

**MINUTES**  
**BOARD OF EDUCATION MEETING**  
**COMMUNITY UNIT SCHOOL DISTRICT 200**  
**January 12, 2022**

The first regular meeting of the month of January of the Board of Education of Community Unit School District 200, DuPage County, Illinois, was called to order at the Hubble Middle School, 3S600 Herrick Rd, Warrenville, IL by Board President Chris Crabtree, on Wednesday, January 12, 2022, at 7:00 PM.

**ROLL CALL**

Upon the roll being called, the following were present:

Board Members:       Mrs. Chris Crabtree  
                              Mr. Rob Hanlon (arrived at 7:04)  
                              Mr. Dave Long  
                              Mrs. Angela Blatner  
                              Mrs. Susan Booton  
                              Mr. Brad Paulsen  
                              Dr. Mary Yeboah

Also in Attendance:  Dr. Jeff Schuler, Superintendent  
                              Dr. Charlie Kyle  
                              Mrs. Erica Loiacono  
                              Mrs. Melissa Murphy  
                              Dr. Brian O’Keeffe  
                              Dr. Chris Silagi  
                              Mr. Jason Spencer

**PLEDGE OF ALLEGIANCE**

Mr. Bryan Buck led the Board in the Pledge of Allegiance.

**COMMUNICATION WITH HOST SCHOOL**

Mr. Bryan Buck, Principal of Monroe Middle School, shared information on the CUSD 200 Middle School Crosstown Soccer Tournament that has taken place for the last six years. This included information on how it began, how the tournament works, the support from the high school soccer coaches, and shared the results of the tournament as well as the names of staff coordinators and coaches. The students and building administrators all have fun with this great event.

**MODIFICATIONS TO THE AGENDA**

None

**BOARD PRESIDENT REPORT**

President Crabtree reported on the following:

- Had the opportunity to meet with IASB President Tom Bertrand and other large unit school district presidents in the area. It was productive and the plan is to meet quarterly.

- Thank you to the staff – recognize the challenges for this year, especially during the last weeks after winter break. Thank you to the buildings and grounds staff, those starting and warming the buses, building staff, and the district office. Every hand has an impact on whether the doors can open and the efforts are not unnoticed.
- 2022 is the third year of COVID and everyone is tired. The new year brings new hope that the community's focus is on working together vs. working apart. Asked the entire community to come together to lift up the students in the district.

## **SUPERINTENDENT REPORT**

Dr. Schuler reported the following:

- Staff recognition – recognized three individuals:
  - WNHS Principal Matt Biscan – recognized by the IL Principals Association as the High School Principal of the Year for DuPage County.
  - WWSHS Head Track and Cross Country Coach Rob Harvey – inducted in the IL Track and Cross Country Coaches Association Hall of Fame.
  - WWSHS Science Dept. Chair and Teacher Phil Culcasi – the Regional Office of Education recognized him as a National Board Certified Teacher and his National Board Certification was renewed.
- Staff Thank you – Dr. Schuler had the opportunity to teach a sixth-grade science class at Monroe for a morning last week. The teacher left a plan for him to carry out, the staff was incredible and the kids were phenomenal. Thank you to all of the staff across the district that has stepped up.
- Updated ISBE guidance and impact – received in front of last weekend from ISBE and IDPH. This guidance modified the length of both the quarantine and isolation period. This has had an impact on the District and has helped ease the burden and strain on the staff.
- 5-Essentials statewide school culture survey – funded by the state and provided to all Illinois school districts. There are components for students, staff, and parents. The survey window is now open and will be shared and communicated. On the parent side, the district is only able to see the data if they have at least a 20% participation rate from parents. Dr. Schuler encouraged the parents and community to engage and provide feedback through the survey.
- COVID-19 Data Update included information on:
  - Zipcode cases per 100,000 residents
  - Current D200 new student and staff cases
  - D200 new cases per week by school and by level
  - D200 COVID public data dashboard (cumulative cases and close contact quarantine data for the week)
  - Test to Stay (TTS) data for D200
  - D200 student partial and full vaccination rates for Elementary, MS, and HS levels
  - Outbreak and Investigation – IDPH definition and D200 investigation protocol
  - D200 safe hours for the school environment (based on the MIT COVID-19 tool)

There were comments and/or questions on the following:

- Observation reflecting on last school year and the zip code cases per 100,000 vs. this year.
- Are we keeping track of those students who are not required to quarantine but have been close contacts (based on vaccination status) – have they gone on to test positive or become symptomatic?

## **PUBLIC COMMENTS – Agenda Items & Non-Agenda Items**

In accordance with Board Policy 2.230, members of the public wishing to offer public comment had the opportunity to do so. A public comment sign-up sheet was made available until 7:00 p.m. at the meeting site. The Board Meeting was available for viewing via live-stream on the District’s YouTube channel at [www.youtube.com/communityunitschooldistrict200](http://www.youtube.com/communityunitschooldistrict200).

Per Board Policy, the Board may shorten the time allocation for each person to less than 3 minutes to allow the maximum number of people the opportunity to speak. The Board did not shorten the time allocation for each person to speak due to the number of speakers.

<u>Speaker</u>	<u>Topic</u>
Mitch Striedl	Current Restriction
Dave Muisenga	District Subsidiarity
Jessica Banaszek	Mitigation Support
David Sohmer	COVID Policy
Kathleen Murphy	COVID Policy
Shannon Lyman	Library Books
Ryan Kipfer	Library Books
Mike LaFido	Follow-up

There were comments and/or questions on the following:

- A School District referenced in public comments
- Mitigations

## **CONSENT AGENDA**

1. Approval of Standards for HS Dual Credit Course – Introduction to Teaching 1 & 2 – Recommend approval of standards for HS dual credit course Introduction to Teaching 1 & 2 as presented.
2. Approval of Standards for HS Course – Advanced Level Introduction to Acting – Recommend approval of standards for HS course Advanced Level Introduction to Acting as presented.
3. Approval of Standards for HS Course – Advanced Placement Spanish Literature and Culture – Recommend approval of standards for HS AP Spanish Literature and Culture as presented.
4. Approval of Standards for HS Course – Advanced Placement Art History – Recommend approval of standards for HS course AP Art History as presented.
5. Approval of Mileage Reimbursement Rate for 2022 – Recommend approval of the mileage reimbursement rate for 2022 as presented.
6. Approval to Open Previously Closed Minutes – Recommend approval to open previously closed minutes as presented.
7. Approval of Bills Payable and Payroll – Recommend approval of the bills payable and payroll as presented.
8. Approval of Minutes – December 8, 2021, Open, and Approval to Destroy Recordings of Closed Sessions Prior to August 2020 As Allowable by Law – Recommend approval of the minutes as presented and approval to destroy recordings of closed sessions prior to August 2020 as allowable by law.
9. Approval of Personnel Report to Include Employment, Resignation, Retirement, and Leave of Absence of Administrative, Certified, Classified, and Non-Union Staff – Recommend approval of the personnel report as presented.

There were no comments and/or questions on the consent agenda.

## **MOTION**

Member Booton moved, Member Hanlon seconded to accept the Consent Agenda as presented. Upon a roll call vote being taken, the vote was: AYE 7, NAY 0.

**The motion carried 7-0.**

## **POLICY POSTING CONSENT AGENDA**

1. Approval to Post Revised Policy 2:105 Ethics and Gift Ban for Public Review and Comment – Recommend approval to post revised policy 2:105 for public review and comment as presented.
2. Approval to Post Revised Policy 2:110 Qualifications, Term, and Duties of Board Officers for Public Review and Comment – Recommend approval to post revised policy 2:110 for public review and comment as presented.
3. Approval to Post Revised Policy 2:120 Board Member Development for Public Review and Comment – Recommend approval to post revised policy 2:120 for public review and comment as presented.
4. Approval to Post Revised Policy 2:20 Powers and Duties of the Board of Education for Public Review and Comment – Recommend approval to post revised policy 2:20 for public review and comment as presented.
5. Approval to Post Revised Policy 2:220 Board of Education Meeting Procedure for Public Review and Comment – Recommend approval to post revised policy 2:220 for public review and comment as presented.
6. Approval to Post Revised Policy 2:260 Uniform Grievance Procedure for Public Review and Comment – Recommend approval to post revised policy 2:260 for public review and comment as presented.
7. Approval to Post Revised Policy 3:40 Superintendent for Public Review and Comment – Recommend approval to post revised policy 3:40 for public review and comment as presented.
8. Approval to Post Revised Policy 3:50 Administrative Personnel Other Than the Superintendent for Public Review and Comment – Recommend approval to post revised policy 3:50 for public review and comment as presented.
9. Approval to Post Revised Policy 3:60 Administrative Responsibility of the Building Principal for Public Review and Comment – Recommend approval to post revised policy 3:60 for public review and comment as presented.
10. Approval to Post Revised Policy 4:160 Environmental Quality of Buildings and Grounds for Public Review and Comment – Recommend approval to post revised policy 4:160 for public review and comment as presented. – **Removed from Consent Agenda**
11. Approval to Post Revised Policy 4:175 Convicted Child Sex Offender; Screening; Notifications for Public Review and Comment – Recommend approval to post revised policy 4:175 for public review and comment as presented.
12. Approval to Post Revised Policy 4:60 Purchases and Contracts for Public Review and Comment – Recommend approval to post revised policy 4:60 for public review and comment as presented.
13. Approval to Post Revised Policy 5:20 Workplace Harassment Prohibited for Public Review and Comment – Recommend approval to post revised policy 5:20 for public review and comment as presented.
14. Approval to Post Revised Policy 5:200 Terms and Conditions of Employment and Dismissal for Public Review and Comment – Recommend approval to post revised policy 5:200 for public review and comment as presented.

15. Approval to Post Revised Policy 5:220 Substitute Teachers for Public Review and Comment – Recommend approval to post revised policy 5:220 for public review and comment as presented.
16. Approval to Post Revised Policy 5:30 Hiring Process and Criteria for Public Review and Comment – Recommend approval to post revised policy 5:30 for public review and comment as presented.
17. Approval to Post Revised Policy 6:120 Education of Children with Disabilities for Public Review and Comment – Recommend approval to post revised policy 6:120 for public review and comment as presented.
18. Approval to Post Revised Policy 6:135 Accelerated Placement Program for Public Review and Comment – Recommend approval to post revised policy 6:135 for public review and comment as presented.
19. Approval to Post Revised Policy 6:15 School Accountability for Public Review and Comment – Recommend approval to post revised policy 6:15 for public review and comment as presented.
20. Approval to Post Revised Policy 6:20 School Year Calendar and Day for Public Review and Comment – Recommend approval to post revised policy 6:20 for public review and comment as presented.
21. Approval to Post Revised Policy 6:220 Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct for Public Review and Comment – Recommend approval to post revised policy 6:220 for public review and comment as presented.
22. Approval to Post Revised Policy 6:300 Graduation Requirements for Public Review and Comment – Recommend approval to post revised policy 6:300 for public review and comment as presented.
23. Approval to Post Revised Policy 6:340 Student Testing and Assessment Program for Public Review and Comment – Recommend approval to post revised policy 6:340 for public review and comment as presented.
24. Approval to Post Revised Policy 7:10 Equal Educational Opportunities for Public Review and Comment – Recommend approval to post revised policy 7:10 for public review and comment as presented.
25. Approval to Post Revised Policy 7:150 Agency and Policy Interviews for Public Review and Comment – Recommend approval to post revised policy 7:150 for public review and comment as presented.
26. Approval to Post Revised Policy 7:250 Student Support Services for Public Review and Comment – Recommend approval to post revised policy 7:250 for public review and comment as presented.
27. Approval to Post Revised Policy 7:260 Exemption from Physical Education for Public Review and Comment – Recommend approval to post revised policy 7:260 for public review and comment as presented.
28. Approval to Post Revised Policy 7:30 Student Assignment and Intra-District Transfer for Public Review and Comment – Recommend approval to post revised policy 7:30 for public review and comment as presented. - **Removed from Consent Agenda**
29. Approval to Post Revised Policy 7:310 Restrictions on Publications; Elementary Schools for Public Review and Comment – Recommend approval to post revised policy 7:310 for public review and comment as presented.
30. Approval to Post Revised Policy 7:340 Student Records for Public Review and Comment – Recommend approval to post revised policy 7:340 for public review and comment as presented.
31. Approval to Post Revised Policy 7:345 Use of Educational Technologies; Student Data Privacy and Security for Public Review and Comment – Recommend approval to post revised policy 7:345 for public review and comment as presented.

32. Approval to Post Revised Policy 7:70 Attendance and Truancy for Public Review and Comment – Recommend approval to post revised policy 7:70 for public review and comment as presented.
33. Approval to Post Revised Policy 7:80 Release Time for Religious Instruction/Observance for Public Review and Comment – Recommend approval to post revised policy 7:80 for public review and comment as presented.

There were comments and/or questions on the following:

- President Crabtree read the numbers of those policies to be posted for public review and comment.
- The Board HR/Policy Committee reviewed and recommended these policies for public review. They represent approximately half of the policies in PRESS Issue 108.
- These policies are for approval to post for public review and comment and will come to the Board at the February meeting for approval.
- #28 – Policy 7:30 – feel the language is not clear that both items 1 and 2 would be presented to the Board.
- PRESS has a policy team that includes both attorneys and educational leaders from a variety of sectors.
- #10 – Policy 4:160 – comment regarding added language on pesticides and how the District can control this.

Policies 7:30 and 4:160 were pulled from the policy posting consent agenda and taken back to the Board policy committee for review.

### **MOTION**

Member Hanlon moved, Member Long seconded to approve the Policy Posting Consent Agenda minus policies 4:160 and 7:30. Upon a roll call vote being taken, the vote was: AYE 7, NAY 0.  
**The motion carried 7-0.**

### **ACTION ITEMS**

#### Adoption of the Resolution to Begin the 2022-2023 Budget Cycle

The Illinois School Code, 105 ILCS, Section 5/17-1, requires Boards of Education to prepare and adopt an annual budget. It also states that the Board shall designate a person or persons to prepare the district annual budget.

Based upon the requirements of this statute, the Board of Education must adopt a resolution to begin preparing the 2022-2023 Budget. The Board of Education must also designate a person to coordinate this effort. It was recommended that Dr. Brian O'Keeffe, under the supervision of Superintendent Dr. Jeffrey Schuler, be designated to prepare the 2022-2023 Budget. The resolution to be adopted as well as the Budget Timeline the district follows was attached to the Board agenda item.

There was additional information/comments on the following:

- This is an annual request brought to the board in January.

There were questions/comments/discussions on the following:

- Appreciate the budget process/timeline laid out in the attachment.

It was recommended that the Board of Education adopt the resolution and designate Dr. Brian O'Keeffe to prepare the 2022-2023 Budget.

## MOTION

Member Paulsen moved, Member Booton, seconded to adopt the resolution to begin preparing the 2022-23 budget and designate Dr. Brian O’Keeffe to prepare the budget as presented. Upon a roll call vote being taken, the vote was AYE 7, NAY 0. **The motion carried 7-0.**

## ORAL REPORTS

### Student Learning Feature

Transitional Bilingual Education (TBE) programming is required when 20 or more students are enrolled in a school and speak the same native language. CUSD 200 has one TBE program, Spanish, at 11 schools. A parent advisory committee is required for all districts with a TBE program, and this advisory committee is called Bilingual Parent Advisory Committee (BPAC).

The student learning feature provided the Board of Education with an overview of the Bilingual Parent Advisory Committee (BPAC) and scheduled programs for the 2021-2022 school year, which included a PowerPoint presentation and information on the following:

- Four Guiding Questions:
- 1) What is the demographic makeup of our Multilingual Learners?
  - Multilingual (ML) Enrollment (EC-12) by level
    - Total multilingual enrollment – 1,177
  - Multilingual Language Data – Top 5 Native Languages
    - Spanish, Burmese, Arabic, Chin (Haka), Nepali
    - Over 60 languages represented in the multilingual language program
  - Transitional Bilingual Education (TBE) Programming
    - Required when 20 or more students enrolled in a school and speak the same native language
    - CUSD 200 has a Spanish Bilingual TBE program at eleven schools
- 2) What are the requirements and goals of BPAC?
  - Districts with TBE programs are required to have a BPAC
  - Committee makeup, minimum meeting times, review and provide recommendations on programming and spending
  - Promoting participation, provide parents opportunity to express views on programs/services offered, provide educational workshops to support SEL and academic needs
- 3) What BPAC events are scheduled for the 2021-22 school year
  - Previous events on October 20 (Practical Tools for Parents During Challenging Times) and November 3 (Discipline Without Tears: Effective Strategies)
  - Upcoming events on January 26 (Habits that Develop Healthy Family Relationships), March 16 (Strategies to Help Your Student Succeed), and May 11 (Building Student Motivation and Resiliency)
- 4) How do we plan to gather input from our Bilingual Spanish parents and caregivers and how will we use their input?
  - Bilingual Parent Survey – distributed in early December
  - Gather parent voice on ML programming and supports in place for students, sense of belonging and connectedness to student’s school community, feeling valued as a partner in student’s learning, and effectiveness of communication efforts
  - Data collected to be used to analyze current practices and make recommendations to improve the experiences of our ML families in CUSD 200

There was additional information/comments on the following:

- Multilingual enrollment represents 10% of the district enrollment.

- The majority of the multilingual enrollment students (60%) are at the elementary level.
- Two D200 schools (Hubble MS and Johnson Elementary) have over 80% of their student population that speaks Spanish.
- Paper surveys were provided to parents (for the bilingual parent survey).

There were questions/comments/discussions on the following:

- ACCESS is the annual assessment that students (K-12) take that gives the district a sense of the progress students are making in terms of acquiring English skills. This measures student growth in the four different language domains – speaking, reading, writing, and listening.
- All students must take the core state assessments in English for ELA and Math regardless of where they test at in ACCESS.
- To date, approximately eighty bilingual parent surveys have been returned. Surveys were distributed in both English and Spanish to Spanish-speaking students at eleven bilingual sites.
- Attendance at the first two BPAC parent in-person events was approximately fifteen families at the October event and 20 families at the November event.
- BPAC meetings are separate from the parent workshop events. Participation at the last committee meeting (eight families).
- Clarification on the multilingual enrollment slide and breakdown by level.
- Burmese is the second top native language represented in the ML program. Student numbers are monitored monthly (Johnson currently has 15 Burmese students). If this reaches twenty, we would be expected to provide a bilingual program in Burmese.
- Using the terms bilingual and multilingual interchangeably.
- Many bilingual children are also multilingual.
- ISBE uses the term bilingual to refer to programming when you have 20 or more students that speak the same native language.
- The ML enrollment number (1,177) only includes the students for which the District provides direct services. Some students have exited the program that are monitored for two years, and students that have transitioned out that speak a different language.
- How does the BPAC feel about the FLES programming at those same schools? They are different programs but connected.
- FLES is the Foreign Language Elementary School model that was put in place this year at Johnson and Pleasant Hill elementary schools. It is also referred to as Spanish Language Arts Instruction.
- Communication to ML families and the best way to reach out to them. The use of parent liaisons to help communicate with ML parents.
- Parents may not necessarily be bilingual even if their children are bilingual.
- Request for the Board to receive an update on the FLES program and how we are measuring that later in the year.

### Portrait of a Graduate

District 200 has gathered feedback from school community stakeholders through a variety of input processes. This feedback has been used to identify prioritized areas for the Portrait of a Graduate. This will serve as a visual representation of the community's desires for our students when they successfully complete their education at our high schools. The Portrait of a Graduate will also play an important role in community engagement, strategic planning, and the future success of our students.



The Board of Education was presented with a Portrait of Graduate that represents feedback received from District 200 stakeholders. Academic excellence, problem solving, communication, collaboration, and resilience are reflected in the Portrait.

Dr. Chris Silagi presented a PowerPoint and provided an update on the Portrait of a Graduate (POG) which included information on the following:

- Why Develop a Portrait of a Graduate?
  - Express school community aspirations for all students
  - Prioritize essential skills and qualities
  - Places students at the heart of the work
  - Serves as the focal point for strategic action planning
- What Work Has Been Done to Start Developing a D200 POG?
  - June 2019-March 2020
  - August – December 2021
- Portrait of a Graduate (Five emerging competencies and descriptors)
  - Academically Excellent
  - Communicator
  - Resilient
  - Problem Solver
  - Collaborator
- Strategic Plan Development
  - Timeline (January – May 2022)

There was additional information/comments on the following:

- Student learning is at the heart of the district work.
- The descriptors of each of the competencies are a representation of the input and feedback that was received through the processes highlighted since June 2019, including the thought exchange tool, design team feedback, administrative team feedback, etc.
- The remaining four competencies support learning and academic excellence, but also enhance and complement each other when integrated into the school experience.
- Serves as a blueprint for our work moving forward.

There were questions/comments/discussions on the following:

- The language in the competencies descriptors captures a lot of the other elements of the plan and conversation that led to it. It represents a good summary of everything.
- The foundation of this is about the combination of having that foundational knowledge of academics with the skills around it to make our students prepared for the workforce, the next level – for the future.
- Represents great engagement across the board.
- Clarification on the phrase “productive struggle” - learning occurring when there is a bit of a challenge or struggle, and that is productive because growth is occurring; taking on a challenge that is slightly harder and powering through instead of shutting down; productively struggling to learn and grow; appropriately challenging tasks but also making sure we differentiate and scale learning appropriately for students
- Productive struggle and effortful learning – repetitive phrases?

#### Strategic Plan Development:

Dr. Schuler noted both the Portrait of a Graduate and the existing dashboard/metrics used to build the D200 learning acceleration plan will drive the District forward. The administration anticipates bringing the Board a strategic plan that incorporates the two elements – the plan itself

(will identify specific strategies to be addressed over the next four-to-five years), and a dashboard that allows both the Board and the community to measure what is at the heart of the POG (academic progress or creating academically excellent students).

There was additional information/comments on the following:

- Anticipate the strategic plan to have both the dashboard (the metrics to be measured through the system) and a planned document that identifies the strategy.
- Details of the timeline from January through May 2022 for the strategic plan development.
- Jan/Feb – will be developing the draft through the input of the administrative team.
- Mar/Apr – conduct a listening tour and utilize engaged groups (Citizens Advisory Committee, Chambers of Commerce, PTA Council), other existing community partnerships, as well as some open parent engagement sessions.
- The listening tour would provide an opportunity for those to respond to a draft document – what you like, don't like, what was missed in the draft of the strategic plan.
- Anticipate working with a number of Board committees to look specifically at strategies within the related areas, and bring a draft of the strategic plan to the Board in May. This would give the Board both May and June to refine as needed and would guide the work through the summer and into the next school year.
- Encouraged the Board to review the current Mission/Vision/Belief statement that was approved by the Board when they were developed. As we move into February, we need to determine if the Board wants to make any kind of tweaks or adjustments.

There were questions/comments/discussions on the following:

- Core academic content is defined by our learning standards that identify grade-level appropriate content that is measured.
- How mastery is defined is dependent on the assessment being used.
- Are all classes considered core academics? Not all electives or every CTE class is part of the core, but every course does have a core body of content for that particular class.
- Mastery as it relates to graduating students - Criteria for graduating students as it relates to the accumulation of credits.
- The aspiration is for every student that graduates to meet the criteria defined in POG.
- Some students do require or receive an alternate path or supports to demonstrate their appropriate level of mastery. An example would be students in the Transition program.
- Do not believe this establishes a ceiling for learning or put a limit on it, but establishes a floor for learning.
- A continuation of learning rather than an arrival at a destination.
- The definition of academically excellent is a path that could be met through multiple or alternate measures. Noted college and career readiness frameworks and the different ways a student can show mastery of content.
- Recognition that students learn in different modalities, and demonstrate their learning in different paths. This can also be shown when looking at the dashboard.
- The POG document needs to be in front of the students. It also will be supported by a dashboard that identifies paths for learning mastery.

## **WRITTEN REPORTS**

Monthly Financial Reports

FOIA Report

Citizens Advisory Committee (CAC) Report

Board Communication Log

## **REPORTS FROM BOARD MEMBERS**

### Board Committee Reports

The Board Human Resources/Policy Committee had met since the last regular board meeting. The notes from the meeting were attached to the agenda item.

### Other Reports from Board Members

None

## **TOPICS FOR FUTURE DISCUSSION**

### 5-Year Financial Projections

Dr. Schuler noted the January 26, 2022 Committee of the Whole meeting will look at the 5-year financial projections, but there will also be a brief business portion to the meeting.

## **NEXT REGULAR MEETING**

February 9, 2022, 7:00 PM, Hubble Middle School

## **ANNOUNCEMENTS**

January 22, 2022, Chat with the Board, 9:00 AM, Hubble Middle School

January 26, 2022, Committee of the Whole, 7:00 PM, Hubble Middle School

## **ADJOURNMENT**

## **MOTION**

There being no further business to come before the Board in Open Session, Member Booton moved, Member Paulsen seconded to adjourn the meeting. Upon a voice call being taken, all were in favor and **the motion carried 7-0.**

The meeting adjourned at 8:52 PM.

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**Dave Long, Secretary**

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**Chris Crabtree, President**