, McMillen, Wandke, and Gericke. Those voting no: None. The motion carried

Good News

Both Naperville North and Naperville Central High Schools kicked off **their Parent & Family 8th Grade Orientation filling the gym with about 1,500+ in attendance at both high schools** on January 15!

This exciting event welcomed new high school families into the vibrant school community.

The event featured helpful info on course recommendations and highlighted extracurricular opportunities.

Thank you to everyone who participated and helped make this event a success. We're thrilled to see these families join our school community and look forward to an amazing four years ahead!

Naperville North High School celebrated Martin Luther King Jr. Day with the "Dare to DREAM" event on January 16th. Organized by the Black Student Leadership Association, it featured inspiring talks by Guest Speaker Principals Javin Cotton and Jeremy Christian. The well-attended event honored Dr. King's legacy with reflection and community.

District 203's Special Olympics basketball team, Team 203 Fire, hosted their annual **Pack the Gym Night** on January 11 at Naperville Central. Athletes from Central and Naperville North competed in a spirited scrimmage, drawing a capacity crowd. Fans showed their support with signs, custom shirts, and enthusiastic cheers, creating an electric atmosphere. The event celebrated teamwork, community, and the incredible talent of these athletes.

Congratulations to Naperville Central graduate Demetri Morris on making the prestigious Forbes 30 Under 30 list! Their achievements in Marketing and Advertising showcase the talent and drive of our community. We're so proud of this Redhawk for soaring high and inspiring the next generation of innovators!

We recently hosted Focus 203, informative sessions designed to foster collaboration and growth in Naperville 203. Building on the inspiring vision shared in Session #1, we showcased how feedback from students, staff, and community members is driving bold, innovative initiatives for the future of Naperville 203.

Thank you for being part of this journey! 💡

Student Ambassador Reports

Nina Mantel NNHS Ambassador Report - January 2025

Academics

- Completed our finals week in December, ended on a strong note and set the tone for a great second semester

Athletics

- As winter sports near championship season, they are continuing to work hard and get better individually and as teams.
- Girls' basketball continues to have a good season, playing Waubonsie recently and beating Metea
- Boys' basketball is 12-9 and are working hard this season, notable buzzer beater victory against Neuqua on January 10
- Boys and Girls bowling had their senior nights on January 13, both teams having successful seasons earning numerous wins and personal bests, teams are seeing exponential growth this season
- Boy's swim is doing great this year, 1st in DVC and has won all their dual meets
- Girls' gymnastics hosted North invite on January 11 and have senior night this Thursday against NCHS

Arts

- Show choir preparing for competition season in the next few weeks
- Band, orchestra, choir learning new music
- Spring play this weekend: Macbeth

Schoolwide

- Winter recharge spirit week
 - First week back of school to ease back into second semester, spirit days (pj's, athleisure, yellow out for mental health awareness)
 - Activities: cookies and affirmation writing, wellness bingo, therapy dogs, movie in performing arts theater
- 8th grade student orientation on Friday, January 10
 - Students learned about NNHS's courses and activities through current student-led tours.
- 8th grade parent orientation last Wednesday, January 15
 - Parents toured the school, learned about the NNHS community, and heard from department chairs about course offerings.
 - Special meetings for parents of 8th grade students in Dual Language, Academic Support, Special Education or are new to District 203

Public Comments

Student from NCHS-Junior. Has issues with block schedule. AP and honors courses will be pressed for time. Most of the work is done outside of the classroom. Block classes will meet in class way less often. Teachers will be asked not to rush the coursework. More will be assigned outside of class. This will be an inefficient way to teach the coursework.

Physical education will be shortened each week. PE is very important especially for high school students. Many strong studies show that learning does better in smaller consistent chunks. He shared a petition that he has circulated at NCHS.

Monthly Reports

- Treasury Report- The Board received the November Treasurer's Statement
- Investments- The Board received the November Investment Report
- Insurance-The Board received the November Insurance Report
- Budget-The Board Received the November Budget Report

President Gericke reminded the Board and Community of the board agreements. She noted that it is each Board member's responsibility to prepare for each meeting and to effectively express our concerns either to the Superintendent or the Board President in a timely manner. Board members have also agreed that avoiding surprises is paramount in displaying respect to all District Administration. The Board has tasked itself to send questions in advance of each meeting to the Superintendent to allow the provision of the best possible response for the community. It also allows for efficiency during the community's meeting. Those same questions as well as new ones may be asked in Open Session. For transparency, please note if any questions were asked earlier. Mr. Bridges did you receive questions from Board members? Superintendent Bridges responded that he received questions from six Board members. Mrs. Patton confirmed that emails with a link for the Board agenda were sent and delivery confirmed at 1:51 pm, Friday, January 17, 2025. No emails bounced back.

1. Bills and Claims from WARRANT NO. 1065575 THRU 1066299 AND WARRANT NO. 9000000101 THRU 97 TOTALING \$36,367,401.47 FOR THE PERIOD OF December 17, 2024 TO January 21, 2025.

Per the schedule it was not your turn to review Bills and Claims.

It was assigned to me as a shadow.

Who was it assigned to?

It was assigned to Board member Kelley Black.

Why did she not review bills and claims?

After we received the email From Michelle Swope, we received an email that she was declining to review them. She declined to review due to the process.

The process is a way for us to review the dollars spent by the district. He reviewed the process. President Gericke confirmed that is the process.

I have a major concern with that as it is our responsibility and we do this on behalf of the community. I have a concern that we have a Board member who has opted out of this process. Is there an explanation?

We are off to no surprises again. I had hoped the tone of the meeting would have changed. The reason I did not feel comfortable is that questions I asked were not answered. In the audit report there were some processes and concerns noted by the auditor. At Triple I, I went to a workshop on what is the fiduciary duty of the Board of Education. I have an ongoing problem with getting information that I ask for. Part of my job is having access and I have not received information that I have requested. I am simply trying to make sure that my questions are answered.

As far as the budget process goes, we have many meetings and we have an ongoing list of questions that are kept and shared with the community. The questions that were sent were

answered and sent to all of us. In the audit report, we were given the option to ask questions ahead of time and they were not asked. I don't understand as we are all given an opportunity to ask questions.

The surprise is that you waited until this week to share that you were not going to take on this responsibility. You have yet to perform this responsibility since you have become a member of the board. This is not an easy job. We are all elected by the community to do all the parts of the job. For you to opt out because you don't like the process is a shirking of your responsibilities. Why is okay for you to say I don't want to do that.

There are outstanding questions. There is a discrepancy in the information. There are questions that have not been answered. I can ask budget questions along the way. I was going to ask tonight to put a discussion item on the agenda. I don't get items added to the agenda even though it is my right. Why don't we put on the agenda a discussion item about the internal controls concerns mentioned in the audit? I also indicated that I would be more than happy to do some additional Board work to make up for it.

We don't get to pick and choose what we want to participate in. We are a Board of seven and we share the responsibilities. The last round of questions from the December 16 meeting were in the Board update that was sent on January 10. It is disingenuous to indicate that you are being treated unfairly. When one Board member gets information, all Board members get the information. I expect that we read the answers.

In all that you said, you didn't answer the question I asked. Why did you opt out of this responsibility because you did not want to? The schedule was sent out in August. You waited until January 14 to say that you did not want to participate in the process. You don't get to decide that the rest of us have to shoulder the burden. Why in 20 months have you not reviewed the bills and claims?

Superintendent Bridges stated that he reviewed the questions submitted and noted that the Board member was asked to schedule a meeting with Mr. Frances. That meeting was not scheduled. The answers were shared with all Board members.

Mr. Frances added that the Auditors had no concern about the internal controls. We are already doing what was requested and we will bring the Board an addition to our policies. We have a scheduled call to get more information as to additions to the policy. There was no note about internal controls.

The audit report is information and not something that we vote on to approve.

There have been a lot of press coverage on my behavior. I was told that we don't meet individually with staff, so I did not schedule it.

My comments were to send questions first and after they were answered we could schedule a meeting.

Roberts Rules does not allow you as the chair to interrupt me. Why do I opt out of that task? When I went to the Triple I conference it became very clear that we sign off as a fiduciary duty that this is accurate information. I am financially liable. We should problem solve. I would like to have a Board committee to put together a handbook of processes. I don't receive Board Prep because I want it in writing. We should focus on ways to resolve it. People have their own political agendas and are running for office.

We do not discuss politics at the table. It has no place at this table. That is an accusation that is completely unfounded. If you would like to continue with something other than your political statements, you may do so.

What I am saying is that politics don't have any involvement.

You are no longer recognized.

Superintendent Bridges stated the check breakdown is publicly posted and each Board member has the opportunity to review. It is not the responsibility of one Board member.

Want to remind the community that the Board's role is a governance role. There are procedures and it is our role to make sure the processes are followed. The Board participates in the audit. I know that in part because of that, we have the highest Financial rating at ISBE as well as an AAA Bond rating. Thank you for your oversight

I did bills and claims because in our oath it says that I shall respect taxpayer interests by serving as a faithful protector of the School District's assets as well as Policy 2.20. Bills and Claims needed to be reviewed.

Kristine Gericke made a motion to approve WARRANT NO. 1065575 THRU 1066299 and WARRANT NO. 9000000101 TOTALING \$36,367,401.47 FOR THE PERIOD OF DECEMBER 17, 2024 TO JANUARY 21, 2025 seconded by Kristin Fitzgerald. Those voting yes: McMillen, Kozminski, Fitzgerald, Cush, Gericke, and Wandke. No: Kelley Black. The motion carried.

2. Adoption of Personnel Report

	Effective Date	Location	Position
LEAVE OF ABSENCE-CERTIFIED			
Laura Andrzejuk	11/3/25 - 5/22/26	Beebe	Reading Specialist
Amy Wynne	11/3/25 - 5/22/26	JJHS	Mathematics
RESIGNATION-CLASSIFIED			
Timothy Leisten	1/13/2025	Maplebrook	Custodian
Bhuvana Narasimhan	1/10/2025	Jefferson	Special Education Paraprofessional
Maclaine Filer	1/15/2025	MJHS	Special Education Paraprofessional
Dominick Boyer	1/15/2025	NNHS	Special Education Paraprofessional
TERMINATION-CLASSIFIED			
Shawna Caswell	1/8/2025	NNHS	Custodian
EMPLOYMENT-CLASSIFIED FULL-TIME			
Sarah Boghossian	1/13/2025	NNHS	Literacy/Writing Center Assistant
Amanda Lasky	1/16/2025	NNHS	Special Education Paraprofessional

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

3. Board Meeting Minutes: 12/16/2024, 01/07/2025

January 7, 2025 minutes, there are comments by Joe Perkoski that the documents could be released if the Board agreed to release them.

Mr. Perkoski's comment was that he was not going to give an opinion in Open Session.

He did make the comments.

Each member can decide if the minutes accurately reflect the meeting.

I think the accuracy should be the point of the minutes not people's impressions. The amount of hardship it's caused me, I think we owe it to our community, we've scared our community, we've embarrassed our community. I don't want people to hide behind we can't release the information.

On page nine- he commented that he was not going to give an opinion in open session. After he made that statement, the other comments were by other Board members.

He did make those comments. I am asking that we stay the vote and go back and make these accurate because I am very frustrated about inaccuracies damaging me when we can take the time to be accurate, that we tell the truth.

Superintendent Bridges stated the Board secretary did present these as an accurate reflection of the meeting. If the Board does not think they accurately reflect the meeting, then the vote can reflect that. If it determined by vote there are inaccuracies, then we can address that.

Donna Wandke made a motion to approve the Open Session Minutes of 12/16/2024 and 01/07/2025 as presented seconded by Amanda McMillen. Those voting yes: Gericke, Fitzgerald, Kozminski, Cush, Wandke, and McMillen. No: Kelley Black. Abstain: None. The motion carried.

4. Closed Session Minutes: 12/16/2024, 01/07/2025

Over and over, I have requested that all the documents be included in the minutes. Under self-evaluation, I don't think the word violations of Board agreements were reviewed and discussed.

Superintendent Bridges stated that the closed minutes are protected under the Open Meetings Act. Reading them in public violates the Open Meetings Act. The Board would have to approve the release of these minutes which it does through its semi annual review. Yes, I did interrupt you to protect you.

Are we voting to release?

Superintendent Bridges stated no, you are voting to approve the minutes. As you know and as allowed under the Open Meetings Act, the Board of Education had the opportunity to reflect comments in Closed Session about the accuracy and no comments were made.

Not intended to be a verbatim recording of the meeting. If the majority of the Board does not believe they are an accurate reflection of the meeting, then the vote will reflect that.

I want any documents reviewed to be attached for future Board members.

Donna Wandke made a motion to approve the Closed Session Minutes of 12/16/2024 and 01/07/2025 as presented seconded by Charles Cush. Those voting yes: McMillen, Fitzgerald, Gericke, Wandke, Cush and Kozminski. No: Kelley Black. Abstain: None. The motion carried.

Communications

Written Communications

Freedom of Information Requests:

Saxe Freedom of Information Act Request- Human Resources Information
Tipantasiq-Wolverton Freedom of Information Act Request-Student Services Information
Hudgens Freedom of Information Act Request- Human Resources Information
Fabbre Freedom of Information Act Request- Board of Education Information
Mullins Freedom of Information Act Request- Board of Education Information

Superintendent/Staff/School Report

None.

Board of Education Reports:

None.

Presidents Report

President Gericke mentioned that she attended a NEF meeting. Be on the lookout for an invitation as they are in the final planning of their fundraising Breakfast.

Superintendents Report

Tonight, we will be presenting the first of two presentations on the work we are doing on the innovation of the school day.

Why innovation? How Naperville 203 Seeks to Innovate to Support Students and Staff

The outcomes for our presentation this evening are to:

- **Provide Context for Innovation**
- **Share Progress of Design Teams**
- **Foster Cross-Level Understanding**
- It's important to remember that school is not just about helping students succeed in school or preparing them for the world we grew up in; it's about equipping them for a future we can't fully predict. Many of the careers they'll pursue haven't even been invented yet. Our true vision is for our school district to help build a passion for LIFELONG learning.
- Today's students will be in the workforce well into the 2080s. With 80% of high school students expressing a desire for on-the-job learning opportunities, education must evolve to meet these changing needs and empower our students to thrive in their future.
- It's important to ground our work in the commitments we've made to our community through our Strategic Blueprint.
- When we began writing our 2027 commitments, we knew this work had to continue and deepen. We are committed to implementing a multi-tiered system of support, a comprehensive social-emotional learning plan, and a Comprehensive Equity Plan to ensure every student has the skills, opportunities, and support needed to thrive academically, socially, and emotionally while preparing for college, career, and life readiness.
- The work we are sharing is not new—it's been a key focus of our district for years. Commitment 1.3, which calls for an analysis of innovative school day models, has been part of our focus since before 2018 and was added to our blueprint in 2021.

- Developed by a design team of 70 plus community members, students, staff, and local business owners, our profile of a learner was informed by a deep analysis of the skills businesses are seeking in future employees and the evolving demands of our society.
- The five competencies—adaptability, a learner’s mindset, communication, critical thinking, and global citizenship—must guide our decisions on the learning experiences we provide. These skills will **best** prepare our students for **life beyond our schools**.
- We are deeply grateful to the Board of Education for adopting our new mission statement aligned with these essential competencies, further strengthening our commitment to empowering every learner.
- We’ve already set a clear vision, taken small but meaningful steps, and made changes within our current structures to innovate where possible. **We’ve reached a point where we must address the conditions that limit our ability to fully realize change**—such as instructional time, collaboration opportunities, and logistical challenges.
- We continue to perform at the highest levels across all academic accountability assessments, ranking in the 99th percentile in English Language Arts and Mathematics and the 98th percentile in Science among Illinois unit districts.
- We’ve also seen strong post-pandemic recovery, our graduation rates exceed 95%, and more than 85% of our graduates enroll in post-secondary education.
- It’s also exciting to note the rapid growth of new career-focused courses at the high school level.
- These accomplishments reflect the strength of our schools and the dedication of our community to preparing students for the future.
- While on average, our middle school students achieve at the 74th percentile in math, their average growth ranks at the 42nd percentile.
- We also see challenges in student behavior and attendance. Approximately 30% of exclusionary discipline incidents occur during unstructured time, and our chronic absenteeism is at 15%. First-period tardies account for nearly half of all tardies at both the high school and middle school levels.
- Additionally, student surveys reveal that a sense of belonging declines as students progress through school—only 67% of third through fifth graders and 55% of sixth through twelfth graders feel a strong sense of belonging.
- While 85% of our graduates enroll in post-secondary education, only about 50% of them complete a degree within four years.
- We also acknowledge the achievement gaps that exist for student groups within our system.
- These data points drive home the importance of the work we’re doing to remove barriers, create meaningful learning opportunities, and foster a supportive environment where all students can thrive.
- For our elementary schools, our school day is 15 minutes shorter than the average in the area. On the other hand, we have one of the longest high school days, which is 27 minutes longer than the average nearby.
- Another key difference is how we structure our start and end times. While most unit districts in the area stagger their school day so that each level finishes in the order in which it starts—**AND** they average nearly 40 minutes between start times for different levels, we average just 15 minutes between levels.
- Did you know that many of our high school students who take the bus arrive at school more than an hour before classes begin, with some boarding as early as 6:15 a.m., **90 minutes prior** to the start of their day?
 - Did you know that our elementary school day is one of the shortest in the state, even compared to similar districts in our area?
 - Did you know that our middle school schedules provide fewer minutes for mathematics instruction than what is recommended by research and the state average?

- Did you know that instructional time for literacy is currently blocked at 82 to 150 minutes at both the elementary and middle school levels?
- Did you know that we have continuous enrollment at our early childhood center, welcoming new students every week when our littlest learners turn 3?
- **Engagement:** Purposeful, relevant learning experiences are key to improving attendance, reducing tardiness, and fostering deeper engagement.
- **Instructional Minutes and Mandates:** Compared to other districts, we are not aligned in critical areas, such as math instructional time. Research and best practices recommend more minutes for math at the middle school level. State mandates continue to grow, requiring us to do more within the same amount of time.
- **Supports and Schedules:** Unstructured time, limited individualized supports, and nested school days are all barriers to progress.
- **Post-Secondary Readiness:** We need to ensure students leave us with the skills they need to succeed, whether that's in college, career, or life.
- **Professional Collaboration:** Our teachers are being asked to do more than ever—supporting academic, social-emotional, and wellness needs, all while delivering deeper, interdisciplinary learning experiences. Collaboration is foundational to this work.
- Finally, there's an additional factor—our **nested transportation and school day schedules**. These schedules create inefficiencies that ripple through all levels, limiting how we can innovate time and space to meet the needs of students and staff.
- At its core, *Innovating the School Experience* is about transforming learning experiences and creating flexible scheduling to meet the needs of all students as they prepare for the future.

This means:

- Increasing opportunities for **interdisciplinary learning experiences**.
- Allowing for **individualized supports and learning paths**
- Expanding **work-based learning and career pathway opportunities**.
- Addressing the **social-emotional wellbeing of students**.
- Increasing **teacher collaboration and connection** with students.
- Enhancing **professional collaboration**.
- Our process over the past six years has engaged many members of our staff, administration, parents, community partners, and students.
- In 2018, teams analyzed surveys and existing school day structures to propose structural changes.
- From 2019 to 2022, the district made progress by expanding blended learning opportunities, revising high school schedules, developing a comprehensive strategic plan, and reviewing and updating middle school exploratory course offerings to better align with student interests and workforce needs.
- In the summer of 2023, administrators across the district engaged in learning about emerging technologies & generative Artificial Intelligence, the transition from content to skills and the need for innovative school experiences during an Innovation Summit.
- In the spring of 2024, leveled Design Teams, consisting of licensed staff, administrators, and educational support professionals at each level began a deeper dive. They reviewed research, analyzed neighboring school structures, developed core beliefs, and designed innovative structures tailored to the needs of their students.

- Design Teams were created at each level and included a **diverse group of representatives** from NUEA, NESPA, and administrative positions. These teams began meeting in the **spring of 2024** and have continued to meet throughout this school year.
- Regular updates were shared with district administration, and we maintained open communication with union leadership, ensuring that this work remained collaborative and transparent.
- Additionally, representatives from each design team came together as a **district-level team** to share insights, compare proposals, and ensure alignment across all levels.
- We've shared ongoing updates and resources through a **responsive and comprehensive internal ISE Google Site**.
- The teams determined and recommended **schedule structures** that align with our priorities for both students and staff.
- The design teams considered a wide range of factors to ensure their proposals were comprehensive and aligned with our goals.
- They reflected on societal and landscape shifts and intentionally incorporated the skills and attributes from our Profile of a Learner.
- As part of the Early Childhood design process, all staff, including our invaluable educational support professionals, participated in a survey and an all-staff meeting to share their insights and priorities.
- Key themes from the feedback included the need to **increase opportunities for staff planning, collaboration, and co-teaching roles**, and to **expand developmental play-based learning structures and experiences** for students.
- Staff emphasized the importance of **systematic screening processes** to inform educational supports, along with **targeted classroom supports** tailored to diverse student needs. They also recommended adopting **aligned Tier 1 literacy and SEL curricula** to ensure consistent, high-quality teaching targeted to developmental stages.
- There was a strong call to provide **tailored parent collaboration, supports, and educational opportunities** to strengthen family engagement in the learning process.
- Despite these complex responsibilities, teachers have only 25 minutes of planning time each day, and two 30-minute specials weekly to address students' unique needs and design innovative learning experiences. There are only five non-student attendance days per year to support home visits, community events, and collaboration.
- They recommend **increasing planning and collaboration time** to allow teachers to innovate and design instruction that aligns with early childhood standards and addresses each student's unique needs.
- The team proposes **tailoring instruction to students' developmental stages** by differentiating attendance times based on age level, ensuring that each child receives the appropriate support and opportunities for growth.
- They emphasize the importance of **play-based preparation for kindergarten** to help children transitioning from early childhood programs develop the skills and confidence they need for success in kindergarten.
- Under this proposal, **3-year-olds would attend only in the morning** for a slightly shorter session of 2 hours, and **4- to 5-year-olds would attend in the afternoon** for the same 2.5-hour session as before.
- Similar to our current structure, on Mondays, only students requiring additional supports would attend for targeted interventions, ensuring they receive the focused help they need. On Friday

mornings, **3-year-olds would not attend**, giving educators the time to conduct home visits, provide community events, and collaborate with colleagues.

- This schedule also allows educators to have **55 minutes of daily planning time**—a significant increase—enabling them to design innovative and individualized instruction for every student.
- In the spring, elementary staff participated in a survey to share their feedback and priorities for improving the school experience.
- Key themes included the need to **increase staff collaboration and planning time** and to dedicate more time for **student support, intervention, and extension**. Staff also emphasized the importance of integrating core content areas, creating **authentic and personalized learning experiences**, and increasing time for **SEL and morning meetings**.
- There was a focus on the need to **protect instructional minutes** to ensure high-quality teaching and learning remain central to the school day.
- For student experiences, the team emphasized the importance of **explicit SEL instruction and morning meetings** to foster life skills and a sense of belonging. They also prioritized **personalized, authentic learning opportunities** tied to MTSS to engage students and promote achievement.
- The team also recommended integrating learning across subjects to support differentiation and engagement, while ensuring **core instructional minutes** are equitable and aligned with state standards.
- They proposed a **dedicated What I Need or WIN block** to address academic and social-emotional needs, ensuring equitable access to support for all students.
- Our elementary students currently attend school for 6 hours and 15 minutes each day.
- There are **inconsistencies in the structures used to provide interventions and extensions** for students, which impacts how support is delivered. Schedules do not always account for **non-instructional tasks**, making it challenging to balance academic and operational needs.
- The time allocated for **morning or class meetings**, which foster community and social-emotional learning, also varies across classrooms and schools. **Planning and collaboration time for teachers** differs from school to school, creating inequities in how teams can work together to design and deliver effective instruction.
- The elementary design team has identified several key proposals to address the current challenges and create a more consistent and effective school experience for our students and they propose adding 15 minutes of time to the length of the student day in order to adequately address the first three components of their proposal.
- They propose **built-in time for individualized interventions and extensions** to ensure that all students receive the support and
- The team recommends **increasing opportunities for collaboration**, both within schools and across the district, to ensure consistency and to empower teachers to work together to enhance student learning.
- The schedule includes a **dedicated 15-minute homeroom period** each day, ensuring time for morning meetings and explicit social and emotional learning.
- The schedule accounts for **necessary transitions and non-instructional tasks** without taking time away from core content areas. This approach helps us maximize instructional time while addressing the logistical needs of the school day.
- Both middle school students and staff provided valuable feedback to inform the design team's work.

- Students expressed a desire for **increased opportunities for social connections, expanded course offerings**, and more **hands-on, project-based learning experiences**. They also emphasized the importance of **balanced workloads, increased choice and autonomy**, and adjustments like **later start times or shorter days** to better support their well-being.
- Staff feedback highlighted the need to **limit or structure unstructured time, increase math minutes**, and dedicate time for **SEL activities and fostering a sense of belonging**. They also prioritized **teacher autonomy within the schedule**, increased **collaboration time for exploratory teachers**, and enhanced access to **interventions and special education services** without pulling students from core classes.
- Both groups called for **expanded exploratory offerings** and a focus on ensuring daily **recess and physical education** to support overall student engagement and well-being.
- For **school day structures**, the team emphasized implementing **fewer transitions** and **structured arrival processes** to increase focus and readiness. They also proposed a **flexible modified block schedule** to foster deeper learning, personalized support, and strong teacher-student relationships, while remaining responsive to adolescent needs.
- In **student engagement and well-being**, the team prioritized creating a **safe, inclusive environment** that promotes engagement, interdisciplinary learning, and social interaction, while maintaining daily **physical education and recess**.
- For **exploratory courses**, they recommended offering **diverse, interest-driven options** that allow students to accelerate, explore their passions, and even earn high school credit when appropriate.
- They proposed **dedicated time for individualized supports and MTSS**, ensuring students receive the SEL, academic, and executive function support they need, paired with purposeful staff collaboration to deliver targeted interventions effectively.
- Currently, middle school students experience a **9-period day with 41-minute classes** and **10 transitions**, resulting in significant unstructured time throughout the day.
- There is **no dedicated weekly advisory**, which limits opportunities for building connections and addressing students' social-emotional needs. Students only have access to **one exploratory course**, and some must give up that time to receive academic interventions.
- Instructional time is uneven, with **82 minutes allocated to English Language Arts daily**, but only **41 minutes for math**, which does not align with best practices for middle school math instruction. Students in **Band and Orchestra miss core classes** to participate, creating scheduling conflicts that impact their academic experience.
- They recommend **increasing math instructional minutes to 53-60 minutes per day** to align with best practices and provide deeper support for student learning. Attached to the math course is a 20-minute "What I Need" period, during which students can receive additional math intervention or enrichment from their math teacher, or support from other specialists and related service providers.
- Second, the team proposes **incorporating time for individualized interventions** while ensuring students maintain access to exploratory offerings, so no one has to sacrifice opportunities for support or enrichment.
- They also suggest adding a **weekly anchor day** that includes advisory and a point of connection with all classes occurring. This day would focus on building community, strengthening SEL and Profile of a Learner skills, and supporting connections across content areas.

- Additionally, the team emphasizes the need for **deeper learning opportunities** in math, science, and social studies, with flexible time built in for **hands-on projects, interdisciplinary connections, and collaboration**.
- Finally, they propose adding **innovative exploratory choices** to expand opportunities for students to explore their interests, develop new skills, and continue to build out pathways aligned with the high school.
- This schedule includes a **FLEXIBLE MODIFIED BLOCK** which maintains a **2-period English Language Arts instructional block**. This increases mathematics instructional time to **53-60 minutes daily**, aligning with best practices to ensure students have adequate time to deepen their understanding with a **20-minute WIN or What I Need period** attached to math, offering individualized support for any content area including math tailored to student needs.
- Social studies and science are organized into **flexible time blocks** that can be **combined or separated** depending on the instructional needs of the day. This structure supports deeper learning and hands-on projects in these critical subjects.
- Students will have access to **two daily exploratory classes, plus Physical Education**. Band and Orchestra would now be embedded in the schedule. Additionally, students receiving interventions will still be able to take an exploratory class.
- Daily **PE and lunch with recess** remain a part of the daily schedule. We are looking at offering a variety of options for students to participate in during the recess period as many students have voiced they want recess time, but do not all want the traditional outdoor recess as it is now.
- The schedule will also reduce **1-2 transitions per day**, decrease hallway traffic, and improve overall flow.
- Additionally, this structure supports the **expansion** of exploratory wheel classes.
- The recommended proposal is to have a weekly anchor day which would be on Wednesday. There will be an advisory to start the day and then students will progress through all of their classes.
- In April 2024, high school students and staff shared their reflections on the current state of our high schools through an anonymous survey. Their feedback has been instrumental in shaping the design team's work.
- **Students emphasized the need for a shorter school day**, referencing the challenges of our longer-than-average schedule.
- Students also expressed a desire for **more project-based, hands-on learning and flexible scheduling** to personalize their coursework.
- **Staff feedback echoed many of these themes**, with calls for a schedule that supports **flexibility, personalization, and genuine time for academic and SEL supports**. Staff also advocated for **student-centered instruction**. Several supported the idea of a **block schedule** to provide consistency and better reflect these priorities.
- The high school design team has been hard at work over the past nine months, focused on creating the conditions for responsive change while fostering a dynamic learning environment centered on **engagement, autonomy, connection, and support**.
- Our goal has been to develop recommendations that transform the high school experience in District 203, ensuring it best supports the **academic, social-emotional, and behavioral development** of our students.
- Currently, our high school students navigate a complex and inconsistent schedule. They experience **8 to 9 periods per day** with **7 to 8 passing periods**, adding between **35 to 42 minutes of transitions daily**. Class periods range from **42 to 50 minutes**, depending on the

day, with instructional time often narrowed by the need for opening and closing activities in each class.

- Students and staff follow **three different schedules with two different start times each week**.
- Our high school day is about **30 minutes longer than other local suburban high schools**, and transportation logistics add **60-90 minutes** to students' days, requiring early wake-ups and long days that contribute to challenges with sleep and mental health.
- One of the key shifts recommended by the design team is a focus toward **deep learning**. This approach emphasizes inquiry-based, project-oriented, and collaborative work that allows students to apply their knowledge in real-world scenarios.
- Our goal is to **maximize instructional time**, organize it into larger chunks for deeper learning, and provide more time for **individualized interventions and social-emotional support**.
- We recognize the importance of teacher collaboration. Currently limited to Wednesday morning late starts, this time is insufficient to meet the growing demands of interdisciplinary and collaborative teaching.
- To meet the goals of our desired state, the high school design team recommends a block schedule model. This framework includes **four block days and one anchor day** in a typical five-day week.
- On block days, each course is scheduled for **85 minutes of instruction**, with the third block extended by **52 minutes** to allow for lunch. Block days are organized into two clusters (A and B), maintaining the current number of courses while adding an additional **two 40-minute periods** for interventions or homeroom.
- The **anchor day**, shown in the middle of the week, follows a traditional high school schedule with 46-minute periods. In shortened
- This adjustment allows students to get more sleep while giving faculty time to meet before school without needing a special schedule—truly a win-win for both students and staff.
- When students enter the workforce, they'll need the ability to focus on tasks for extended periods of time. With the prevalence of technology and digital distractions, it's more important than ever to build **mental stamina and focus**. A block schedule provides students with opportunities to develop these critical skills, preparing them for the demands of college, careers, and life beyond high school.

- Our Connections program is already extraordinarily innovative in its efforts to provide real-world application and vocational training. For some of our students, this can be a schedule that mirrors a community college by engaging in learning at the College of DuPage. Other students are benefiting from the innovative micro-businesses that are housed at our Connections building. All of these opportunities, further preparing them for their futures.
- Currently, **innovative facility changes** are underway to enhance the Connections program. Renovations include creating bigger **micro-business spaces** to allow more independence, and **residential-style classrooms**. These new spaces will support authentic learning experiences and are set to be completed for the **2025-26 school year**.
- While middle school instructional minutes align with regional averages, **Naperville 203 has fewer middle school math minutes compared to peer districts**. At the elementary level, instructional minutes are **significantly lower** than other districts, while high schools have **significantly more**. The gap between daily instructional minutes for elementary and high school—70 minutes—is the **second-largest in the area**.

- This imbalance also impacts **equitable access to learning opportunities**, particularly for elementary and middle school subjects like math and targeted interventions.
- Block learning offers a powerful opportunity to enhance both student engagement and achievement by providing **opportunities for deeper learning** and addressing some of the structural challenges of traditional schedules.
- With **extended class periods**, students can explore content in greater depth through **hands-on learning, projects, and in-depth discussions**.
- Block schedules also provide time for **differentiated instruction**, enabling teachers to offer **individualized support, small-group work, and personalized learning** to meet the diverse needs of all students.
- By reducing **instructional fragmentation**, block schedules allow for cohesive lesson plans that include **complex tasks and inquiry-based learning**, fostering critical thinking and problem-solving skills. The decrease in transition times also minimizes disruptions, creating a more **focused and productive learning environment**.
- Extended periods further enhance **teacher-student relationships** by providing more time for personalized interactions, addressing diverse learning needs, and building a supportive classroom environment.
- This approach not only helps address **achievement gaps at the high school level** but also provides a framework for enriched, engaging learning experiences that prepare all students for the demands of college and career.
- Naperville 203 is unique in that **high schools start first and end last**, while **elementary schools start last and end first**. In most neighboring districts, schools end in the same order they start, with high schools starting first, followed by middle and elementary schools.
- These scheduling challenges also lead to **extended unsupervised time**, with high school students dropped off as early as **6:45 a.m.** for a **7:45 a.m. start** and middle school students arriving 30 minutes early.
- In contrast, most other districts structure their schedules to **minimize conflicts and maximize operational efficiency**, avoiding the inefficiencies created by our current nested structure.
- While structures themselves aren't inherently innovative, they are essential in creating the conditions for innovation to thrive. These changes are designed to ensure that our students' time in school is purposeful, engaging, and aligned with their developmental and academic needs.
- We propose a **staggered school day** to make better use of time and resources. By also ensuring that students arrive at school as close to the start of the day as possible, we reduce unstructured time and maximize instructional opportunities.
- At the elementary level, we plan to **add 15 minutes to the school day** to account for time for an intervention and extension block, daily morning meetings, and **non-instructional tasks**, **without** stealing time from core instruction. At the same time, at the secondary level, we aim to **reduce non-instructional time**, like excessive passing periods or lengthy time before school even begins, to ensure that time is reallocated to meaningful learning opportunities.
- For middle school, we propose **extending mathematics instructional time** and creating **opportunities for deeper learning** in all subjects, including flexible blocks for interdisciplinary projects and collaboration.
- We also propose **shifting the elementary start time earlier**, while **delaying start times for middle school and high school** to better align with the physiological needs of adolescents.

- Finally, no school day will start before **7:30 a.m.** or end later than **4:00 p.m.**, ensuring that our schedules are both developmentally appropriate and efficient for students, families, and staff.
- While we believe these proposed schedule shifts and structural changes will benefit all students, we are particularly excited about the positive impacts for students requiring additional supports or special education services. These changes provide greater opportunities for individualized learning without compromising instructional time or students' access to career exploration experiences.
- These structural changes lay the groundwork for a more innovative school experience.
- We will **review and incorporate feedback** from the Focus 203 events, the Board of Education, students, and staff into the final models of instruction and operational schedules.
- We will **create a timeline of communication** to ensure all stakeholders are informed throughout the process. On **February 3rd**, we will present the recommended final models to the Board of Education for approval.
- We will **collaborate with our four associations** to assess the impact of these changes and address any bargaining implications.
- To prepare for these shifts, we are providing **professional learning structures and supports** to equip staff for the instructional and operational changes. We will **communicate all final schedules and shifts** to students, staff, families, and community stakeholders to ensure a smooth and successful transition.

Board Comments/Questions:

Thank you for the presentation. Clear that it has been a long and thoughtful process.

Can we ask questions by level?

Other Board members stated questions were broader than by level.

How will the home visiting at EC, happen weekly and what ages is it for?

Erin Marker stated that home visits are part of our family engagement strand. Required by best practice. Some are around additional learning. Intent would be to use that block to get into the community more. It would also be about engaging some community partners. It will help us engage in a family's culture.

Mrs. Matthews added that 3-year-olds are continually enrolling. We have five days now for home visits and there is not always time to allow for those.

Excited about these changes. Do three-year-old currently attend five days a week?

Ms. Marker stated that some community students attend four days a week.

Thank you for all the work since 2018. Content and rationale are obviously backed by best practice and research. Things I need to know before February 3 vote.

Superintendent Bridges stated, we will not bring it for a vote on February 3. There will be additional information provided.

Did the level design teams have input on the implementation? It will be a process. Need to understand the timeline for implementation and support for our staff. We have done a lot of communication to the community. I would like to see some kind of Q&A for parents/community.

The WIN that is attached to Math. What does that look like?

Mrs. Boutet responded it is referred to "the back 20." It becomes an intervention period as a lot of specialists and interventionists flood the classroom. Core teacher is still in classroom and would be coordinating intervention or enrichment. All students benefit as they have additional time in Math or other areas.

I was thinking that Mathematics was changing to 79 minutes but with the back 20, it is 59 minutes.

Mrs. Boutet stated that every day the Math block would be about 59 minutes then the additional 20 for math or another subject.

I would like to see a side-by-side example of the elementary day.

I have the most feedback on is that there are concerns of the data and empirical data to support a block schedule. Cited some districts that are going back to a more traditional schedule. What are we basing this on?

Dr. Cohen responded a block schedule is simply a way to organize time into a larger chunk. We have shortened the periods over time. The opening and closing times are taking away from the actual learning time. Sometimes teachers have to chop up learning topics into to multiple days. This way they can go from start to finish. It is what the longer period of time allows us to do.

Concerns about attention span and retention. Yearly progress was better met in a more traditional structure. Some feedback it is expands achievement gaps.

Dr. Cohen noted that relationships between teachers and students is what will impact student learning. On January 5, the teachers looked at how to reorganize tasks in an 85-minute block. This is already happening in our elementary level.

Mrs. Willard added we looked at research. There is research both pro and con. We reached out to districts around us who are successful and asked what works what does not. The data will say that relationships are increased with more time. They transition very quickly to a block in college. We need our students to have that experience. The anchor day is helpful We do look at things and look at the benefits.

There are concerns about the timeline. This is pretty aggressive. We are already into January and parents are concerned that we have not finalized this. Is there a way if we get feedback that this is too aggressive, a lot of feedback that this is stressful for parents?

Superintendent Bridges thanked the Board member for sharing what you have heard. A lot of members of the design teams would like to start now. It is our desire to start this next year. If we, don't we run the risk with morale. There will be a point in time, if we don't have an agreement that we will postpone.

There are slips they filled out? Will those be shared with the Board?

Mrs. Xagas stated any participants who posted on the sheets those have been posted on the website. The feedback from last week will be posted later this week. They will have an opportunity to get their individual questions answered.

Superintendent Bridges added that most of what we have heard, the questions are around how it will impact individual families. The feedback has been and will be included.

They did agree on solutions to long bus rides.

Superintendent Bridges responded that if nothing else, we must address our transportation. I appreciate the feedback.

Very much locked into the Why. We would not be doing our best if we are not looking at what kids will need going forward. Great to hear from Administration. Would like to hear from some with boots on the ground about some of the practical challenges. Any thoughts on the impact on different student populations? Each lens will have its own challenges. How long do we think it will realistically take to fully transition to this? There will likely be some growing pains.

Additional supports that may be needed for staff and students. Any cost savings expected with the bus scheduling?

Superintendent Bridges noted we are not ready to discuss that yet. Still working with transportation consultant.

What are the early measures we are going to look at to let us know if it is working? Looking at the great stuff you expect and the not so great stuff you expect to see?

Presentation was very well laid out and thoughtful. Can you talk about feedback that teachers, staff and students have given?

Mrs. Xagas stated some feedback was shared through the slides today. The other groups, we will share at the February 3 meeting.

Mrs. Boutet added the 6-8 student and staff survey. Did some listening tours at all five Middle Schools. There is a Middle School Culture group and we did some feedback at the December meeting. We have a Q & A document that we continue to update. We are always looking at data, behavior, achievement, 5 essentials. We are hopeful that some areas where we are struggling, we will see some early success. Dr. Cohen added that HS Principals have shared with the Principal Advisory groups and have shared that feedback.

Sounds like groups have had time to give feedback throughout the process and will continue to offer feedback.

Dr. Cohen noted that HS Principals have been able to meet with individuals and small groups.

Thank you for all the contributions. We don't always take the time to look forward and to look at some current challenges and how can we address them. How we can work on all these issues of from a unit district perspective? You had me at Math. Excited to see the focus on Math.

Appreciated the explanation of the 59 plus 20. At the HS level what does that WIN/SOAR back to back time work at the HS level?

Mrs. Willard remarked all of this is grounded in school improvement. The only way to do things differently is we need more time. This gives opportunities for us to schedule students for a more concentrated time of support. We hear from our science staff around labs. AP teachers can run "intervention" during that time. Teachers can be intentional and can collaborate help for students.

In addition to how we schedule it, it is about we will work this all in to get this off to a good start.

Mrs. Willard noted that when we put computers in students' hands that was a big shift for educators. We came up with a three-year plan. Change will have to iterate. We are being intentional about what the one-year outcomes will be, what will be the year two outcomes.

I like hearing that we will consider outcomes and how we will measure it. I see huge benefits for students going through the pathways programs. A positive way to get more in for the students who have internships. I know there has been thought for working families especially at the Early Childhood level. Can you speak about some of those thoughts?

Ms. Marker responded there was convenience with the five days but a number of families wanted their children to go less.

Mrs. Matthews added we will work with community partners to make sure the changes in the elementary day can be addressed with the before and after school care.

Are you considering HS credit at the MS level?

Mrs. Boutet remarked we may bring a proposal forward especially in Spanish.

What are the considerations with Junior High sports?

Mrs. Boutet stated we will be making a final recommendation on start and end times. Currently our buses are not arriving until 3:45. In the new efforts, the ask is the buses will be available at dismissal. Hope it will not be much different as it is now. If there is a later start time, there may be potential for some before school clubs. It is an important consideration.

Thank you for all of your great thoughts.

I like that we are taking what others have done to make it our own. Appreciate that these questions will be compiled.

Challenge is to look at grade levels to see what we can hold off on staff having to implement so we can get this going.

What stood out to me is the providing of consistency in a unit district. How do we prepare elementary students to go to a block schedule?

Mrs. Boutet stated that some 6th graders will transition more easily than the 7th and 8th graders. The block schedule will be different as it is a flexible modified block. It is a structure that adolescents can handle.

Superintendent Bridges added that a lot of the elementary day is a block. Literacy is a block.

Mrs. Matthews noted that the current schedule does allow for larger blocks of time.

Professional collaboration. When will they happen?

Mrs. Boutet remarked that each level is different. MS collaboration is within the school day. Exploratory teachers will have a daily PLC with staff from other buildings.

Mrs. Matthews added that at the elementary level it is built within the school day as well as some outside the school day. The plan is to build some consistency across the district.

Dr. Cohen noted that at HS PLC time has to happen outside the school day. Will be working with our partners at NUEA to see what we can do to support that.

Mrs. Matthews responded at EC; the goal is more collaboration time. Teachers at EC are triple certified so the time to collaborate and plan for the unique needs of students is important. There also needs to be time for the certified staff to work with the support staff.

Change management takes time. I do think we have to be mindful as to how it feels for families, students and staff.

Collaborating at Elementary, change will be much more labor intensive. Plan time is actually shortest at the elementary level. How much time will they have to do individual planning? The added 15 minutes seemed very aggressive. How we use the time will be critical.

All types of feedback. It would be great if we could get that feedback as soon as possible before February 3.

Mrs. Matthews noted she talked about the inconsistencies on how time is being used. This will provide consistency within the school day and how it is being utilized. The 15 minutes will be used in literacy, science and social science.

Discussion without Action:

None.

Discussion with Action:

Memorandum of Agreement with NUEA

Superintendent Bridges recommend approval of the MOA in regards to a .2 position. Cover us for this year. Unique set of circumstances that we need to implement.

Board Questions/Comments:

Charles Cush made a motion to approve the MOA with NUEA as presented, seconded by Donna Wandke. Those voting yes: Kelley Black, McMillen, Kozminski, Wandke, Cush, Gericke, and Fitzgerald. No: None. The motion carried.

Emergency Authorization to Building Improvements

Superintendent Bridges discussed the CO alarms going off twice last week. It means that two furnaces need to be replaced. The B&G team worked to get these replaced. Because it is so close to the \$50,000.00 limit this was brought to the Board. Technically do not need to take action. Motion can be to delegate action to Superintendent or to make the motion.

Board Questions/Comments:

None.

Charles Cush made a motion to approve the Emergency Authorization to Building Improvements as presented, seconded by Amanda McMillen. Those voting yes: McMillen, Fitzgerald, Wandke, Gericke, Cush, Kozminski, and Kelley Black. Those voting no: None. The motion carried.

Old Business:

None.

New Business:

None.

Upcoming Events

Next Board of Education meeting on Monday February 3, 2025.

Adjournment

Charles Cush moved, seconded by Amanda McMillen to adjourn the meeting at 10:25 pm. A roll call vote was taken. Those voting yes: Gericke, Kozminski, McMillen, Wandke, Kelley Black, Fitzgerald, and Cush. Those voting no: None. The motion carried.

Approved: February 18, 2025

Kristine Gericke, President, Board of
Education

Susan Patton, Secretary, Board of
Education