
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.
October 18, 2021 AT 7:00 P.M., CLOSED SESSION 6:00 p.m.

Call to order

President Kristin Fitzgerald called the meeting to order at 6:00 p.m. Board members present: Kristin Fitzgerald, Tony Casey, Donna Wandke, Amanda McMillen, Joe Kozminski, and Charles Cush.

Administrators present were:

Dan Bridges, Superintendent

Bob Ross, Chief Human Resources Officer

Michael Frances, Chief Finance Officer/CSBO

Closed Session

Charles Cush moved, seconded by Donna Wandke 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, for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 09/20/2021, 10/04/2021.
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.

Meeting Opening

Joe Kozminski made a motion, seconded by Charles Cush to return to Open Session at 7:00 pm. A roll call vote was taken. Those voting yes: Cush, McMillen, Casey, Fitzgerald, Kozminski, Gericke and Wandke. No: None. 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, Kristine Gericke, Tony Casey, Charles Cush, Joe Kozminski, Amanda McMillen, and Donna Wandke.

Student Ambassadors present: Uju Kim, Joanna Cho

Administrators present: Dan Bridges, Superintendent, Michael Frances, Chief Financial Officer, Chuck Freundt, Assistant Superintendent for Elementary Education, Chala Holland, Assistant Superintendent for Administrative Services, John Bruesch, Assistant Superintendent for Administrative Services, Rakeda Leaks, Executive Director of Inclusion and Diversity, Alex Mayster, Executive Director for Communications, Patrick Nolten, Assistant Superintendent for Assessment and Accountability, Bob Ross, Chief Human Resources Officer, and Lisa Xagas, Assistant Superintendent for Student Services.

Pledge of Allegiance

Led by the Board.

Good News

Superintendent Bridges noted that on October 17, 2021, more than 200 walkers and runners participated in the Healthy Driven Naperville Half Marathon and 5K as a part of Team NEF. Staff, parents, and community members joined Team NEF as Charity Heroes on behalf of the Naperville Education Foundation. They raised more than \$85,000 to support NEF's programs and create opportunities for kids. Half of the funds raised will go to support each Team NEF's favorite 203 school. Way to go Team NEF.

Superintendent Bridges congratulated 2004 Naperville Central graduate, Candace Parker who won the WNBA Championship with the Chicago Sky last night. Parker helped lead Naperville Central to back to back state championships and was Illinois girls basketball player of the year in 2002, 2003 and 2004.

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.

Holly Blastic, speaking for Moms Demand Action

- Thanks for leadership and work on safe schools. We keep facing the same issues, but thank you for your advocacy.
- Illinois Association of School Resource officers oppose #2. Please adopt #15; send a delegate.
- Focus on being pro-active to prevent violence to keep our schools safe. 5.4 million children live in homes with at least one loaded, unlocked gun. Keep guns out of the hands of students and out of our buildings. Educating the community is best way to prevent guns from getting into the hands of students. Under former Chief Marshall, the Naperville Police Department gave free gunlocks. Advocacy is critical.

Shelly Mutrie

- Requests to have e-learning option when in class options are not available. In class learning is by far better. If quarantining or bad weather requires students be at home, there must be an option.
- Spoke with Kristin Park/ISBE 10-30 of school code states each district is to adopt a remote plan.
- Please reconsider current plan to include instruction for our students.

Allison Childs

- Posted on Parent 203 page – concerns for safety of children, continued threats, and overall well-being of our children.
- NNHS parent – disgusted w/how three threats were handled.
- Disappointed on how threats were handled; lack of communication and information shared with parents
- Tired of the messages; usually hears from her student first.
- Doesn't want to become complacent.

- Concerned for safety of all kids who attend schools.
- Will have impact on SE well-being.
- Have right to know kids are safe and demanded change from those in charge.
- Notified by daughter today of the threat.
- Had time for Candace Parker but not author and email to parents.
- Have right to be informed immediately.
- Should know action is being taken.
- Establish guidance on how all student and staff will proceed when these things happen.

Carrie Smith

- Wants to know there are excellent escape strategies for our kids
- Can high schools become Tier IV when it comes to security?
- I'm not ok – stress level; kids not ok
- Son said cell phone often doesn't work from school; Wi-Fi needs to be less restrictive.
- Parent/student stress; can we be assured that person can be caught? Can we know if alternate threats are real?

Muhammed Siddique –

- Concerned, scared parent of two at North
- Daughter lost it and had to be picked up from school
- Walked into the school and could have had a gun and shot everybody
- Have you identified this person?
- Saw one police officer who could have been playing a video game.
- Saw a teacher ask a student, "Did you feel safe today?"
- Need to consider online options until you can guarantee threat is identified and contained.

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

Action by Consent:

1. Bills and Claims

2. Adoption of Personnel Report

	Effective Date	Location	Position
RESIGNATION-CERTIFIED			
Liza Burns	10/18/2021	Ranch View	LBS- Structured Learning
Linda Davies	10/18/2021	Washington	FACS
Taylor Glenn	10/15/2021	River Woods	Kindergarten
LEAVE OF ABSENCE-CERTIFIED			
Ye (Charlie) Chen	10/15/21 - 12/21/21	Ranch View	EL

Amanda Bert	11/2/21 - 11/23/21	Jefferson	Language Arts
Elise McNamara	3/10/21 - 5/27/22	Jefferson	Science
Melanie Crawford	3/21/22 - 5/27/22	Prairie	Learning Behavior Specialist
Danielle Koziol	SY 22/23	Prairie	5th Grade
RETIREMENT-CLASSIFIED			
Anne Pealer	12/31/2021	Elmwood	Executive Secretary
RESIGNATION-CLASSIFIED			
Hilda A. Castor	6/10/2021	Jefferson	Special Education Assistant
Mia L. Morris	8/2/2021	Connections	Special Education Assistant
Sara J. Haumesser	10/1/2021	Ann Reid	Special Education Assistant
Victoria Kinder	10/15/2021	Mill Street	Computer Support Associate
Beth E. Oslos	10/2/2021	NCHS	Computer Support Associate
Lauren Mueller	10/19/2021	Connections	Special Education Assistant
Ellen Garey	10/15/2021	Kingsley	Special Education Assistant
EMPLOYMENT-CLASSIFIED FULL-TIME			
Christen B. Thakkar	10/18/2021	Ann Reid	Special Education Assistant
Kimberly L. Giannone	10/18/2021	NNHS	Campus Supervisor
Shpetim T. Rexhepi	10/11/2021	Kennedy	Custodian
Venkata S. Cherukuri	10/4/2021	Mill Street	Special Education Assistant
Machell R. Roberts	10/18/2021	Naperville Central	Special Education Assistant
Slobodon Velinov	11/1/2021	WJHS/Highlands	Custodian
LEAVE OF ABSENCE-CLASSIFIED			
Kevin Rott	10/14/21-1/31/22	Transportation	Bus Driver

3. Minutes 09/20/2021, 10/04/20/21
4. DuPage West Cook Resolution
5. Bid: NCHS 2022 Natatorium HVAC Improvements

Tony Casey made a motion to approve WARRANT NO. 1037472 THRU WARRANT NO. 30029765 TOTALING \$22,495,165.81 FOR THE PERIOD OF SEPTEMBER 21, 2021 TO OCTOBER 18, 2021. and all other items on Consent Agenda, seconded by Amanda McMillen. Those voting yes: Joe Kozminski, Charles Cush, Donna Wandke, Kristin Fitzgerald, Tony Casey and Kristine Gericke. No: None. The motion carried.

Written Communications

Freedom of Information Requests:

Baskin-Curriculum Information
Wojciechowski-Email Information
Espí-Curriculum Information
Sojka-Enrollment Information
Smyser- Business Office Information

Student Ambassador Reports:

Joanna Cho-NNHS

Athletics have been in full swing and are just beginning to wind down and preparing for DVC and sectionals.

- October 1 – Crosstown game; Huskies celebrated big win
- October 6 – Twilight Meet for Cross Country
- October 2 - SAT
- October 13 - PSAT
- Homecoming week with daily themes
- October 12 - Show Choir concert
- October 16 - Homecoming was held outside and the dance was huge hit.
- October 13 - Mr. NNHS
- Off campus lunch a huge hit and alleviates crowding in the building.
- Student perspective on September 22, October 15 and October 18. Having three threats was shock and frightening for many.
- Swift response by Mrs. Posey and staff was to stay calm and to communicate to students. Assurance was given to the student body and classroom environment stayed positive.
- Today the communication was more deficient; stress, frustration and exhaustion. The high frequency has desensitized students and causing “cry wolf effect”.
- Despite it all, we know threats have been taken seriously. Leadership has given students a greater appreciation of determination and strength it takes keep students safe.

Uju Kim-NCHS

Uju started with a few events at Central.

- October 2- Homecoming was a success despite being held outdoors.
- SAT/PSAT tests
- SOS will continue for sophomores and juniors.
- Today there were concerns of threats at our schools. The building was restricted; more than half left early. Fortunately, nothing occurred and students were safe.
- Many students were anxious.
- As a student, it is jarring to see many officers and seeing students leaving all at the same time.
- Diversity/inclusion program – many feel under represented; feel voices are not heard when it comes to policies that affect them. District 203 is overall exceptional, but little communication between the district and students
- Take a number of surveys but students are not told what the data is used for or if changes have been made.
- Central has student interview panels made up of small groups where students can share opinions on equity.
- Another addition at Central is Mental Health Matters – how to help with mental health. Best way is to ask students themselves.

Superintendent/Staff/School Report

Superintendent Bridges addressed the recent threats being navigated.

- The priority is to ensure safety of students, staff and community.
- Working in partnership with police and law enforcement officials.
- Annually staff go through drill training and practiced with students.
- Shares same frustrations and anxiety, and in addition, anger that this type of disruption is occurring in our schools.
- Will continue to do our best to communicate with our families’ information that can be communicated. We must take all threats as credible; in cooperation with police, we have to ensure we thoroughly investigate these threats to determine credibility.

- The superintendent will not keep or put kids in harm's way.
- Over past few episodes we get more information as time goes on. We will prosecute to fullest extent allowed by the law; will seek justice on each case.
- Asked community to refrain from spreading rumors on social media of origin of threat(s). Rumor spreading does not help with anxiety of students to see these social media posts.
- With permission of the Naperville Police Department, in conjunction with assistance from federal and an out of state police agency, a juvenile offender has been identified from another state as being responsible for the threat on Friday. The investigation is still ongoing. Superintendent Bridges has communicated to law enforcement intent to seek justice to the fullest extent allowed by the law.

**Board Questions/Comments:
None**

FY2022-2023 Budget Calendar

Superintendent Bridges stated the budget is posted for community and Board review. Mike Frances and his team are working on preparation for the 2022-2023 budget.

**Board of Education Questions/Comments:
None**

Enrollment Update: 2020-2021 SY

Superintendent Bridges stated enrollment data is posted for review. In summary:

- Down at all levels (101 students) compared to last year at this time.
- September 30 data will be given to demographer, who will work with Mike Frances to have projections in December.

**Board of Education Questions/Comments:
None**

Naperville 203 Report Card Release Timeline:

Superintendent Bridges stated that posted is a memorandum from the Assistant Superintendent for Assessment and Accountability, Dr. Patrick Nolten. This or the next meeting would be when results of the Illinois School State Report card to the community but due to COVID there will be three releases. October 29, 2021 will be the initial release.

Board of Education Questions/Comments:

I know that we are looking forward to seeing those results. I would ask in terms of looking at the IAR type, SAT type data. When do you expect to have that and how confident will you be in the results?

The release is expected in early December. We are confident we completed as much assessing as possible in the spring that we could under the circumstances. The only issue around December is we won't have state data to compare ourselves to. There is a strong history and tradition of comparing our performance to state performance. Will be happy to share that in December and then follow up when state data is available.

Were the IR participation rates similar to the MAP participation rates? I think it's been about 86% or so last school year?

It's in that ballpark somewhere between 84-87%. 15-16% of students did not participate so any interpretation we make we will have to take into consideration the fact we don't have results for some students.

High School Student Support Update: SEL 2nd semester

Superintendent Bridges introduced principals Bill Wiesbrook (NCHS) and Stephanie Posey (NNHS) to update the Board on their work with their administration and staff to plan for students academically and social-emotionally for the second semester.

We are here to update the Board on the new student support model at both high schools. Beginning on January 6 both high schools will implement a new schedule that includes a homeroom support period twice a week that gives dedicated time for every student to receive academic and social emotional supports and college and career prep. Research indicated provides consistent targeted time with a trusted adult increases academic achievement and connectedness to school environment. Both schools will offer a variety of support based on student need.

The plan and timeline for implementation began in 2016 when the high schools prepared for a weekly late start to provide faculty time for PLC collaboration. Faculty could address the question of how to support students who aren't learning and extend learning opportunities. The PLC collaboration has built capacity to answer questions and provide supports. School teams conducted site visits to various high schools to understand their homeroom structure and impact on their students. This information was used to develop our district model.

The recent adjustment to the NUEA contract allows for implementation of two days per week of a homeroom support period. The purpose is to provide dedicated time and for students to build long-term relationships within the high school community. A learning community of 25 students and 2-3 educators will sustain the homeroom relationship throughout the four years.

On Tuesdays and Thursdays beginning January 6, students will attend homeroom support period up to the same length of an academic period (45 minutes). The start time of 7:45 and end time of 3:10 remain unchanged from the current bell schedule. One celebration of this schedule results in only 10 fewer minutes per period for the entire week. This ensures more targeted minutes to each period and reduces disruptions to maximize learning while offering 90 additional minutes every week to support students.

The weekly schedule that begins in January has the start and end time remaining unchanged and students follow the same bell schedule on Monday, Wednesday and Friday. Homeroom was chosen for Tuesday and Thursday so students can begin and end the week in a schedule they are familiar with and to avoid the scheduled Monday non-attendance days.

The purpose of homeroom is to provide a dedicated time and opportunity for students to build long-term relationships within the high school community and support continued growth of academic and social emotional skills. Repurposed dedicated time will result fewer interruptions and focused instruction minute in academic classes. Skills learned and reinforced in homeroom will be applicable and help carry students into adulthood.

As the homeroom support model is implemented, the data and feedback will be used to plan and make decisions for future semesters. Survey feedback from students and staff twice during the second semester will be used for continuous improvement. A comprehensive communication plan is being planned to inform the individual school communities with all the details to be shared before January 6.

In summary, the implementation of the new schedule is being looked forward to as there has never been a school-wide time dedicated for all teachers and students to build meaningful relationships spanning over four years focused on academic and social emotional development. This is an exciting time to be a high school student in District 203.

Board of Education Questions/Comments:

Can you provide some examples of the types of interruptions that may typically occur that this new system will help to avoid?

A couple of examples include mandated drills (fire, severe weather, ALICE security). We also have students complete surveys. Students are sometimes pulled out of class for time with counselors

So, one of my understandings is that some of these drills are intended to be somewhat of a surprise. They're kind of like pop drills, so to speak. Does this mean that there will be a higher level of predictability as to when these drills might happen? So drills will be on Tuesdays and Thursdays. Is that kind of what might happen?

We will want to shape our drills and place them in the homeroom spots so we no longer interrupt instruction. Drills are now pre-planned and announced.

Can you speak to how the data that we're gathering and the things we're measuring, how we're establishing goals for certain things? So you mentioned a couple of things that we'll be measuring. Are we going to be looking at predetermined goals so that we can see how effective this has been in achieving those goals or is the approach going to be more of a taking an understanding from baseline? Can you speak to that a little bit?

I think a little bit of both, Right now our baseline is some of the measures mentioned, which are great attendance, access to Tier II supports, and formative assessments. Feedback from teachers and students will help drive information and decisions forward.

I think this approach of having the same homeroom all four years definitely seems to have benefits. Is this a model used in other districts and do you know kinds of longer term looking longitudinally what kinds of benchmarks and things are you looking to achieve with this approach?

Research shows if we can take the high schools the size of ours and shrink those into smaller pockets of kids who can have a relationship with the same trusted adults that they can build community. There are many benefits as students grow and change together over the four years. There are measurable academic benefits if done right, including time for students struggling to get access to support from a teacher in that subject area. High achieving kids can have choices to get extensions or supports. In similar schools visited, they have shown a reduction in failures and increases in standardized and AP test scores.

Can you also speak on the kind of expectations on the SEL slide and kind of the alignment with the comprehensive equity plan? How these also, I guess, be aligned or improvements you expect from this model?

During homeroom time there will be some school-wide SEL plans to be conducted with students. Homerooms will be set up by last name which is how student services is organized which is part of the benefit. In addition, there are students who struggle with executive functioning, especially recently. This will be dedicated time to work on skills like self-advocacy and organization. Significant things in terms of supporting both the SEL and comprehensive equity plan is the sense of belonging, and sense of inclusion and building relationships between the student and adult. Often times students don't have access to each other due to courses and schedules throughout the day. This model allows more students to get to know a wider range of students to learn more about themselves. Looking at this as being a positive space for identify construction, a better sense of who students are across school communities. We are excited about mixing our students together in a wide range of ways, from different backgrounds, exploring and learning together to build community and establish a sense of connection. A strong sense of belonging is one of the greatest protective factors we can put into place for students to make sure they aren't falling victim to mental health concerns.

As we move into the homeroom schedule, is there a concern about loss of academic time?

There is not from us. We see this academic time in homeroom as support time as differentiated and flexible time. Some days are homeroom days, some academic support in nature. Our students not struggling will have some flexibility and choice to access teachers or collaborate with classmates on projects. Repurposing for a student who may be struggling will ensure dedicated time so all students

have exposure/access to what they need Teachers are attentive to our students, but have a limited amount of time so this is a concentrated amount of time for teachers to help students. This can be part of learning rather than lagging behind. These are two times a week where students will have time to check in with teachers. This repurposes time and allows more students to move forward with the rest of the class.

On the homeroom model and support slide it talks about there being 25 students to 2 to 3 educators, so we'll have 2-3 educators in each of those homerooms?

Yes.

So will there be an opportunity for one of those teachers to move to a different location with students on the more flexible academic support days?

Yes and that will be shaped by PLC teacher teams that meet on Wednesday mornings. Many courses have more than one teacher so a course may have three to four teachers. One or two teachers may be serving a different purpose.

Somewhere I thought there was room for collaboration for student during this time as well, so will they be able to leave the homeroom and go to a place where they can go and collaborate together?

Yes that time will be driven by what our student needs are and will prioritize the school-wide learning that we want all students to have access to. It will also be driven by individual PLC needs. We offer a variety of optional supports like before school but not all students/staff can come early. We have offered a wide variety of supports. In regards to D's and F's, the numbers are similar to pre-COVID. The homeroom teachers will have access to student's grades to support them. Staff members will know them well and be able to address specific needs. The staff member will be a point person throughout the four years, who will know the student well and knows their abilities.

What is our plan for gaining student feedback from them and continuing to communicate with them about how to best use this time?

We plan to survey students twice during second semester to get their feedback on the new model. We will track attendance to homeroom. Academic supports and extended supports will be offered. Years ago we started keeping track of percentage of students at "C" or higher and "D/F". We were proud to see that trending upward and then the COVID year. It's hard to use the last two years in comparison. We will start to reestablish those percentages for semester grades. Teachers have been working all along learning about homeroom back to 2016. They are now working individually and in pairs in preparation for January.

Donna Wandke expressed thanks for thinking out of the box and moving us forward.

RTL Update:

Superintendent Bridges provided an update regarding testing and test to stay protocol, and instruction for students during quarantine.

- As of 10/15/21 the district completed 14,168 saliva tests across our 23 sites. Of those tests, 46 samples were positive, so a positivity rate of 0.32.
- Results are returned usually within 24 hours.
- Working closely with SHIELD Illinois and HR resources support to adjust staffing.
- Did some school visits to see the testing.
- In alignment with IDPH/ISBE guidance, we are finalizing a strategy to permit students identified as close contacts to stay in school following exposure to COVID-19 through a test to stay protocol.
- Students would be tested on days 1,3 ,5, and 7 following a school exposure. Test results that are negative would permit a student to stay in school.
- Per IDPH, testing must be conducted within the school district. Initially the plan is to offer a centralized location Monday through Friday during off-school hours. It is hoped to start by the end of the week or early next week.
- Will continue to inform parents/guardians of next steps following identification as a close contact.

- System overwhelmed right now, so looking into bringing in additional support to implement this.
- Confident that this process of test to stay will significantly reduce the number of students who must quarantine.
- Understand being in class is best education environment for all students.
- If forced to quarantine, it's important to reach out to classroom teacher when support is needed.
- Big step is get the test to stay protocol, which will reduce the number of quarantines.
- Will continue to evaluate practices moving forward and make adjustments as necessary.

Board of Education Questions/Comments:

Kids that have symptoms of allergies or a cold are being sent home and needing to get a COVID test. The SHIELD test can't be applied to that, right? They have to get a separate COVID test externally, is that correct?

Correct.

I'm curious if we are considering possibly opening up allowing students to participate remotely via zoom or something?

It remains a tool in our toolbox. We maintain the technology available to us. Our principals are not seeing significant issues related to instruction. Our staff continue to reach out to students when they experience quarantine. We are not prepared to go there yet. We are looking forward to the test to stay protocol to see if there is a significant reduction in the number of kids who have to quarantine. It's not been eliminated as a possibility.

President's Report

President Fitzgerald thanked NUEA President Dan Iverson and Superintendent Bridges for completing "first day of school visits". She noted she saw how hard our staff and students are working and see them doing what they do best.

President Fitzgerald has been asked by IASB President, Tom Bertrand to be part of group that meets quarterly with Carmen Ayala, the leader of ISBE. November 2, 2021 is the first meeting with other board presidents. We can think in terms of advocacy and convey challenges we are continuing to see and overcome.

Board of Education Reports

None

Discussion without Action

None

Discussion with Action

IASB Resolutions

Superintendent Bridges stated at the previous board meeting the IASB resolutions for the delegate assembly were presented for review. Administration was asked to review the resolutions and offer recommendations. For the most part, the Board fell in line with what the board conversations were last time.

The Board discussed resolutions #2, #3, #4, #9, #11, #12, #13, #15 and #16. After discussion, it was proposed to approve the resolutions as noted in Board Docs.

Board of Education Questions/Comments:

None

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

Capital Improvement Plan:

Superintendent Bridges noted that at the October 4th board meeting, Pat Dolan, Director of Buildings and Grounds presented projects for the upcoming school year, as well as a forecast of things that are coming up. He recommended approving the plan as presented. He gave an update that Mr. Dolan has indicated they're working toward a replacement of the air conditioning system at Meadow Glens before spring.

Board of Education Questions/Comments:

Just one point of clarification, we're approving the capital improvement plan for 2022-2023, correct? The rest of it is just of kind of information, right?

Yes. It's a little confusing how that is, but it's just a one-year plan, not a five-year plan.

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

Old Business

None

New Business

None

Upcoming Events

Superintendent Bridges highlighted the following:

- Upcoming events are posted in Board Docs.
- The October Focus203 has been removed from the agenda. It is being postponed. The February Focus203 is on schedule for now. Hope to add something between now and then or an additional time later this year.
- Next board meeting is November 1, 2021.

President Fitzgerald gave a quick reminder of the Board of Education survey that will continue to be done at the end of each board meeting.

Adjournment

Donna Wandke moved seconded by Joe Kozminski to adjourn the meeting at 8:36 p.m. A roll call vote was taken. Those voting yes: Kozminski, Casey, McMillen, Wandke, Gericke, Fitzgerald and Cush. Those voting no: None. Motion carried.

Approved: November 15, 2021

Kristin Fitzgerald, President, Board of Education

Margie Griffith, Interim Secretary, Board of Education