
MINUTES OF A MEETING OF THE BOARD OF EDUCATION, NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE AND WILL COUNTIES, ILLINOIS, HELD AT District Administration Building, 203 West Hillside Road, Naperville, IL 60540
September 9, 2024, AT 7:00 pm. Closed Session at 6:30 pm

Call to order

President Kristine Gericke called the meeting to order at 6:30 p.m.

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

Administrators present were:

Dan Bridges, Superintendent,

Michael Frances, Chief Financial Officer,

Dr. Mark Cohen, Deputy Superintendent/High Schools,

Dr. Meredith Haugens, Assistant Superintendent for Human Resources,

Closed Session

Charles Cush moved, seconded by Joe Kozminski to go into Closed Session at 6:30 pm for consideration of:

- 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.
- 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.

Those voting yes: Cush, Gericke, Fitzgerald, Kelley Black, and Kozminski. Those voting no: None. The Board of Education entered closed session at 6:31 pm.

Meeting Opening

Joe Kozminski made a motion, seconded by Charles Cush to return to Open Session at 7:03 pm. A roll call vote was taken. Those voting yes: Gericke, Fitzgerald, Kelley Black, Cush, and Kozminski. Those voting no: None. Absent: McMillen and Wandke. 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, and Melissa Kelley Black. Absent: Amanda McMillen and Donna Wandke.

Student Ambassadors present: None.

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 the Board of Education

Good News:

Congratulations to Iris Shadis-Greengas, a senior at Naperville Central, for making history! Her capstone project led to the passing of the Climate Education Bill, which will require Illinois schools to teach climate change by 2026. This incredible journey began in Mr. Seth Brady's class, with Iris's passion turning research into a law. We're proud of Iris and how Naperville 203 empowers students to create real change!

Congratulations to Naperville North graduate Sarah Adam on winning a silver medal in wheelchair rugby at the Paralympics! We're so proud of her accomplishments and can't wait to see what she achieves next!

FTF Behavioral Consulting certifies professionals in Practical Functional Assessment (PFA) and Skill-Based Treatment (SBT) for addressing severe problem behavior. We are proud to share a significant achievement within our district: of the 57 certification holders in Illinois, 18 are employed by our district—a remarkable distinction, as only four other certificate holders statewide work in school districts, with no district having more than one. Additionally, seven certificate holders are affiliated with Special Education Cooperatives. This accomplishment highlights our district's dedication to professional excellence.

Public Comment:

President Gericke gave the parameters for Public Comments.

Several staff, parents/guardians, community members and students gave Public comments in favor of pay raises for NESPA staff. The Union is currently in negotiations with the District on a new contract. Many voiced that the District could not operate without the support of NESPA employees. Others concerns voiced were that NESPA employees do not feel valued by the District. Many of the speakers related the work and support offered by NESPA staff and how their students would not be successful without their support. Several examples were given of the small raises given in the past and that many need to work multiple jobs in order to pay their bills. It was repeatedly stated that these employees love what they do and the help they offer students.

President Gericke reminded the Board and Community that because questions raised during Public Comment address District Operational matters the board has designated our Superintendent as the spokesperson for the District. As our designate to respond to Public Comment, he will apprise the Board accordingly.

Action by Consent:

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 all seven Board members.

Mrs. Patton confirmed that emails with a link for the Board agenda were sent and delivery confirmed at 4:01 pm, Thursday, September 5, 2024.

1. Adoption of Personnel Report

	Effective Date	Location	Position
RESIGNATION-CERTIFIED			
Samantha Pack	8/26/2024	Scott	LBS Teacher
Diana Cruz-Manrique	9/3/2024	River Woods	EL Teacher
APPOINTMENT-CERTIFIED FULL-TIME			
Robert Porter	8/12/2024	NCHS	Math Teacher (1st semester)
Timothy Lee	8/12/2024	NCHS	PE Teacher (1st Semester)
APPOINTMENT-CERTIFIED PART-TIME			
Alanna Landin	8/26/2024	Beebe & Steeple Run	Music Teacher
LEAVE OF ABSENCE-CERTIFIED			
Lauren Newtoff	3/10/25 - 5/27/25	Mill Street	Learning Behavior Specialist
RETIREMENT-CLASSIFIED			
Jeff Stutes	9/6/2024	Madison	Custodian-Night Supervisor
Danette Zutter	12/31/2024	NNHS	Special Education Assistant
RESIGNATION-CLASSIFIED			
Silvia Rubio	8/13/2024	Elmwood	Dual Language Assistant
Luisa O'Neil	8/14/2024	River Woods	Instructional Assistant
Lisa Redpath	7/10/2024	Maplebrook	Instructional Assistant
Poornima Jakka	8/13/2024	Elmwood	Special Education Assistant
Victoria Ebelhack	8/15/2024	NNHS	Department Secretary
Jacqueline Pratt	8/28/2024	Washington	Special Education Assistant
EMPLOYMENT-CLASSIFIED FULL-TIME			
Jaiden Zallis	8/16/2024	Meadow Glens	Custodian 2nd/1st
Nicole Srikanti	8/14/2024	Beebe	Special Education Assistant
Swanshae Jones	8/16/2024	Mill Street	Special Education Assistant
Virginia Morgano	8/16/2024	NCHS	Dean Senior Secretary
Janet Honeysett	8/27/2024	Meadow Glens	Special Education Assistant
Amber Faith	8/19/2024	Lincoln	Special Education Assistant
Samantha Gehrs	8/19/2024	Kingsley	Special Education Assistant
Mark Codo	8/19/2024	NCHS	Special Education Assistant
Kerry Gustafson	8/19/2024	Washington	Special Education Assistant
Wallace Neal	8/20/2024	NCHS	Special Education Assistant
Funda Yazici	8/20/2024	Mill Street	Special Education Assistant
Ayesha Afroz	8/26/2024	Meadow Glens	Special Education Assistant
Wallace Neal	8/20/2024	NCHS	Special Education Assistant
Aneta Zabrocka Zhang	8/22/2024	Meadow Glens	Special Education Assistant

Nattaya Worrakitpoonpol	9/3/2024	Mill St	Special Education Assistant
Maria Aguilera Guerrero	8/29/2024	Elmwood	Dual Languag Assistant
Natalie Stover	9/3/2024	Elmwood	Health Technician
Anitha Natarajan	8/26/2024	Lincoln	Special Education Assistant
Kurt Kopinski	9/3/2024	Meadow Glens	Special Education Assistant
Jolisa Brand	9/3/2024	Kennedy	Special Education Assistant
Kylah McKinley	9/4/2024	NCHS	Special Education Assistant
Mary Beth Zekich	9/5/2024	NCHS	Main Office Receptionist
Gary Galway	8/26/2024	NNHS	Campus Supervisor
Sadia Amtul Fatima	9/3/2024	Lincoln	Special Education Assistant
Francesca Kokkines	8/27/2024	Maplebrook	Instructional Assistant
Jack Wilson-Beals	8/30/2024	Transportation	Bus Driver
Aaron Heitmann	8/30/2024	Transportation	Bus Driver
EMPLOYMENT-CLASSIFIED PART-TIME			
Darla Lee	8/26/2024	NNHS	HS Financial Secretary
Seethalakshmi Govindan	9/5/2024	River Woods	Instructional Assistant

I requested to receive factual information at certain schools. My job is to have oversight to know what is going on in schools. Call for a vote for information going on in school.

This is not an item on the agenda.

We are having issues hiring, retaining disappointed that we are not seeing much being done.

Thank you for your comments.

Joe Kozminski made a motion to approve the Personnel Memo as presented, seconded by Charles Cush. Those voting yes: Kozminski, Gericke, Fitzgerald, and Cush. Those voting no: Kelley Black. Absent: McMillen and Wandke. The motion carried.

2. Construction Management Contracts

I am having concerns about accessing information. Would like to know more about them. I don't believe all the information is here. What is this contract for?

Mr., Frances commented that in the spring we went out for RFP for Construction Managers for several projects in the district. We received 7 proposals. Tonight, is the result of those responses.

The contract is the same. Both are for Construction Managers. Nothing says why we have two and which projects are they doing.

Mr. Frances notes that Pepper is doing Ranch View and NNHS, Wight is doing Connections.

Superintendent Bridges added that they are similar because it is the standard American Institute of Architecture form for Construction Management.

I am quite familiar but this is not telling me what I am buying. I lost count of how many times it referred to the project work order. The exhibits are missing. We are not spending money on staff yet I am supposed to approve a contract that has no expenditures.

Mr. Frances stated these are overall master agreements. Specific costs will come forward when we have costs to come forward.

We are being asked to approve to two master service agreements. The projects have been approved by the board.

Mr. Frances stated these outline the costs of the Construction Manager for their services.

One of these groups will manage the projects that the board approves.

I want to reiterate that this is the second time the board has visited this item.

It does not specify. I cannot see the fees. These do not say what the project is. My fiduciary duty is to know the fees or the scope of the project. How would a grown adult sign a contract without all the information?

Please speak respectfully to your colleagues.

Superintendent Bridges noted that these projects were approved by the board earlier this spring.

I would like to express my disdain for the disparaging comment to me and my other colleagues. I don't appreciate being called out as not being a grown adult. We need to be able to have fair discussions.

I would like to apologize.

I would like to note that this conduct is against our rules and Robert's rules.

Thank you to Mr. Cush for laying out what the Construction Manager is. I would like to call the question.

Joe Kozminski made a motion to approve the Construction Management Contracts as presented, seconded by Charles Cush. Those voting yes: Kozminski, Fitzgerald, Cush, and Gericke. Those voting no: Kelley Black. Absent: McMillen and Wandke. The motion carried.

Policy Consent Agenda

PRESS 115

My understanding is we get from PRESS a list of changes, correct. Why are just some updated and not all?

Superintendent Bridges stated these are all from PRESS.

I have a list from PRESS and we don't have all of them listed. Where is policy 5.290?

This is a new process for us. Not all updates are changes some are just that review. There could be some custom policies that it is a good practice to review policies.

When I looked at what PRESS sent out, not all are included.

What is the language you are looking at?

This is a good example of when you have to send your questions in ahead of time. We have been through this before.

Superintendent Bridges stated what the Board member is looking at is a memo is an update memo that does not list the policies. We received the Policies that need to be reviewed or updated from PRESS.

Charles Cush made a motion to approve the Policy Consent Agenda as presented, seconded by Kristin Fitzgerald. Those voting yes: Cush, Kelley Black, Fitzgerald, Kozminski, and Gericke. Those voting no: None. Absent: McMillen and Wandke. The motion carried.

Board of Education reports:

Board Member Kelley Black reported that Knox Presbyterian Church held a family festival and provides funds to one of our schools. Administration went above and beyond by letting people throw pies in their faces for an hour.

Vice President Fitzgerald stated that she and Ms. McMillen attended an inaugural Expo for Mental Health and Summit put on by the DuPage County Health Department. Patrick Kennedy was the speaker and they also had panel talking about the resources available in the community.

President's Report

President Gericke noted that Board members will receive another email regarding a self-evaluation.

Superintendent/Staff/School Report

Superintendent Bridges

Plan for 2026-2027 School Calendar

Dr. Nolten leads the process of developing the calendar for 2026-2027.

A calendar will be presented to the Board on November 18 and then have a month of review by different groups. Presented is a memo outlining the process of developing the school calendar.

Discipline Report

Superintendent Bridges made a statement about the discipline report and the Boards deep commitment to equity, inclusion and belonging and reiterating the District's leadership fully commits to this as well. The focus 203 strategic blueprint commits to the development of a comprehensive action and accountability plan to address issues of student behavior and discipline in a systemic manner. Tonight, our team will report on ongoing commitments to addressing student behavior and discipline through an equity lens. Over recent years the district has demonstrated meaningful strides in reducing exclusionary discipline we've seen decreases in both in and out of school suspensions as well as a notable decrease in Behavior threat assessments as a result of our proactive work. We've rolled out new tools to track, document, and address student Behavior patterns in real time through our Student Success platform allowing administrators to intervene earlier and more effectively. Our alternative community Resource Centers at the High School have been instrumental in reducing the need for exclusionary discipline by providing students with support that addresses the root causes of behavior challenges.

- Strategies have been implemented to reduce exclusionary discipline, such as professional learning for staff in humanistic and trauma-informed approaches, and the introduction of Restorative Practices and additional support staff.
- A study indicates significant negative impacts on students' socio-emotional and behavioral development due to the pandemic, though recent data shows improvements in student behavior, including a decrease in threat assessments and restraint cases.
- Ongoing assessments and adaptations of support measures are in place to address the evolving needs of students.
- The district's Comprehensive Equity Plan will guide efforts to identify and eliminate systemic inequities in discipline practices while promoting inclusionary strategies to keep students engaged in school.
- There has been significant progress in reducing disciplinary actions in middle schools, including a 33% decrease in In-School Suspensions (ISS) and a 29% decrease in Out-of-School Suspensions (OSS) since the 2021-2022 school year. This success is attributed to the collaborative efforts of school administration, mental health staff, educators, and families who have worked to understand and support students' individual needs.
- In the 2023-2024 school year, the majority (81%) of exclusionary incidents were for one day or less, indicating a trend toward shorter suspensions. Most incidents were linked to fighting and aggressive behaviors, necessitating exclusion for maintaining a safe learning environment.
- The district has expanded support staff, including additional coordinators, counselors, and mental health providers, to enhance student services. There is a strong emphasis on creating a positive school culture and promoting kindness.
- Staff training in restorative practices, trauma-informed approaches, and behavior crisis management has been implemented to equip educators with effective strategies for supporting students.
- The district is committed to addressing the underlying issues behind students' behaviors rather than solely focusing on disciplinary measures. Regular discussions among staff and administration aim to uncover the personal stories and challenges students face.

- Collaborations with local organizations and mental health services provide essential support to students, reinforcing the holistic approach to student well-being.
- The Student Success Platform facilitates monitoring and support for students' behavioral and academic needs, ensuring consistency across grade levels.
- Efforts are underway to improve unstructured time and transitions for students, including a Digital Hall Pass System for better supervision and accountability.
- The district plans to continue improving student experiences by incorporating student voice into decision-making processes and expanding initiatives that address ongoing needs and disparities.
- Suspensions rose to 2.3% in 2022 but have since returned to pre-pandemic levels, showing a 30% reduction since the 2021-2022 school year. Notably, 70% of students suspended do not repeat offenses, and a small percentage of students account for nearly half of external suspensions.
- There has been a decrease in the percentage of African-American and Hispanic students receiving external suspensions, indicating progress in addressing disparities.
- The Community Resource Center (CRC) provides behavioral support through Student Advocacy Specialists, who focus on social-emotional skills and restorative practices. Most CRC visits are proactive, allowing students to seek help voluntarily.
- The specialists work alongside Deans to facilitate restorative conversations and alternative interventions to traditional suspensions. Students receive ongoing monitoring and support after behavioral incidents.
- The CRC also addresses excessive absences and supports new or transferring students facing behavioral challenges.
- Innovative school experience initiatives focus on community development and student agency.
- Plans are underway to consolidate English Learner services at both high schools by the 2025-26 school year to improve student integration and belonging.
- A strong sense of belonging enhances academic performance, reduces dropout rates, and positively impacts mental well-being. This concept is integrated into the district's equity plan and individual school improvement plans.
- The focus on SEL, particularly in creating a positive climate and culture, aligns with equity initiatives aimed at fostering inclusive schools and classroom practices.
- Students in grades 3-12 participate in a survey that helps assess their feelings of connectedness to their school community. While elementary students generally report positive feelings of belonging, there has been a slight decline since spring 2021, prompting continued monitoring.
- Secondary students (grades 6-12) report lower levels of connectedness, although there is a small, consistent increase in their sense of belonging, attributed to targeted school improvement efforts.
- Schools are integrating sense of belonging into their improvement plans and assessing curriculum representation to enhance equity. A District Equity Team has been established to address district-wide equity challenges.
- Various platforms, such as advisory councils and the Student Perception Survey, provide opportunities for students to express their views, helping to shape school culture.
- Ongoing training in culturally responsive teaching aims to improve student engagement and belonging. The district is also focused on programmatic changes for English Language Learners and supporting at-risk students.

Board Comments/Questions:

Thank you. We have not done this report that long. This is a lot of data and a lot of work. It is clear that there is a lot of work being done. Feel grateful for the Community Resource Centers at the HS. I think they are doing preventative work. Glad to hear that you are staffing up at the Junior Highs. There are some that are less clear cut. Can you speak about the concern regarding the interpretative nature of the category of aggressive behavior? Over representation with the Black/AA students, what is the work that is done to restore relationships?

Mrs. Boutet noted that aggressive behavior includes some sort of physical contact. For reentry-there is always time spent to allow all students to deescalate with a trusted adult. There is a supported reentry plan often with parents. It will include input from the students. At JJHS we have a CRC with an additional counselor. Restorative circle in the class, depends on where the incident took place. Focus on the reentry to prevent a recurrence of the event.

Looking at belonging data- can we see it by grade. Goal of 80% students have a trusted adult.

Dr. Leaks noted the goal you are referencing is an overall sense of belonging. We are not quite there. Still a lot of work to be done.

I appreciate the comprehensiveness of the report. Express concern for the indices of the data. Happy to see some reducing but the number is not one we would like to celebrate. How do we know that some measures are moving the needle? Are there other measures we can get at to know these are the right interventions?

Dr. Cohen stated he wanted to tease out absenteeism to see how that is impacting students. Will work on tease that data out.

Is there anything we can learn from any data from the elementary level?

Mrs. Boutet noted the new Student Success Platform and IC will be helpful. We are working on building our consistency EC-Connections. Will be able to create Tier groups for different behaviors or absenteeism and truancy. We have a lot of students who move in and we need to learn their stories. Superintendent Bridges added that we see a lot of behavior issues in unstructured times and there are less of those at the elementary level.

Interesting to look at data on students who have been in the district a long time vs those who have just moved in.

Thank you for the comprehensive report. You have answered my data questions thoroughly. Is there some sort of way to make the transitions a bit smoother? Can we support some of those students at the elementary level before they transition?

Mrs. Boutet commented that last year we had a school experience and culture group. We learned a lot from those students. They give very honest feedback. We are seeing some progress and are trying to gather more student voice.

Overall, I get passionate about this. I get frustrated. We have to look at where we can improve and be aggressive. How do you know we have an 80% goal?

It came from the comprehensive equity plan that was presented on recently.

In comparing the last two years and we have regressed in many areas. We need to use measurement tools. I question our methodology. We need to set up authentic opportunities to learn the stories.

The report was very thorough and I appreciate the work that went into it. Mrs. Boutet, you noted that behavior is a way of communication? What kind of supports do we have for those students who have repeated behaviors?

Mrs. Boutet responded that many of the students who have repeated instances have multiple traumas. We can't change what has happened so we have to offer many supports. The school teams are amazing at what they do know. What does the reentry of support look like? They are being flooded with resources. Schools are working with families to learn their stories.

Superintendent Bridges added that at the next meeting we will have a report on the School Improvement Plans and will have some principals join us to give us more insight into what they do for students.

Will the Student Success Platform will give us more real time data?

Mrs. Boutet responded, yes and it is very user friendly and teams are very excited to begin using it. **This is complex and nothing is a quick fix.**

School Improvement Plans will include all of these values. We are making movement even though we do have a lot more work to do. Comprehensive Equity Plan has expectations for staff. I would disagree that we are doing all the same things. We have heard tonight of many new things we are doing.

Anything we can do to get the metrics. Community Resource Centers and Student Advocacy Specialists and the work they are doing. Just going and observing and seeing the relationships that are being formed are hard to measure but the relationships are important. Anything you can do to help us see that work would be great. The momentum behind the stories is important. Would help to hear the success stories.

The MTSS will allow us to combine all kinds of data and see those metrics. As you get some of that data, I would like to hear of those successes. Would love to get more frequent updates.

Superintendent Bridges noted that Policy 7.190 says we are to give an annual update. We can incorporate into other reports.

I would encourage a pulse check.

Excited about the MTSS data. Behavior is a symptom and not the root cause. We need to have enough staff and qualified staff. Families of the neediest are saying they are not getting all the services they need. Are students with IEP's meeting their goals? Would like to see academic data included.

Dr. Cohen stated that in the 2023-24 school year there were 231 total suspensions at the high school level served by 134 students. 94 students served only one suspension. The remaining 40 students served more than one suspension. This 0.8% of our student population accounted for 60% of suspensions served. These 40 students are known to the counselors, social workers, and interventionists in each high school and supports are in place to support them. I can say with a high degree of confidence that our staff at both high schools know who those 40 students are and those 40 students are receiving a tremendous amount of support and it is customized to their exact situation.

I need to see your confidence in numbers. Show me that you are doing it.

The data is in this report. The transparency is there.

Discussion without Action

PRESS Update 116

Superintendent Bridges noted that the Board was first given these policies to review at the August 19 Board meeting.

Board Comments/Questions:

None.

Administration recommends these updates. We will need to add the names of the staff in the roles prior to approval on September 23. Please send questions.

In PRESS 115 updates we need to change the word "will" to "may" in Policy 7.170.

Discussion with Action

Policy 1.30 Mission Statement

Related to the Profile of a Learner. Profile of a Learner Team wanted these competencies included into our mission statement. Looking for guidance from the Board of Education. What you have before you and we recommend your consideration really represents the prioritization of the design team of the competencies.

Board Questions/Comments

None.

Kristin Fitzgerald made a motion to approve Policy 1.30 Mission Statement as presented, seconded by Joe Kozminski. Those voting yes: Gericke, Fitzgerald, Kozminski, Cush, and Kelley Black. Those voting no: None. Absent: McMillen and Wandke. The motion carried.

Policy 2.125; Policy 5.60; Resolution to Regulate Expense Reimbursements

Run concurrently, one for staff and one for the Board. Recommended changes have been indicated.

Board Questions/Comments:

Board member compensation we don't have the \$350 limit.

Superintendent Bridges noted we will include the language for air and hotel.

Mr. Frances stated we can we refer to the resolution

The resolution is not in the manual.

Superintendent Bridges stated we will mirror the language.

Charles Cush made a motion to approve Policy 2.125; Policy 5.60; Resolution to Regulate Expense Reimbursements as presented, seconded by Joe Kozminski. Those voting yes: Cush, Kozminski, Kelley Black, Fitzgerald, and Gericke. Those voting no: None. Absent: McMillen and Wandke. The motion carried.

Consideration of Expenses

Superintendent noted these are conference expenses that exceeded the policy amount. Work was done to find accommodations for less.

Board Questions/Comments:

We see this as a Board member. I need to see the big picture. I need to see how much we spent on hotels, airfare and what conferences are attended.

When Board members review bills and claims each month, they can see those expenses.

That is not an authentic and accurate response. The lengths that are gone to to not reveal these expenses is concerning.

What the motion is does not include this discussion. These are operational matters. We approve the budget and the operational side of the house.

Superintendent Bridges stated that no one is going to withhold any information from the Board and community. We responsive to the Board of Education and transparent to the community and in compliance with policy established by the Board of Education.

There is a general consensus of the Board that we have the information needed to make a decision. We don't have concerns about the budget because we have not gone over the budget. To task staff to create that level of reporting will take them away from all of the things we have been talking about tonight.

Joe Kozminski made a motion to approve Expenses as presented, seconded by Charles Cush. Those voting yes: Fitzgerald, Gericke, Cush, and Kozminski. Those voting no: Kelley Black. Absent: McMillen and Wandke. The motion carried.

Old Business

I have asked for items to be put on the agenda.

I have a list and we will put them on the agenda when we can.

It might help our communication. We shouldn't cut off any particular board member.

All board members were able to speak tonight.

New Business

None.

Upcoming Events

Superintendent Bridges noted:

Partners in Growth Breakfast on Thursday, September 12, 2024.

September 23 will be our next Board of Education meeting

FOCUS 203 to be held on October 29, location to be determined.

Adjournment

Charles Cush motioned to adjourn the meeting at 9:53 pm, seconded by Joe Kozminski.

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

Absent: McMillen and Wandke The motion carried.

Approved: September 23, 2024

Kristine Gericke, President, Board of
Education

Susan Patton, Secretary, Board of
Education