
MINUTES OF A MEETING OF THE BOARD OF EDUCATION, NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE AND WILL COUNTIES, ILLINOIS, HELD AT WASHINGTON JUNIOR HIGH SCHOOL, NAPERVILLE, IL.
September 20, 2021 AT 7:00 P.M., CLOSED SESSION 5:30 p.m.

Call to order

President Kristin Fitzgerald called the meeting to order at 5:31 p.m. Board members present: Kristin Fitzgerald, Tony Casey, Donna Wandke, Amanda McMillen, Joe Kozminski, and Charles Cush. Kristine Gericke joined via phone at 5:35 pm

Administrators present were:

Dan Bridges, Superintendent
Bob Ross, Chief Human Resources Officer
Michael Frances, Chief Finance Officer/CSBO
Brian Hextell, PMA
Fenil Patel, PMA

Closed Session

Donna Wandke moved, seconded by Joe Kozminski to go into Closed Session at 5:32 pm for consideration of:

1. Pursuant to 5 ILCS 120/2(c) (21) Discussion of minutes lawfully closed under the Open Meetings Act, for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 08/16/2021, 09/07/2021.
2. Pursuant to 5 ILCS 120/2(c)(1) Appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District.
3. Pursuant to 5 ILCS 120/2 (c) (11) Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal.
4. Pursuant to 5 ILCS 120/2 (c) (2) Collective negotiating matters between the public body and its employees or their representatives.
5. Pursuant to 5 ILCS 120/2 (c) (7) The sale or purchase of securities, investments, or investment contracts.

Meeting Opening

Charles Cush made a motion, seconded by Joe Kozminski to return to Open Session at 7:11 pm. A roll call vote was taken. Those voting yes: McMillen, Fitzgerald, Wandke, Casey, Cush, and Kozminski. No: None. Absent: Gericke. The motion carried.

Welcome and Mission

Kristin Fitzgerald welcomed all and read Naperville Community Unit School District 203's Mission Statement.

Roll Call

Board members present: Kristin Fitzgerald, Tony Casey, Charles Cush, Joe Kozminski, Amanda McMillen, and Donna Wandke. Absent: Kristine Gericke

Student Ambassadors present: Uju Kim, Joanna Cho

Administrators present: Dan Bridges, Superintendent, John Bruesch, 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, Sinikka Mondini, Executive Director for Communications, Patrick Nolten, Assistant

Superintendent for Assessment and Accountability, Bob Ross, Chief Human Resources Officer, and Jayne Willard, Assistant Superintendent for Curriculum and Instruction, and Lisa Xagas, Assistant Superintendent for Student Services.

Pledge of Allegiance

Led by the Board.

Good News

Superintendent Bridges noted that NCHS student, Braden Hajer, a 2021 Naperville Central graduate, drafted, advocated for, and eventually helped pass a bill that requires every public high school's curriculum to include a unit of instruction on media literacy.

Recognition of 2022 National Merit Semi Finalists.

Principal Wiesbrook introduced the 17 NCHS National Merit Semi Finalists.

Principal Posey recognized 33 National Merit Semi Finalists from NNHS.

Donna Wandke made a motion to allow Kristine Gericke to participate in the meeting via phone seconded by Tony Casey. Those voting yes: Cush, McMillen, Fitzgerald, Wandke, Casey, and Kozminski. No: None. The motion carried.

Public Comment

President Fitzgerald gave the parameters for public comment. She will designate the next speaker so that they have the appropriate time to prepare. Issues raised in public comment will be taken under advisement by the Board of Education but will not be discussed in this meeting. Because the questions raised in public comment address district operational matters, the Superintendent is designated by the Board to coordinate responses and will apprise the Board accordingly. All public comments have been added to Board Docs. President Fitzgerald reminded the community that as outlined in Board Policy 2.30, individuals addressing the Board should conduct themselves with respect and civility toward others. Individuals are free to express their criticism regarding Board policy or decisions by the Board but should refrain from personal attacks.

Susan Macikas Campus supervisor at NCHS since 2006. We all do what we do because we love kids. I ask that you pay us what we are worth. Thank you.

President Fitzgerald noted that the Board of Education appreciates your advocacy. Acknowledge all who spoke and who have emailed public comments. Cannot respond to each email due to volume. As a reminder, the BOE has designate the Superintendent to respond to public comments.

Monthly Reports

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

Action by Consent:

1. Bills and Claims
2. Adoption of Personnel Report

	Effective Date	Location	Position
REVISED CONTRACT-CERTIFIED FULL-TIME			
Russell Frye	SY 21-22	NNHS	Science
REVISED CONTRACT-CERTIFIED PART-TIME			
Mary Miller	SY 21-22	NCHS	Art
RESIGNATION-CLASSIFIED			
Bonnie F. Bowers	8/2/2021	Elmwood	Special Education Assistant
Lisa L. Geever	9/17/2021	Kingsley	Special Education Assistant
Paula M. Johnson	8/31/2021	NNHS	Health Technician
Janet M. Rueb	9/3/2021	NNHS	Special Education Assistant
REASSIGNMENT-NON-UNION CLASSIFIED			
Cheryl Feightner	9/27/2021	PSAC	Human Resources Generalist
EMPLOYMENT-NON-UNION CLASSIFIED			
Alexander Guillu	10/4/2021	PSAC	Senior Support Analyst
EMPLOYMENT-CLASSIFIED FULL-TIME			
Destiny D. Puente	9/20/2021	Kingsley	Special Education Assistant
Parker H. Myers	9/20/2021	Lincoln	Special Education Assistant
Laura Mazariegos	9/14/2021	NCHS	Department Secretary
Sunita R. Mishra	9/20/2021	WJHS	Special Education Assistant
Mariyana V. Petrova	9/20/2021	NNHS	Health Technician
Marika Velinova	9/9/2021	Scott	Custodian
EMPLOYMENT-CLASSIFIED PART-TIME			
Tamara Sullivan	9/20/2021	NCHS	Financial Secretary
Carolyn Mertz	9/20/2021	Lincoln	Clerical Assistant
Caroline Surowiec	9/20/2021	Elmwood	Computer Support Associate

3. Minutes 08/116/2021, 09/07/20/21

Kristin Fitzgerald made a motion to approve from warrant no. 1036762 thru warrant no. 30029749 totaling \$27,659,912.04 for the period of August 17, 2021 to September 20, 2021 and all other items on

Consent Agenda, seconded by Charles Cush. Those voting yes: Casey, McMillen, Kozminski, Wandke, Cush, Gericke, and Fitzgerald. No: None. The motion carried.

Student Ambassador Reports:

Uju Kim-NCHS-

Uju gave some personal comments regarding other areas in the District 203 community.

- In the past month, students have practiced fire and severe weather drills as well as ALICE training.
- On Fridays, we also show school spirit for our football games by holding pep rallies and dressing up for certain themes such as “Safari” or “Western.”
- Next week is our homecoming week
- October 1st, we will have our annual crosstown football game between Naperville Central and North.
- October 2nd, Central will have its homecoming, which is themed as “Dance Dance Revolution.”
- Parent-teacher conferences will be held on October 7th and 8th.

Joanna Cho-NNHS

There have been many events at Naperville North to start the school year strong!

- August 13th, we had our annual Enter With Pride to welcome the Freshmen,
- August 20th, we had our class assemblies and the 80s dance, which had an amazing turnout of 750+ people.
- August 27th was the Blue and Orange game, and Fridays have been exciting with huge turnouts for football games.
- Sports are in full swing, and so are many other activities, including theatre, where the children's play of *The Lion, The Witch and The Wardrobe* ran from August 10th-12th.
- Today marked the first day of SOS (Signs of Suicide) classes, and coming up is the mystery dinner on September 25th.

Written Communications

Freedom of Information Requests:

Toomis-Business Office Information

McKinnon-Maplebrook email information

Tong—Administration Legal information

Ryan – Curriculum Information

Livie- Shield Contract

Baker-Century Walk Agreement Information

Awake IL--Superintendent email information

Awake IL- Superintendent email Information

Awake IL- Superintendent and Administrator email Information

Livie- Superintendent email Information

Acme-Business Office Information

Protect Parents Rights-SHIELD Illinois Information

Superintendent/Staff/School Report

Superintendent Bridges talked about quarantining and using a test to stay program. DCHD does not endorse that plan. They have made a bit of a modification in that they will allow schools in DuPage County to use this mitigation. We are looking at using this as something in our toolbox. We continue to evaluate the students who are in quarantine academically as well as SEL.

Board of Education Questions and Comments:

President Fitzgerald restated what Superintendent Bridges stated. Superintendent Bridges did say that we are looking at it but the management is a struggle.

When does the testing that the state is providing begin?

Superintendent Bridges state that we are contracted to start September 27

If test to stay is not implemented, will we be looking at things like Zoom or making sure that students have some interactions with their classes?

Superintendent Bridges noted that we would continue to evaluate how we teach students in quarantine.

Can you tell us how you are working through evaluating how the quarantine support is going?

Superintendent Bridges remarked that parents and students who are struggling should always begin with the classroom teacher then building administrator. We will be looking at the efficacy of the teaching and the student's performance. Canvas and SeeSaw do provide good access to students.

Is the SHIELD testing part of the test to stay protocol?

Superintendent Bridges noted that it is but it is contracted to be weekly testing and the test to stay is testing on days 1, 3, 5, 7. People will have to go outside the district to be tested.

Is there consideration if parents are willing to have their child tested will that be accepted?

Superintendent Bridges stated that if we do the test to stay protocol, we would have to rely on parents to do exactly that.

The Board of Education will want you to continue to look at providers to help with that.**The testing can take up to four days to get results. What is the expectation of students/parents if they are quarantined? What are teachers supposed to provide?**

Superintendent Bridges noted that we have asked teachers to keep Canvas and SeeSaw current.

Mrs. Willard added that we have asked educators to check in on students as well.

Dr. Nolten added that the quarantine number is cumulative and not new students each week.

Can we improve how we are tracking?

Dr. Nolten stated that we are trying to note it in the column as total to date.

Student Behavior Report

- Every year, Naperville 203 provides a report focused on student behavior. The district's commitment to equity pushes us to consider the ways that our students experience learning, growth, and support. Our commitment also pushes us to identify opportunities and ways to be better for more students.
- We will highlight trends, disparities, and disproportionality, where they exist, as a way of discussing some of key areas of focus for improvement to be addressed right now and moving forward. Discussions associated with ways to improve do not necessarily mean that we are doing everything wrong. They simply means that we have an obligation to be our best for every single student in our district and plan to utilize our understanding and resources to do so.
- It is important to note that we have historically reported JHS and HS student behavior data. We are in the process of reviewing how this data is collected at the elementary level.
- Our student behavior policies embody our philosophy behind student conduct and interventions, as they relate to the behavior code. Our practices are built on acting in the best interest of students and the consideration of the rights and well-being of others, in an effort to provide the best possible learning environment for everyone.
- Students communicate with us in many ways. Their behaviors inform us of their needs, their hopes, and how they are experiencing and are impacted by environments we create within our schools.
- Each spring a committee of students, parents, teachers and administrators are convened to review Board Policy 7.180, which is our anti-bullying policy and Policy 7.190, which is our student behavior policy, and this team makes suggestions for change. The committee discusses the most common behavioral referrals and ways to improve communication with our students to ensure they have a clear understanding of the expectations and consequences of infractions.
- Our Comprehensive Equity Plan was designed to address inequities and disparities that exist in our students' learning and comprehensive school experiences.

- The goal of first pillar, Systemic Transformation of Culture, is to create positive learning environments where staff and students have respectful relationships and meaningful connections across demographic groups in all aspects of the school community. Feeling like a valued member of an educational community is critical for the academic success of our students.
- The goal of the second pillar, Courageous Equity-Centered Staff pillar is to further build the capacity of all staff to ensure an inclusive, equitable school environment through ongoing professional learning, self-reflection, and transparent dialogue.
- Our Perpetuating Systems of Equity and Opportunity pillar (Pillar 4) aligns District procedures, practices, and resource allocation to our mission, beliefs, and commitments. This pillar requires District administration to review policies, procedures, and practices such as our behavioral policies and practices through an equity-based lens while recognizing and actively countering known bias when implementing policies and procedures.
- Senate Bill 100 was implemented during the 2015-2016 school year to reduce the school to prison pipeline that was noted in numerous national studies. We know that when students are removed from school they become less connected to their school communities and are more likely to drop-out of school. This Bill promotes proven disciplinary alternatives over exclusionary discipline and eliminated zero tolerance policies, unless required by federal law or state code. The intent of Senate Bill 100 is to take more of an educational approach with students and to layer supports that assist with shifts in student behavior, while also considering and addressing the cause for specific behaviors. To the greatest extent possible, schools should work to identify the root causes of behaviors, align a response that is designed to shift behaviors, and work with students to re-engage in a manner that is restorative to the student and others impacted by the infraction.
- In response to Senate Bill 100, our district has implemented targeted professional development that you will hear more about later in the presentation.
- In addition to Senate Bill 100, in November of 2019, the Governor issued emergency rules on the use of time out and restraint in Illinois schools. In 2020, these rules were embedded into the school code. The training must include: crisis de-escalation, restorative practices, identifying signs of distress, trauma informed practices and best practices in behavior management. Our district has developed learning modules aligned to these identified priorities and has a system for tracking completion.
- Along with providing professional learning to educators, it is critically important for the district to conduct an analysis of data trends as they related to behavior in our schools. 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.
- It is critically important to ensure our behavior practices focus on keeping students in school and receiving instruction as there is a direct link between inclusionary discipline practices and increased academic growth and achievement. When we examine behavior data through an equity lens it also allows us to identify and address concerns, gaps and barriers that may disproportionately impact specific student groups, identify targeted supports where needed and allow us to track our progress toward equitable discipline practices and outcomes.
- You will see that we had minimal behavioral infractions that resulted in suspensions during the 2020-2021 school year. Since students were remote or hybrid for portions of the year, we should be cautious when drawing conclusions regarding the overall trends when we include the previous 18 months.
- Note a downward trend in the percentage of students serving an out of schools suspension and upward trend in the percentage of student serving an in school suspension.
- Note a higher percentage of African-American/Black and Hispanic/Latinx students experience in school suspension relative to other race/ethnicities
- We attribute the increase in in school suspensions during and after the 2017 academic year related to the implementation of SB100

- Similar to our in school data, a higher percentage of African-American/Black and Hispanic/Latinx students are issued suspensions
- Please note that these student groups consist of overlap with other groups - for example, an Asian student may fall into the categories of special education and economic disadvantage
- Disproportionality may be identified comparing the percentage of suspensions issued to a specific race-ethnicity relative to the percentage of that race-ethnicity in the overall student population.
- Naperville 203 has been intentional in our efforts to develop our faculty and staffs' capacity to support and encourage positive student behavior and create a climate and culture that ensures all people consistently feel valued, respected, included, safe, and contributing members to all school environments.
- Soon after senate bill 100 went into effect, the Board approved revisions to Policy 7.180 and 7.190 to align to the expectations and best practices outlined in the law.
- In 2017-2018, Naperville 203 launched our social-emotional learning curriculum to help students become resourceful and resilient lifelong learners by teaching social, emotional and academic skills in a nurturing learning environment.
- ISBE collects and examines data annually to determine whether significant disproportionality based on race or ethnicity is occurring in the State and local school districts with respect to the rate of discipline incidences, duration, and type of disciplinary actions, including suspensions and expulsions. In 2018, Naperville 203 was identified as significantly disproportionate regarding the rate of out of school suspensions of Black male students with IEPs compared to other demographic student groups. As a result, district administrators conducted a data analysis and review to determine root cause and identify appropriate action steps including professional learning, targeted supports and interventions, and revisions of related policies, practices, and procedures.
- During this time, our overall approach to student behavior focused on creating positive climate and culture, by promoting social-emotional wellness, equity, and inclusion.
- *What is significantly disproportionate? When a group of students is 4x more likely than all other groups of students to experience an outcome for 3 consecutive years.*
- More recently, our administrators and some staff have engaged in professional learning to develop student-focused, culturally responsive discipline and equity-centered classroom management strategies to promote a positive school and classroom climate and culture.
- Awareness and professional development have been key factors in our efforts to reduce suspensions and address the behavioral disparities between student groups.
- Staff to student and student to student mentoring programs are another example of proactive measures used to develop strong relationships with and among students in an effort to build connectedness to their school communities.
- Additionally, we believe the work that each school experienced through the Deep Equity training and the ongoing professional development in culturally responsive practices will help us to continue to learn about our diverse student populations with an emphasis on recognizing our own biases that may be contributing factors to the behavior disparities.
- When system-wide proactive measures aren't enough to prevent concerning behaviors with some students, we offer intervention supports and services such as individual and group counseling services and behavior intervention plans to reduce the likelihood that these behaviors will re-occur. In rare instances, students are referred to an alternative learning program or an alternative learning plan is developed as determined by the administrative team in consultation with the school. These supports are intended to result in positive changes and protect opportunities for students to learn.
- As a district, we are as committed to ensuring individualized and responsive behavioral practices that lead to reducing the disparities among student groups.
- Our focused work on addressing student behavior is ongoing and truly requires us to be attentive to the needs of our students. In addition to the supports and training that are currently

underway, we have several targeted recommendations for consideration to be included in the district's upcoming strategic plan work.

- We would like to implement structures for our students to engage in learning that promotes social-emotional skill development. We also want our staff to continue to engage in training to support classroom-specific strategies to assist students with skill development associated with their behavior, training focused on fostering understanding regarding different behaviors exhibited by students, and consideration of the impact of classroom practices, routines, and classroom culture on behaviors exhibited by students.
- While we are grateful for our partnership with external organizations and programs that assist with providing an alternative placement for some of our students, we would like to examine what it would take to provide these services and programs within our district. We would like to keep our students here and under our direction, as much as possible. We want to make every effort to maintain a connection with our students and to reinforce our commitment to addressing the needs of students by supporting their learning and growth within our district. We also want to implement an in-house support program for our Junior High students. We have very limited options and resources for students in our Junior High Schools and there is a growing need for this level of intervention. To facilitate this recommendation, we would need to examine our educational planning and programming for students in need of a temporary alternative placement, along with facility considerations.
- All of our recommendations are centered on supporting our students with developing important skills regarding their behavior, training and supporting our staff in best practices associated with student behavior, and taking responsibility for the educational outcomes of all of our students in the district. By aligning our beliefs and values on student connection and belonging with our practices, we expect to see positive shifts in student engagement and ultimately increased positive student behaviors.

Board of Education Questions/Comments:

Thank you.

Wonderful report. Nice to see the concrete data. Appreciate the approach to look at the whole child especially as we are living in a pandemic. With the interventions that are being spoken of, are there benchmarks that are being used to see the progress that is being made?

Dr. Holland responded that we want to remove the predictability of who is going to be a part of our behavior system. We want to see decreases in the numbers and changes in the plans that are made for students, We need to look at our plans and determine the root causes. We will follow students as they are in a plan and once they are out of the plan.

Dr. Leaks added that when we are in a state that is equitable, the numbers would be more in proportion.

Some things in this report are extremely concerning to me. Would like to see the suspensions spelled out more specifically to show the magnitude of the disproportionality. Would love to see some indexing .What are the steps that were taken from 2013-2021? What changes can we point to that caused the change in disproportionality?

Dr. Nolten noted that these numbers have been stable across time. We have a strong sense of where we are and the disproportionality. It will take time to determine what is working.

Superintendent Bridges added the work and Professional Learning has been impacted somewhat by the loss of time in schools. We can look at some SEL data, Panorama Survey. We can better understand the lives of our students. Ten years ago we started looking at gaps. We are in a similar place with understanding behavior data.

Disproportionality being relatively stable does that mean that what we are doing is not effective?

Superintendent Bridges responded correct.

As next steps, are we investigating whether there are any biases and identifying any bias. What are we doing to identify and correct those biases?

Dr. Leaks remarked that as these biases are identified, we are working to train staff on how to identify. We are working on creating the appropriate learning environment for all students.

Superintendent Bridges added that we are looking at systems of structures during the day at the HS level.

After Senate Bill 100, in total our suspensions increased. Is that correct?

Dr. Nolten stated that it is possible that students fall into multiple categories.

I meant individual suspensions in total have increased?

Dr. Nolten stated that there could be overlap. This is total percentage.

Superintendent Bridges added that for a future report, we should show numbers.

Is this data across the whole district?

Dr. Leaks remarked this is Junior High and High School, Secondary.

What is the individualized approach that will be different?

Dr. Holland remarked that SB100 spoke to zero tolerance, there was still some going on. Suspensions shifted from out of school to in school. There is work to do. We need to look at more student centered work. The students that are magnified in this report are the students whose voices we need to capture. We need to fully engage and magnify their voices. You will see some work being pushed out in our schools to capture those voices.

Thank you for that.

Have we incorporated the data of climate and culture?

Superintendent Bridges noted that we used Panorama data as well as the 5 Essentials' data is used.

Thank you for this comprehensive report. In terms of multiple suspensions, how do they get counted in the graphs?

Dr. Nolten stated that the denominator is all suspensions. Percentages represented each category.

I am making sure students were not being double counted.

Do you have the number of students who get more than one in a year as well as those who get suspended every year?

Dr. Nolten noted that he could get that data.

Are the disparities roughly the same between the JH and HS levels?

Dr. Nolten noted that proportionately it doesn't change.

Thank you for this report. In thinking about how we measure success, we look at are we doing the right thing and the disproportionality. Our success could hide our lacking on the bias issue.

Have we thought about how to account for that?

Superintendent Bridges remarked that is a fair point and we would have to have a conversation around that.

Thank you for the report. Appreciate Dr. Holland's comment about student voice. It is important that we hear them. The number of kids who are getting multiple suspensions is a concern.

Concerned about the number of years we have been looking at this and the data is not getting better.

Mrs. Xagas remarked that the first time we were found to be disproportionate was in 2018. At that time, we did a deep dive into the root cause of these behaviors. Much of the professional learning started in the 2020 school year before the COVID shutdown.

If the data goes back to 2013, I don't understand why did we rely on the state to identify it?

Mrs. Xagas stated that initially we were found to be disproportionate for students with IEP's.

Did a root cause analysis, did a report to the state, and were found compliant.

Superintendent Bridges added that we shouldn't have to wait on the state to point out these disproportionalities. We are working through these with SEL and our Comprehensive Equity Plan. I am confident that we are in a position to move forward in a positive way.

I would encourage us to go a bit deeper. I would like to see other discipline data to see if these trends are the same in other forms of discipline. Are there other forms of discipline to see if there are disproportionality? Would love to see the data in total numbers. To look at the data, we have traded in school for out of school suspensions.

We appreciate all the wisdom that has been poured into this report. This is something the Board has been interested in and are committed to. We will look at what needs to change and what will be most effective including adding resources. What constitutes harm to students? Interested in seeing the predictability of tardies on more discipline. The Board will offer real support with this work.

Are we looking at points of entry for these students who may need additional support?

Superintendent Bridges noted that work does occur on a site by site basis.

Mrs. Xagas added that we have Coaches who lead book studies and model work in the classroom.

Representation matters so I want to stress that.

Have we looked at what is happening at the Elementary level?

Mr. Freundt responded that we are looking at data. Teams are looking at tardies, attendance and looking at trends.

Is the equity training happening at the elementary level?

Mr. Freundt responded that it is.

To understand the precursors, is there a disproportionality in the likelihood of two students who are different races doing the same thing, who gets a note written in their file. Children do foolish things and if we are labeling those of color, that is wrong. We need to be better than the state level of 4x disproportionality. How do we know that our bias training is effective?

Dr. Leaks responded that we could measure if we see better discipline data.

If that is what we are using, it is not working.

Dr. Leaks added that it is the collective work we are doing and not just one point of training. It is engaging all students, staff and parents.

Language needs to change. There is not a lot of positive things to celebrate here. We need to report out the indexes. Important for us to have crucial conversations around this. We need to be explicit about what we are doing.

The conversation is to be applauded only if the conversation leads to transformation.

Annual Administrator and Teacher Salary Report:

Superintendent Bridges reported that School Code requires that this be presented to the Board of Education. This is from the previous year.

Board of Education Questions/Comments:

None

Annual Posting of Board of Education Approved Resources:

Superintendent Bridges reported that School Code requires that this be presented to the Board of Education. This is from the previous year.

Board of Education Questions/Comments:

None

President's Report

President Fitzgerald reported that the Superintendent is sending out a reflection following each Board meeting.

Board of Education Reports

None

Discussion without Action

None

Discussion with Action

IT Improvement Report

Superintendent Bridges reminded the Board that this was presented at the last Board of Education meeting and there have been no changes.

Board of Education Questions/Comments:

None.

Amanda McMillen made a motion to approve the IT Improvement Plan as presented, seconded by Charles Cush. Those voting yes: McMillen, Fitzgerald, Wandke, Gericke, Cush, Kozminski and Casey. No: None. The motion carried.

Old Business

None

New Business

None

Upcoming Events

Superintendent Bridges highlighted Focus 203 on September 28. Zoom in the morning and in person at KJHS in the evening. We are asking for registrations for both the Zoom and the in person evening meeting.

Adjournment

Joe Kozminski moved seconded by Amanda McMillen to adjourn the meeting at 9:06 p.m. A roll call vote was taken. Those voting yes: Gericke, Kozminski, McMillen, Wandke, Casey, Fitzgerald, and Cush. Those voting no: None. Motion carried.

Approved: October 18, 2021

Kristin Fitzgerald, President, Board of Education

Susan Patton, Secretary, Board of Education