

Auto-Generated Transcription of DpsStreamClipped.mp4

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Transcription:

[9m11s](#): Board of Education has been in closed executive session to conduct an employee discipline
[9m19s](#): hearing, discuss the appointment, employment, compensation, discipline, performance or dismissal
[9m25s](#): of specific employees of the public body, purchase or lease of real property for the
[9m30s](#): use of the public body, legal counsel for the public body, eminent and repenting litigations
[9m36s](#): and collective negotiating matters between the board and representatives of its employees.
[9m42s](#): No action was taken during closed executive session.
[9m46s](#): I would now ask everyone to join me in the Pledge of Allegiance.
[9m48s](#): The Pledge of Allegiance is to the flag of the United States of America and to the republic
[9m57s](#): for which it stands, one nation under God, indivisible with liberty and justice for all.
[10m9s](#): Do we have a recommendation for tonight's agenda?
[10m12s](#): Yes, we do.
[10m13s](#): I recommend the board approve tonight's August 8, 2023 Open Session Board Meeting Agenda
[10m19s](#): as presented.
[10m20s](#): Do I have a motion?
[10m22s](#): So moved.
[10m23s](#): Second.
[10m24s](#): Any discussion?
[10m25s](#): All in favor signify by saying aye.
[10m33s](#): Motions carried.
[10m35s](#): We will now move on to our district highlights.
[10m37s](#): You're already ready to go.
[10m39s](#): Let's rock and roll.
[10m40s](#): Okay, here we go.
[10m41s](#): Good evening, President Clevenger.
[10m44s](#): Hello, members of the board, Dr. Clark and Ms. Bradford.
[10m47s](#): Oftentimes student athletes participate in club sports during their offseason to receive
[10m52s](#): additional training and competitive opportunities to enhance their skills and experience beyond
[10m57s](#): their school season.
[10m58s](#): This summer, some of our DPS middle school volleyball players participated in a four
[11m4s](#): on four sand volleyball tournament and you guessed it, they totally rocked it.
[11m11s](#): Apex Club Volleyball is led by Mr. Tony Holly and he is here tonight to share some of these
[11m17s](#): successes of the girls in playing sand volleyball for the first time.
[11m21s](#): Mr. Holly, please come forward.
[11m24s](#): Good evening, Dr. Clark and members of the school board.
[11m37s](#): I am Tony Holly.
[11m38s](#): I'm the director of Apex Volleyball Club.
[11m39s](#): We are a local volleyball club that was formed to give girls opportunities here in the community.
[11m46s](#): As Mary described, we had a lot of activities this summer and currently our program consists
[11m50s](#): of over 30 DPS athletes that participate in our program ages 10 through 16.
[11m58s](#): These girls have been participating since last winter.
[11m60s](#): The girls are here tonight.
[12m1s](#): They've been participating a little longer than that and tonight they are members of
[12m7s](#): our 13 under team.
[12m9s](#): They are proud to present the proceeds from their sand volleyball tournament where they
[12m14s](#): play second, which is remarkable because they've never played sand volleyball before
[12m18s](#): this event.
[12m21s](#): As a player and a coach, they can tell you it's a lot harder than indoor.
[12m28s](#): You've got the elements, you've got the heat obviously, but they were good supports about
[12m30s](#): it and they actually won \$140 proceeds going to their respective schools.
[12m36s](#): So tonight I have with me some other girls who are participating in their other activities
[12m46s](#): because we are a club that promotes multiple sports, but tonight I have with me Ms. Ella
[12m51s](#): Colbar from Dentist Lab School.
[12m54s](#): She's going to her eighth grade year and I have Ella Walton and Trinity Sutton who are
[13m1s](#): also eighth graders at Montessori Academy of Peace.
[13m7s](#): I want to make sure we mention that we have Ms. Madie Hazel who is a eighth grader at
[13m11s](#): Johns Hill and Ms. Nora Barnett and Brooklyn Beals who are also eighth graders at Montessori
[13m16s](#): Academy of Peace.
[13m18s](#): These girls are, they do all the hard work.

[13m20s](#): I should have them come there and explain everything they've done, but just to summarize,
[13m24s](#): this past year they've placed in tournaments from Chicago, Illinois all the way to Cape
[13m29s](#): Gerardo, Missouri no lower than first or second in several of these tournaments.
[13m33s](#): They played over 30 matches since this, we started in November, so they've participated
[13m38s](#): over 30 matches.
[13m39s](#): So the experience they're receiving, we're excited because they're going to bring this
[13m43s](#): back to their respective school programs.
[13m45s](#): And from the A-6 Junior National Tournament to tournaments in the summer at Millican
[13m51s](#): they placed second at a tournament in Tri-Valley, they placed first.
[13m56s](#): So that experience we're going to see that pay off and we're hoping to present them again
[13m59s](#): to you at their respective conferences on and off the court.
[14m2s](#): They're great ambassadors of DPS and we are proud to have them.
[14m11s](#): So we'd like to present a check to Dr. Clark, could you come and be with us for this?
[14m25s](#): So on behalf of Apex Volleyball Club, we are proud to present the district with the proceeds
[14m30s](#): from that tournament for \$140.
[14m33s](#): All right, I'm going to take a photo right now, one, two, three, if there's any parents
[14m50s](#): going to pass you up and fight God for fun.
[15m8s](#): Congratulations on a great season and a good summer.
[15m23s](#): I hope it was a productive summer for you all and we'll look forward to seeing you out
[15m26s](#): on the court this winter.
[15m28s](#): Absolutely.
[15m29s](#): I will now move on to our public participation portion of the meeting.
[15m33s](#): The Board of Education would like to note the following during public participation.
[15m37s](#): Slide one self and be brief.
[15m39s](#): Comments should be limited to three minutes.
[15m42s](#): Any public comments submitted to the Board Secretary will be included in the record.
[15m47s](#): Please note that during any Board of Education meeting and public participation, Board members
[15m51s](#): do not respond and or comment to public comments.
[15m55s](#): All comments are referred to administration.
[15m58s](#): Furthermore, the Board refrains from referring to specific students or staff members by name
[16m3s](#): and request that public commentators refrain from doing so as well.
[16m8s](#): The request that you omit names is made to protect you from allegations of liable or
[16m13s](#): slander or from violations of the Illinois School Student Records Act.
[16m19s](#): It is not intended to shield an employee from criticism.
[16m23s](#): Ms. Bradford, do we have anyone wishing to speak to the Board tonight?
[16m26s](#): Yes, we do.
[16m27s](#): Keith Creighton.
[16m36s](#): Good evening, Dr. Clark, President Clevenger, and members of the School Board.
[16m40s](#): My name is Keith Creighton, and I'm an assistant principal at Dennis Lab School.
[16m44s](#): I'm here tonight to shine a light on two incredible employees at Dennis.
[16m48s](#): Stephanie Harrington and Amy Creath serve as the secretaries for Dennis Lab School.
[16m53s](#): I would sing their praises at any time, but they have raised their game to another level
[16m58s](#): in this tumultuous summer that we have had.
[17m1s](#): They have served as the point of contact for so many different people, building administration,
[17m6s](#): teachers, parents and families, buildings and grounds, IT, research, community members,
[17m11s](#): and more.
[17m12s](#): I do not believe it is hyperbole to state that we would be in a world of chaos if it
[17m16s](#): weren't for their leadership and organization throughout this move.
[17m21s](#): They have organized and coordinated all of the things.
[17m25s](#): Stephanie and Amy have a vision for how Dennis Lab School should function, and they work
[17m28s](#): tirelessly to make our school efficient, organized and professional.
[17m32s](#): One of Stephanie Harrington's unique gifts is to make each individual person feel that
[17m37s](#): their need is important and prioritized.
[17m40s](#): When I ask her for any help, she hears why it is important to me and will move mountains
[17m43s](#): to find the perfect solution.
[17m45s](#): As an employee of the district for many years, Stephanie's experience, relationships and
[17m50s](#): institutional knowledge is priceless.
[17m52s](#): Amy Creath is such a valuable asset to Dennis because she brings a sense of humor to every
[17m57s](#): relationship she builds, and that helps to take stressful situations and diffuse them.
[18m2s](#): She is willing to help in every way she can, and I appreciate that she brings ideas to
[18m6s](#): the table on how to be more organized and efficient.
[18m9s](#): Stephanie and Amy make a great team, and it is a marvel to watch them in action.
[18m13s](#): I am profoundly grateful for their dedication and hard work.
[18m16s](#): The Dennis Monarchs are in a state of transition from Caterpillar to Butterfly, and Stephanie
[18m20s](#): Harrington and Amy Creath are an integral part of this transition.
[18m24s](#): Thank you for giving me a few moments to celebrate and honor them tonight.
[18m27s](#): Monarchs rise.
[18m28s](#): Wool!
[18m29s](#): David, it looks like Bandon.
[18m45s](#): Hi, I'm David Bandon.
[18m46s](#): I have a son who just graduated from MacArthur, and my daughter is going to be a sophomore.
[18m53s](#): Now maybe y'all will address this, and maybe I didn't hear, but I would like to get some
[18m57s](#): direct responses about what's going to happen with the facilities at Dennis campuses if
[19m3s](#): they're decommissioned.
[19m6s](#): If I could get as much specifics and contingencies as y'all can give at some point.

[19m11s](#): Thank you.
[19m12s](#):
[19m16s](#): Anyone else wishing to speak?
[19m20s](#): Thank you.
[19m21s](#): We appreciate your thoughts.
[19m22s](#): Thank you for showing up tonight.
[19m25s](#): Now we'll move on to board discussion.
[19m26s](#): Is there anything the board would like to discuss at this point in time?
[19m30s](#): I just had a question.
[19m34s](#): How are we doing on our teacher vacancy as we're approaching the new school year?
[19m39s](#): Oh, there she is.
[19m42s](#): Thank you.
[19m43s](#): Good evening.
[19m50s](#): At this time, as of close of business yesterday, we had 86 certified regular education vacancies,
[19m58s](#): which puts us at a little over 18 percent.
[20m2s](#): So I was just wondering if there's a way maybe we could do like an MOU to maybe like
[20m7s](#): raise the substitute pay for like the next year or two for long term subs, and maybe that
[20m12s](#): might entice some former teachers to come back for a couple of years.
[20m16s](#): Is that something that we could maybe discuss?
[20m18s](#): You don't need an MOU.
[20m20s](#): Administration comes to you with updates for sub rates, and we do not bargain those rates
[20m25s](#): with the union.
[20m26s](#): So we could discuss.
[20m27s](#): Yes.
[20m28s](#): Okay.
[20m29s](#): That's something I should email you about then.
[20m31s](#): Okay.
[20m32s](#): I will email that.
[20m33s](#): Anything else?
[20m34s](#): Nope.
[20m35s](#): I think that's it.
[20m36s](#): Thank you.
[20m38s](#): Anything else?
[20m39s](#): I do have one.
[20m40s](#): Go ahead, Will.
[20m41s](#): Quick note for everyone, I know cell phones have been an issue in the past.
[20m44s](#): My district laptop is not working, so I'm using my cell phone for the agenda, and that's
[20m48s](#): all I'm using it for.
[20m49s](#): Thank you.
[20m50s](#): Thank you.
[20m51s](#): Thank you.
[20m52s](#): I'd like a quick point of clarification from our attorney tonight.
[20m56s](#): Last week when we took the bids, everybody wasn't here, and I think there was, I'd like
[21m1s](#): a little further explanation into what the bidding statute requires as we accept bids
[21m9s](#): for future projects, or just so there's clarification so that everybody in the room
[21m16s](#): and everybody watching will understand what the statute and why our statute says what
[21m22s](#): it says and how, what actions were required as part of that.
[21m27s](#): Certainly.
[21m28s](#): So I'll give a brief overview, and then happy to answer any questions from board members.
[21m31s](#): So the relevant statute is section 10-20.21 of the school code, which governs certain
[21m37s](#): contracts.
[21m38s](#): Essentially the school board has a duty to bid contracts over \$25,000 or over \$50,000
[21m47s](#): if we're dealing with construction.
[21m49s](#): Those have to go out for competitive bid, and then the statute requires the board to
[21m54s](#): award the bid to the lowest responsible bidder.
[21m59s](#): So essentially that means you will award the bid to the low price.
[22m5s](#): The statute does not give the board very much latitude in that.
[22m10s](#): So lowest responsible bidder means lowest responsible bidder.
[22m13s](#): There's no provisions in the code that would allow you to give preference to bidders or
[22m19s](#): contractors from any certain location.
[22m22s](#): It's simply based on the bottom line.
[22m24s](#): The only way a low bid would be able to be rejected is if it was not in compliance with
[22m30s](#): bid specs, or if the bidder truly was not responsible.
[22m34s](#): So an example of that would be a significant construction project, and you have a contractor
[22m41s](#): who has a pickup truck and some tools that's submitted a bid.
[22m45s](#): They're not going to be able to do the job.
[22m47s](#): Absent that, the board has to award the contracts to the low bidder.
[22m50s](#): So very quick overview.
[22m52s](#): Happy to take any questions.
[22m53s](#): Thanks.
[22m54s](#): I think that given the numbers of us that were here, there was still, and maybe a need
[22m59s](#): for a little clarity as to what the statute requires when we take those actions.
[23m4s](#): Thank you.
[23m7s](#): Anything else?
[23m8s](#): Yeah.

[23m9s](#): I'd like to know where we stand as far as the inspections on both Dennis' campuses.

[23m15s](#): Have our engineers or any people said anything about what kind of costs we're going to be

[23m22s](#): looking at, or is it even feasible to fix these buildings?

[23m26s](#): Where do we stand on that, Kent?

[23m28s](#): So give me one moment.

[23m30s](#): I appreciate you both.

[23m34s](#): That is going to come up in discussion a little bit later when I start, when I give my update,

[23m41s](#): because that's one of the questions I'm actually asking from the board in terms of us moving

[23m45s](#): forward.

[23m46s](#): Okay.

[23m47s](#): Okay.

[23m48s](#): Do you have a question?

[23m49s](#): I don't know if it will be answered by then, but specifically about an air quality study

[23m54s](#): that was done?

[23m55s](#): Now I can count.

[23m56s](#): Okay.

[23m57s](#): Mr. Mesker to the podium.

[23m58s](#): Air quality.

[23m59s](#): So I think there was, yeah, I think there was concern about what, asbestos and mold in

[24m5s](#): the building and historical, that kind of stuff.

[24m8s](#): So the complaint that was filed with the Illinois Department of Labor OSHA when we were moving

[24m15s](#): things out was that there was asbestos and mold present in the buildings and that there

[24m22s](#): were structural issues.

[24m23s](#): So the decision was made to cease on the moving out and we corresponded with the Illinois

[24m31s](#): Department of Labor and also corresponded to writing, told them what our plan was, which

[24m38s](#): was to stop the work at that time.

[24m41s](#): We then realized that we needed, certain items need to be gotten out of the building.

[24m45s](#): So we, again, I reached out to the Illinois Department of Labor, we came up with a plan

[24m50s](#): and had told him that we were already in the process of getting air sampling done.

[24m55s](#): And so, yes, there is asbestos in both buildings.

[24m58s](#): There has been for many, many decades and we have an asbestos management plan and we

[25m2s](#): manage that asbestos.

[25m5s](#): So there was no, none of the activities that we did was very disturbance of asbestos.

[25m11s](#): So that's first and foremost.

[25m12s](#): That's the most important part.

[25m13s](#): Can you repeat that?

[25m14s](#): I'm sorry.

[25m15s](#): Sure.

[25m16s](#): Any of the structural issues, any of the moving, nothing, we did not disturb any asbestos

[25m23s](#): Canadian materials.

[25m24s](#): We did not cause it to become airborne and that is the danger from asbestos.

[25m29s](#): We conceded that, yes, there is mold inside the building and there is mold inside all

[25m33s](#): buildings.

[25m34s](#): The question is, are the airborne mold concentrations above those levels in the outside air?

[25m40s](#): And that is really the criteria for making it a termination.

[25m43s](#): We also continue to work on the structural issues.

[25m46s](#): So we conceded that, yes, there were all of the above.

[25m49s](#): So the decision was made then to quantify that.

[25m53s](#): So we had our outside environmental consultant come in and they did air sampling for both

[25m58s](#): mold and asbestos.

[25m60s](#): We used the most technically specific air analysis we can do, which is TEM analysis,

[26m7s](#): transmission electron microscopy.

[26m10s](#): And all those samples came back non-detected for asbestos.

[26m13s](#): So there's no appearance of any airborne asbestos.

[26m17s](#): All the mold samples that were taken came back and showed that the concentrations of mold

[26m22s](#): inside the building were lower than outside the building, which is, again, what you're

[26m27s](#): looking for.

[26m29s](#): So and Illinois Department of Labor said that was satisfactory.

[26m34s](#): They appreciated that was our approach and as far as they were concerned, the issue was

[26m39s](#): over.

[26m40s](#): All right.

[26m43s](#): Any questions on that?

[26m45s](#): No.

[26m47s](#): Thanks, Kent.

[26m49s](#): You're welcome.

[26m50s](#): Appreciate that clarification.

[26m51s](#): I think it's important that we get that clarification out as widely distributed as we can so that

[26m59s](#): people know that we have moved on these issues and done appropriate testing on these issues

[27m7s](#): as we move forward through this process of determining where we're going to be with

[27m12s](#): these two buildings and how we're going to address the future.

[27m17s](#): So thanks, Kent, to you and your staff.

[27m19s](#): I had another question.

[27m23s](#): How are we doing on registration?

[27m25s](#): I know the robe calls.

[27m28s](#): Is Mr. Kahn in the audience?

27m31s: So I was in meetings at the end of the day today, so I have not seen the numbers for
27m43s: the day yet, but at the end of the day, Friday, as a district, we sat at 80% registered students
27m49s: just for reference this time last year.
27m52s: We were at 67% and the year before that, I think it was 61.
27m56s: So we're looking much better, and we're working with building secretaries and principals,
28m1s: and I know that the communications department has continued to send robo calls trying to
28m7s: remind families to get their kids registered before the first day of school.
28m11s: And has Alltown reached out about busing schedules because I know a lot of it will be changed
28m18s: because of the dentist?
28m19s: The busing schedules is not me, but I did see on the district website where they had
28m25s: busing information up for families that had already been routed.
28m27s: Okay.
28m28s: Yeah, and it's going to be my PowerPoint, too.
28m31s: It was just asking if they reached out about the schedules, Alltown, and I had seen it online.
28m36s: Alltown did their bids and are doing their dry runs this week.
28m39s: Okay.
28m40s: Does that help you?
28m41s: So there'll be robo calls coming out, though, from Alltown or whatever, stating like your
28m46s: estimated time of pickup or letters coming in the mail, saying your estimated pickup
28m49s: time will be this?
28m51s: One moment, and I let Mrs. Worth out answer that.
28m59s: We have an app that families can use, and you can find it at dps61.org slash findmybus.
29m5s: It's an app you download, and you put in your student information.
29m7s: It shows you where your location is, what the pickup time is, and it will tell you if
29m11s: your bus is going to be late, if there's a delay, if it will be delivering on time, everything
29m16s: like that.
29m17s: That's all families to download that app, dps61.org slash findmybus.
29m22s: Okay, but what's the alternative if they don't have the app?
29m26s: I mean, is someone going to be making a call because there are a lot of transitions.
29m29s: Letters go out from schools, and Dennis is already routed so that information is already
29m33s: available in the app for Dennis families.
29m35s: Letters typically go out from schools to families to tell them what bus and route information
29m41s: they have for this year.
29m45s: So with all the communications that if people didn't register their children by August 8th
29m52s: that they would be dropped, what changes tomorrow?
29m55s: So basically what is going to happen, families are going to get in contact with their schools
29m59s: and say, I forgot, or I didn't, what have you, they're just going to have to end up
30m4s: going into the schools and doing what needs to be done to get registered, and then we'll
30m7s: pick them up, of course, and get them, you know, placed in classrooms.
30m11s: We're not trying to keep kids out, that's not the purpose, but we do need to make sure
30m16s: that our busing is adequate, you know, like if you're not coming back to the district,
30m21s: we don't want to route for a student that's not going to be there, and if we receive five
30m26s: more at a location, we need to route for that as well.
30m29s: So that's why we try to encourage families to get in so that we can make the necessary
30m33s: adjustments needed for both in school as well as out.
30m37s: Could I maybe suggest that next year we don't say that we're going to drop your student
30m41s: because that's actually a violation of school code, Article 26, and we actually have decreased
30m46s: enrollment, well, registration is better, we have decreased enrollment, and that's
30m50s: going to kind of turn people off of coming to DPS, thinking that their student's going
30m53s: to be denied an education.
30m55s: I appreciate that.
30m56s: What we discussed was saying inactive, because what we want you to do is come in and get
31m1s: registered, so not drop, but inactivate.
31m4s: Okay.
31m5s: Yeah, I think that's the thing, right, it's a lot more paperwork, right, and to, I don't
31m10s: remember what the time frame was, if you had to add a bus stop, like, say you've got everything
31m16s: routed in like two weeks to add a stop?
31m18s: It really just depends, because a lot of times it is how many students are actually at this
31m23s: stop and where this next group of kids live, so I lead that up to the transportation to
31m30s: help.
31m31s: Yeah, I guess my point is, you know, it helps, you know, from a parent standpoint.
31m37s: I can tell you that even after school starts, just moving slightly is a 48-hour delay, just
31m44s: a small change.
31m46s: Yup.
31m47s: And Jason, I apologize, I interrupted you, so I, I apologize, I interrupted you when
31m52s: you were getting ready to talk, so I wanted to apologize.
31m54s: Okay, I didn't know this, sorry.
31m57s: Thank you.
31m58s: Okay, anything else?
32m0s: If not, we'll move on to reports from administration.
32m5s: This report will be from Val Talley, our security administrator, and he'll bring you up to date
32m11s: on some training.
32m12s: Good evening, board, superintendent, Ms. Braver, I'm just going to kind of talk about
32m22s: some training that the officers have gone to.
32m26s: In my initial assessment of our security staff, I learned that we had two of our school security

[32m32s](#): resource officers who hadn't attended the basic SRO training, and so we made movements
[32m40s](#): and progress to get them trained.
[32m43s](#): One of the officers was able to go to a training that was in a nearby state, Indiana.
[32m49s](#): NASROL means the National Association of School Resource Officers.
[32m56s](#): The training offers a lot of different things.
[32m59s](#): NASROL has a basic SRO training course, and I don't know is...
[33m7s](#): Yes, that's it.
[33m9s](#): Green.
[33m10s](#): Alright.
[33m11s](#): Alright.
[33m12s](#): As NASROL has a basic school resource officer training course, it's a 40-hour course.
[33m19s](#): Who you see there is Detective Michael Lowry with the Cater Police Department, so he was
[33m25s](#): one of the officers that attended the basic course.
[33m28s](#): He went down there the day before our other staff, and what we do is we have a concept
[33m33s](#): called TRIAT, where they are law enforcement officers, they are teachers, not teachers,
[33m40s](#): per se, like you're in a classroom teaching, but as a guest speaker, lecturer, talk about
[33m45s](#): some of the things, like vape being, driver's education, those type of thing, and then also
[33m49s](#): counselors, not in the sense of being a counselor in the school, but knowing what the resources
[33m54s](#): exist in the school so we can direct staff.
[33m58s](#): We also sent officers, who you see up there is Detective Amber Patient, and we sent her,
[34m6s](#): and we also sent one of our leads, Adam Banner, to school CEPTED, CEPTED is Crime Prevention
[34m11s](#): through Environmental Design, and what we do is we utilize different type of management
[34m16s](#): activities to reduce opportunities in crime.
[34m19s](#): Some of the things that we're discussing are like sensors for vaping, so because we know
[34m23s](#): we have a big problem with vaping and so we're working at different type of models and technologies
[34m29s](#): to do that type of things.
[34m33s](#): Me, having the role that I have, I attended the SRO Supervisor and Management course for
[34m39s](#): police supervisors, but also school administrators who have the responsibility of managing programs,
[34m46s](#): so I'm the liaison for the district with the police department, and that's to make sure
[34m51s](#): that we're getting the bank for our buck because we have to be good stewards of the
[34m56s](#): resources that the community offers to our policing staff.
[35m1s](#): Where do we go next?
[35m7s](#): What I did learn from the national conference is that they actually have a security officer
[35m13s](#): training curriculum, and so we're working toward importing that for next fiscal year.
[35m20s](#): We're bringing them here to the district and you know, take them out to like the AgCenter,
[35m25s](#): and we can have all of our security personnel train up as just a basic level, so everybody
[35m30s](#): will be at peer when it comes to training and how to keep our schools safe.
[35m36s](#): In a current article on NBC just today, they said one of the major reasons that teachers
[35m43s](#): are leaving school is fear of safety and security, so we're going to try to eliminate that.
[35m49s](#): Walt Disney said the way to get started is to quit talking and begin doing, and that's
[35m53s](#): what we're going to do.
[35m55s](#): So with that, if you've got any questions, I'll be willing to answer them for you.
[36m7s](#): Any thoughts, any comments?
[36m8s](#): Do you consider our schools the entryways to all of our schools to be secure?
[36m14s](#): That's hard to kind of put into perspective buildings and ground an excellent job in creating
[36m24s](#): a space between entryways into the school and you know, the outside, the exterior perimeter,
[36m34s](#): which is a vestibule, and so in that sense, yes, but they are still glass structures
[36m41s](#): for the most part, and that sense, no, you know, two months ago, Nashville, Tennessee
[36m47s](#): had a breach in the school and it was by weapons, so what we'll need to do is kind of look at
[36m52s](#): materials that can maybe be more protective.
[36m57s](#): So yes, we do have some safety, can those safety features be improved?
[37m2s](#): Yes, they can.
[37m4s](#): So in case I missed it, I don't think I did, is this training being offered for everyone
[37m12s](#): but all the security personnel at DPS or did they all go to this training?
[37m17s](#): That was the part I didn't quite understand.
[37m19s](#): No, we're going to build a program.
[37m21s](#): Nashville has a specific training curriculum that's designed for school security, not law
[37m26s](#): enforcement, not law enforcement.
[37m29s](#): And so we're going to make it a point that that will be the basic training for all our
[37m33s](#): security staff so that they would know protocols, procedures, processes.
[37m38s](#): And that will start when?
[37m40s](#): Well, we'll have to do it next fiscal year because we're going to bring in, we're going
[37m44s](#): to import the training, otherwise we'll have to send them away, you know, to different
[37m49s](#): states.
[37m49s](#): Well, in the interim, can we send anyone away to get some of this training and then they
[37m52s](#): can come back and be some of the instructors or whatever?
[37m55s](#): We can, but we don't have enough security staff to make sure that our schools are safe.
[38m1s](#): If they're gone.
[38m2s](#): If they're gone, so the recommendation is we can plan the war, you know, the week before
[38m8s](#): school starts, make it a mandatory training.
[38m10s](#): It's a 24 hour block and we can bring the people here.
[38m14s](#): It'll be more reasonable.
[38m17s](#): Okay, thank you.
[38m20s](#): All right, thank you.
[38m21s](#): Well, completely shifting gears.

[38m24s](#): Wonder how the Explorer post is going.

[38m27s](#): Well, tomorrow, actually, we're going to have 10 kids here and we have the Boy Scout

[38m36s](#): executive that's going to, you know, be here and while the kids are waiting to help with

[38m41s](#): training of staff tomorrow, he's going to kind of make a presentation.

[38m45s](#): So far, we have four students that have signed up for it and we have two and well, three

[38m52s](#): adult, you know, advisors so far.

[38m55s](#): So with these 10, if we get them to apply, then we're up and running because you need

[39m1s](#): one more.

[39m2s](#): Exactly.

[39m4s](#): All right, cool.

[39m5s](#): Thank you.

[39m6s](#): You're welcome.

[39m7s](#): Thank you.

[39m8s](#): I think we all should commend Mr. Talley for professionalizing our school security

[39m14s](#): operation and what he's brought to the district, I think, has been significant and

[39m19s](#): will continue to be significant in the upcoming years.

[39m22s](#): We appreciate all your efforts and I'm sure our district as a whole appreciate your

[39m26s](#): efforts too.

[39m30s](#): Okay, we move on to our administrative leadership team update.

[39m35s](#): Dr. Clark.

[39m47s](#): So every time we have a board meeting, of course, I'm going to put some notes

[39m52s](#): together and then this will also be placed on the webpage.

[39m58s](#): So here are some updates for Dennis lab.

[40m1s](#): Dennis students and staff will start school Tuesday, September 5th, 2023.

[40m7s](#): Grab and go meals will be provided on Mondays from 430 to 6pm at the Mosaic

[40m12s](#): campus bus times and stop locations are now available and edge along the parent

[40m17s](#): portal that Mrs. Worthout was just talking about recently extended day.

[40m23s](#): Now, this is important because extended day will start when school starts, but

[40m28s](#): extended day for Dennis families will not start until Dennis start school.

[40m35s](#): Garfield Learning Academy at Stephen Decatur is nearly complete for the GLA

[40m41s](#): section. So as you know, we had to create a wall to separate Stephen Decatur from

[40m47s](#): GLA and then they were also sectioning some large classrooms to make like a

[40m53s](#): science room and a math room to make sure that they have space.

[40m58s](#): The other thing that we we are doing, we're working with a city transit to

[41m3s](#): make sure that we can provide safe busing for our secondary kids that

[41m7s](#): will typically catch the city bus. So we met with someone met with official and

[41m13s](#): we went to Stephen Decatur. We found a place where the bus can come inside and

[41m18s](#): have a safe travels and drop kids off safely without interfering with other

[41m23s](#): drivers coming to and from the building.

[41m27s](#): We mentioned the last time that the tier three schedules were updated. So

[41m32s](#): Stephen Decatur and Montessori will be shifting from shifting to 9 15 to 3

[41m38s](#): 35 p.m. Pershing, however, will stay the same. If you remember on my last update,

[41m44s](#): Pershing was included in this, but there was an issue with the planning and

[41m48s](#): how that program is separated into two sections that we could not maintain

[41m53s](#): this. So Pershing will stay the same. It is not going to interfere with the

[41m57s](#): regular other buses.

[42m2s](#): Always want to keep you updated on the timeline. You can see all the check

[42m7s](#): marks, but basically I'm just gonna say the second set of modulus have

[42m11s](#): arrived and they are putting those together. Um, the third set of four is

[42m18s](#): still not anticipated delivery until the 11th. I'm on number seven. If you're

[42m22s](#): following me and in the completion of that section, we're looking at me to

[42m27s](#): late September. The total phase in move in completion is September 22nd. Now,

[42m35s](#): of course, things can move faster depending on how things arrive. We're

[42m39s](#): still looking at construction at, um, Dennis, the new location for Dennis

[42m44s](#): because we have to expand the parking lot. Right now we have an anticipated

[42m49s](#): completion date of September 3rd. Um, and then we are anticipating the walls to

[42m55s](#): be completely finished at Steven the cater by August the ninth. Now again,

[43m0s](#): these things can move. It just depends on, you know, where we are in the

[43m4s](#): process. So we will continue to update this. We're also going to do something

[43m10s](#): more specific to the modular units online where you can actually see the

[43m16s](#): progress of the movement of the modulars. And so that would also give

[43m20s](#): families a little bit more real time. And so we're going to do that more than

[43m24s](#): every two weeks. Now we're going to try to get this information to you every

[43m28s](#): week until we're able to say get your child ready for school so you can see

[43m33s](#): it in real time.

[43m36s](#): Here is a picture of what is taking place at Steven the cater, um, where

[43m41s](#): there are still moving things in in the first photo. The second photo is the

[43m45s](#): wall that's being used to separate Steven the cater from the Garfield

[43m48s](#): learning side. And then the third picture is, um, what it looks like as they

[43m54s](#): are going through separating the classrooms. So they still have a door to

[43m58s](#): put in in, um, the third picture and of course some painting that needs to

[44m2s](#): take place.

[44m6s](#): And here is, um, work being done at the modular sites.

[44m15s](#): Yeah.

[45m16s](#): So first I want to just say I can't thank B and G staff and the people that are working

[45m26s](#): with these modules, Amra and everybody that's involved.

[45m30s](#): I don't care what time of day I go out there, someone is working at that site.

[45m35s](#): So yesterday I went home, decided you know what I meant to run back by the site and I

[45m41s](#): didn't get a chance to.

[45m42s](#): It was after five o'clock, somebody was there.

[45m45s](#): I would leave buyers and say, hey, I got a little bit of time.

[45m49s](#): Let me run by the site, somebody is there.

[45m52s](#): So I do appreciate, you know, the due diligence and all of this.

[45m57s](#): I try to think about what my parents or staff would be thinking in terms of the modulars.

[46m4s](#): And so I went online and just did a little research about the midst of modular classrooms.

[46m12s](#): Modular classrooms are just trailers.

[46m13s](#): No, they can be fully customizable to to meet your needs.

[46m18s](#): There are safety problems with modular classroom units.

[46m22s](#): Most if not all the same security measures can be implemented in the modular unit like

[46m26s](#): sprinkler systems and alarm systems.

[46m28s](#): So we do have to have all of this checked when we're finished.

[46m32s](#): Modular classrooms can't withstand the weather.

[46m35s](#): Modular classrooms can withstand elements such as heavy winds, hail, rain and snow.

[46m40s](#): Everyone can walk into a modular classroom just like our schools.

[46m44s](#): We have to have our doors locked and we do have security and camera on site.

[46m48s](#): So we wanted to make sure everybody knows that as well as we're making sure that they

[46m52s](#): are well lit in the evening.

[46m56s](#): Modular classrooms aren't good for the environment.

[46m59s](#): Modular classroom construction is inherently greener than traditional construction.

[47m4s](#): It has less of an impact on the area surrounding the construction zone resulting in less disruption

[47m9s](#): of a site's natural habitat.

[47m12s](#): So I just wanted to get some of that information out there.

[47m16s](#): Like I said, I just went online and looked at about four or five sites and pulled some

[47m20s](#): things off so we would have this information.

[47m24s](#): Again, a big thank you has all to buildings and grounds and Kid Messker and all of the

[47m31s](#): BG staff for the numerous hours has been invested in getting the three sites ready.

[47m37s](#): I also want to take the time to thank everybody else on the right-hand side of this because

[47m42s](#): it takes a lot of us to get this going.

[47m45s](#): Our local and state officials, DEA, DEFTA, DOT, all my building principals, the Decatur

[47m51s](#): community, I was just with the church yesterday and it's just, it overwhelms me how much

[47m57s](#): love our families are receiving because of everything that we're having to do for these

[48m3s](#): three sites, SEIU, A, B, and C, JMO, Teamsters, Alltown, everybody, I just want to say thank

[48m11s](#): you for all of your support and helping us with the efforts of making sure that these

[48m17s](#): families stay together as a unit.

[48m21s](#): So as I said, when we met last, I will be coming to the board and asking for a consensus

[48m26s](#): to move forward with an analysis of all of our schools and what this means is that we

[48m31s](#): would vet some companies to be able to come out and give you a presentation, I'm thinking

[48m38s](#): about three, no more than three, where they can present to you of the work that they can

[48m42s](#): do district-wide, they'll be able to tell you what that entails, we will have some costs

[48m48s](#): associated with it, and then I would ask the board at that point in time, if this is something

[48m52s](#): you would like to do, then have a vote at that point in time, but right now all I'm

[48m57s](#): asking is for a consensus, for at least giving me the authority to move forward to bring

[49m3s](#): these people to you to present.

[49m10s](#): Thoughts on that?

[49m11s](#): Hi, the people that come, I would like the major focus to be on what it's going to cost

[49m16s](#): and the timing for the dentist school's repair.

[49m20s](#): It will have all of that.

[49m22s](#): I mean, how long are you talking about for the entire district?

[49m26s](#): That's more of what they can tell you than I can.

[49m31s](#): That's why I want to make sure we at least get started so we can get some people vetted

[49m35s](#): and bring them before the board as soon as possible.

[49m40s](#): To me, a separate decision has to be made about what we're going to do with the dentist

[49m46s](#): repairs, and I don't think we need to wait on an analysis of all the other buildings

[49m51s](#): in the district, that's important, but there's a priority here, and I think we need to know

[49m56s](#): as soon as possible what we're looking at there.

[49m59s](#): I respect that.

[50m1s](#): I'm going to say that even with the repairs to dentist is not solving the problem.

[50m7s](#): We need to know everything that is wrong.

[50m10s](#): BLDD, aren't they going to do the inspection by the end of this year for all the buildings?

[50m17s](#): The Health Life Safety, yes, they'll do that.

[50m19s](#): This is something totally different.

[50m22s](#): So how different is this?

[50m24s](#): And I'm going to need a little bit of help from, thank you, Mike.

[50m27s](#): So are you referring to the structural engineering inspections?

[50m31s](#): Yeah, that's going to be a third party not, that's currently not part of BLDD.

[50m36s](#): BLDD will do the health life safety inspections just as they have in the past.

[50m41s](#): I'll be bringing, I think Dr. Clark asked for the authority for me to send out what's

[50m47s](#): a request for professional services, and then we'll select down to you, we'll select

[50m52s](#): down to three groups, you have to bring in at least three to pitch their plan to you,

[50m59s](#): and then you pick that group to do the work.

[51m2s](#): So it's a time consuming process, but the sooner I can let out the request for professional services the sooner we can get people here in front of you.

[51m9s](#): And so the request is to bring people in to write a plan that then we would put into action or we're asking them to write the plan and then do the actual physical whatever we want them to do.

[51m13s](#): I'm only referring to the actual structural engineering study of the buildings and the building envelopes of the entire district.

[51m18s](#): And that's the 10 year thing.

[51m22s](#): That is separate from the 10 year thing.

[51m23s](#): The 10 year health life safety is really just a checklist from the state of Illinois that the architects and buildings and grounds and often the building leader walk through and see where we are on those particular check.

[51m30s](#): This is a much more intensive look at the structural stability of all buildings.

[51m39s](#): And to answer your question, and I'm sorry if I'll cut you off, to answer your question that's step two.

[51m44s](#): That's when we're bringing in the community aspect of that to then come together and say, hey, this is what we gather from what they told us.

[51m46s](#): Here is our plan.

[52m2s](#): This is what we would like to do.

[52m7s](#): And when was the last 10 year life safety done 10 years ago?

[52m12s](#): I mean, this is the year, this is the time, the natural time to have the next one.

[52m17s](#): So we're on schedule.

[52m18s](#): We're not behind and we're not pushing it forward.

[52m20s](#): This is actually the year.

[52m21s](#): So it's not like this stuff was missed two and three years ago.

[52m24s](#): All this damage.

[52m25s](#): 10, 20, 30 years ago.

[52m27s](#): Well, it also sounds like the 10 year health life safety is just like a walkthrough.

[52m33s](#): Generally it's not as intense.

[52m34s](#): Well, you know, I understand that.

[52m35s](#): But I'm just saying, I mean, as bad as the dentists are, I would hope that this was not something that was missed two years ago in the health life.

[52m41s](#): That's what I'm asking.

[52m44s](#): Correct.

[52m45s](#): Yeah.

[52m46s](#): Yeah.

[52m47s](#): So this was nine and a half years ago.

[52m48s](#): Yeah.

[52m49s](#): Okay.

[52m50s](#): And so for this one, this gives us more of an overall plan of what we've got, what we need.

[52m54s](#): You're going to have an in-depth analysis of everything that is happening.

[52m55s](#): And then.

[53m1s](#): Of every school.

[53m2s](#): Of every school.

[53m3s](#): And then.

[53m4s](#): And the Kyle.

[53m5s](#): And the Kyle, yeah.

[53m6s](#): And it's just, this is a proposal just to create a plan, not move forward past that plan, right?

[53m10s](#): And it's just going to have to approve anything that we do moving forward.

[53m11s](#): So it wouldn't be the same people possibly, I mean.

[53m15s](#): The structural analysis team will provide the information, like the building blocks of the next steps.

[53m18s](#): Yeah.

[53m22s](#): They're typically not contractors.

[53m23s](#): It's my point though, right?

[53m24s](#): Like not going to do the work.

[53m25s](#): Correct.

[53m26s](#): I'd like you to move ahead.

[53m27s](#): I, I'm all for it.

[53m28s](#): What kind of timeline are you looking at?

[53m29s](#): As soon as we can get someone in here, we'll be, we'll, I'll be able to give you a better timeline right now is getting the people.

[53m32s](#): Yeah.

[53m35s](#): To give you the information.

[53m38s](#): Because if we do decide to, I mean, I say we, if we decide, I have stated that I'm very much in favor of, of doing whatever is needed to repair both Dennis buildings.

[53m41s](#): Um, and I'd hate to see that put off for a year or two.

[53m43s](#): Um, I, I mean, that's what I'm just not picking up from the rest of the board here, whether or not you're in agreement with that.

[53m46s](#): I, I think for one thing, we need to be accountable for the fact that we've, and I, when I say we, who knows really what's happened, um, has let these two buildings get to the point where they are.

[53m49s](#): And I think in, if nothing else happens, just, it's our responsibility to put them, those buildings back in shape.

[54m2s](#): Yeah.

[54m7s](#): Yeah.

[54m9s](#): So this was nine and a half years ago.

[54m16s](#): Yeah.

[54m20s](#): Correct.

[54m22s](#): Yeah.

[54m29s](#): Yeah.

[54m31s](#): Um, I'm not opposed because a big part of this then is where you're going to talk about,
[54m36s](#): um, a new Dennis neighborhood K8 building.
[54m41s](#): I'm not opposed to a new building at all.
[54m43s](#): Um, right now though, we do not have a place in the, in the Dennis neighborhood as it's
[54m50s](#): currently defined, uh, to build a new building.
[54m53s](#): If we get one, that's still you're talking about a three year plan, uh, just like the
[54m59s](#): American Dreamer Academy is roughly three years from the time we got it going until
[55m5s](#): it'll be decided, bill finished.
[55m8s](#): Um, so we've got a lot of time there.
[55m11s](#): Uh, we've got one year of modular classrooms for Dennis at Moff at, um, the current Garfield
[55m18s](#): site.
[55m19s](#): Uh, do we want to continue that?
[55m21s](#): I'm not making a decision on that right now.
[55m23s](#): I think that'll be a big thing to see how the staff and the parents of the students
[55m29s](#): that Dennis feel about that after several months of seeing how that is working.
[55m34s](#): Um, and if we don't have those two buildings ready to go back to at the end of this school
[55m42s](#): year, then I think we've kind of let down that community if that's going to be one of
[55m46s](#): their choices.
[55m47s](#): Um, and again, I'm not saying what their choice will be, but I think it's our responsibility
[55m52s](#): to make it available.
[55m53s](#): As far as cost, um, the cost of the repairs can be contrasted with the cost of continuing
[56m0s](#): the modular classrooms for two or three more years.
[56m4s](#): Um, so there's a whole lot of things involved here.
[56m7s](#): The Dennis is very unique, uh, compared to all the other buildings.
[56m11s](#): Um, and I think we need to recognize that and to decide whether or not we're going to
[56m18s](#): go ahead with the repairs on that building in the next month or so, at least, um, not
[56m24s](#): to put it off because I think if you look at the whole district, that could take quite
[56m29s](#): a while.
[56m30s](#): Um, so I'd like to hear from the other board members, are you wanting to feel that we need
[56m36s](#): to go ahead with the repairs at Dennis?
[56m38s](#): Yeah, that is kind of been the unasked question that I feel like I've asked and haven't got
[56m42s](#): an answer for is what is the immediate plan?
[56m44s](#): I know we're moving them to GLA and then we're moving those students as, you know, Steve
[56m48s](#): Decatur, but I mean, are we just waiting to do this safety analysis of the whole district
[56m54s](#): and then decide what we're going to do because I'm, I, in a way, I kind of agree with Al
[56m59s](#): on that.
[57m0s](#): I feel like we're wasting some time because if there's any way that we can still utilize
[57m4s](#): those two campuses, you know, I, even if it's just for, you know, fixing what needs
[57m10s](#): to be fixed now for say two years or something, I think that would be a nice solution.
[57m14s](#): But I feel like we haven't had that discussion.
[57m16s](#): I mean, I'm not, and I agree, I'm not opposed to getting the, the firms in here because
[57m20s](#): it's needed.
[57m21s](#): And I mean, I'm all for it.
[57m22s](#): So yes, I'm giving my approval for that, but that's my question is what is the immediate
[57m27s](#): plan?
[57m28s](#): So what I'm trying to do for the board is make sure you have the information needed to
[57m32s](#): make an informed decision.
[57m35s](#): The one thing I don't want is to be back here again in a couple of months because now something
[57m40s](#): else is happening.
[57m42s](#): And I understand the sense of urgency and I agree with you Al and that we do need to
[57m47s](#): do our best to make Dennis whole again.
[57m50s](#): I want to make sure that we're taking the right approach to do that.
[57m54s](#): So that's my recommendation.
[57m56s](#): It is to look at the district, you know, across the board and we need to make sure that we
[58m1s](#): are making informed, not me, but you guys are making informed decisions and I'm going
[58m6s](#): to do my utmost best to provide you with the information needed.
[58m11s](#): And I mean, I agree, I mean, there's something that needs to be done with the buildings.
[58m18s](#): But I think most of us, we look at the, you know, what's the best decision to make?
[58m23s](#): Do we spend the money and fix it the way it was?
[58m26s](#): Or is there something that we can do and do better?
[58m29s](#): And it was part of the conversation we had too when we were talking about replacing Dennis
[58m34s](#): before repairing it doesn't fix issues that we have like green space and gym space and
[58m41s](#): I think track space, playground space, you know, so I don't know.
[58m46s](#): That's what I'm wondering.
[58m47s](#): Is there an opportunity here to make some, you know, to come up with a better plan district
[58m53s](#): wide.
[58m54s](#): Right.
[58m55s](#): Can we have some kind of a community forum some night and allow for some of the parents
[58m59s](#): and families affected by Dennis to allow, you know, provide some input, teachers, staff,
[59m5s](#): administration.
[59m6s](#): Part of the step.
[59m7s](#): This is the first step in this action that is actually step two.
[59m10s](#): This is step one.
[59m11s](#): I am in agreement with L that we need to get a price tag on what it's going to take to
[59m17s](#): repair both buildings or if it's even feasible.

[59m20s](#): I think that's a critical job one kind of thing.

[59m24s](#): I understand the doing the survey of all the other schools and what are, you know, getting

[59m30s](#): a feel for what our needs are.

[59m34s](#): But I think getting somebody to give us quotes on what it takes to repair.

[59m38s](#): If it's at all possible is just a job one.

[59m41s](#): Yeah.

[59m42s](#): I apologize.

[59m43s](#): So if we were to hire these firms and can we have them focus on the two campuses first

[59m49s](#): and give us a rundown of that?

[59m51s](#): Well, first of all, that's the structural engineering and the repair piece are different.

[59m56s](#): So we would contact companies that have a history of masonry repair.

[60m2s](#): That's where we would get an estimate on the cost of repairing the problems that are currently

[60m8s](#): at the French Academy, call it a scope, call it a scope.

[60m13s](#): And then another contractor with skill in repairing the stairs get quotes from multiple

[60m19s](#): vendors for those particular items.

[60m22s](#): But the structural engineering is a different ball game because they've already done that

[60m26s](#): one.

[60m27s](#): That's already been done.

[60m28s](#): Of that one.

[60m29s](#): Both those two bills.

[60m30s](#): Correct.

[60m31s](#): Okay.

[60m32s](#): So my question.

[60m33s](#): I think what I'm asking is, can we hire a firm to give us a cost, an estimated cost

[60m41s](#): of repairs to decide if it's feasible to fix maybe at the same time as the structural

[60m47s](#): engineering firm is looking at the other buildings in the district?

[60m53s](#): Absolutely.

[60m54s](#): The goal would be to get multiple vendors to give us that cost.

[60m56s](#): Yeah.

[60m57s](#): Whatever we need to do.

[60m58s](#): That's what I'm saying.

[60m59s](#): I think we should do.

[61m0s](#): We said a couple of meetings ago that you had some communication with some.

[61m4s](#): We have had some communications with, was it CORE that we spoke with?

[61m10s](#): Out of bomb.

[61m12s](#): Out of bomb.

[61m14s](#): And so we'd like to get multiple quotes so that we can see what an actual price.

[61m18s](#): And the other thing, not only price is timeframe.

[61m21s](#): This is not a six month fix, even just in conversation with general contractors.

[61m26s](#): This is not a six, seven, eight, nine, ten month fix.

[61m29s](#): This is definitely a year plus.

[61m30s](#): So do you think you can hear back from some masonry companies within two weeks that we

[61m37s](#): can discuss and?

[61m38s](#): I believe we could.

[61m39s](#): Narrow down.

[61m40s](#): I believe we could.

[61m41s](#): Okay.

[61m42s](#): I can't guarantee it, but I believe we can get one or two vendors for sure right now.

[61m44s](#): So I guess, am I making that motion to?

[61m47s](#): I heard it and I'll make it happen.

[61m49s](#): You see what I'm saying?

[61m50s](#): Okay.

[61m51s](#): Is that the question?

[61m52s](#): No.

[61m53s](#): I mean, is doing that put anything off?

[61m54s](#): You know what I mean?

[61m55s](#): If you're concentrating and I don't know how much work it takes to get that information,

[61m59s](#): does that put any other normal work that you have to do off?

[62m2s](#): I call Mr. Massacre and he takes care of it.

[62m5s](#): And he is very, very busy, very busy, but he has those contacts.

[62m9s](#): I have other contacts.

[62m10s](#): Mr. Currie, you're not at the work site every day.

[62m12s](#): Are you?

[62m13s](#): No, I am not.

[62m14s](#): I am not at the work site every day because I trust this team to get it done on time.

[62m18s](#): We appreciate you, Kent.

[62m19s](#): We appreciate Dr. Currie.

[62m20s](#): I would like to see both things kind of happening at the same time if that's possible.

[62m24s](#): So just to be, I have consensus to move forward with both the request for professional services

[62m29s](#): and reach out to vendors for repair estimates.

[62m32s](#): Yes.

[62m33s](#): I've got another thought to here if you can just indulge me for a couple of minutes.

[62m39s](#): I think we're getting laser focused and I think we have a bigger problem in the district.

[62m46s](#): I think we have the problem of concurrently we have to start looking at our demographics,

[62m52s](#): our space allocations, our utilization of facilities as we see the numbers of facilities

[62m58s](#): we have now and how those are going to fit five, three, five, ten years down the road.

[63m5s](#): And I, for one, do not want to see us rush into something just for the sake of rushing

[63m11s](#): into something that's going to create a short-term band-aid and a long-term.

[63m17s](#): It's not going to answer a long-term problem that we have.

[63m19s](#): So I think concurrently with the structural issues, I would urge staff to begin to think

[63m24s](#): about what do our community demographics look like?

[63m28s](#): What are our enrollment projections?

[63m29s](#): What do those look like?

[63m31s](#): What are all the costs associated with this so that we can make a truly informed decision

[63m37s](#): about what the district might look like three years down the road, five years down the road,

[63m41s](#): ten years down the road.

[63m44s](#): Because I think what we're doing here, we're looking at positioning the district for coming

[63m49s](#): years and we have two facilities that we need to take a hard look at as to what those are

[63m54s](#): going to cost.

[63m56s](#): But I think that some prudence and taking a look at all the external factors that float

[64m3s](#): around out there rather than just rushing to fix something that might be a short-term

[64m9s](#): band-aid.

[64m10s](#): So my two cents on that, I would urge that we take a look at that and carefully consider

[64m16s](#): all the factors that go into the big picture of District 61.

[64m21s](#): And if I may, I believe that is all part of the envelope that Dr. Clark presented moving

[64m26s](#): forward.

[64m27s](#): Yeah, I apologize because I was, I kind of got the impression that it was just going

[64m32s](#): to be structural in nature and I think there's more to that picture than just structure.

[64m38s](#): It's everything.

[64m39s](#): Okay.

[64m40s](#): No.

[64m41s](#): I'm really comfortable with that.

[64m42s](#): That's a question for you, Dr. Clark.

[64m45s](#): Does this then allow us to, I don't know, maybe refocus or redefine what our strategic

[64m50s](#): plan is?

[64m51s](#): So, in the end, we would be able to do that, yes.

[64m55s](#): Okay.

[64m56s](#): So, President Clevenger, for clarity, can you clarify what we took a consensus on to

[65m3s](#): move forward with and take a consensus, please?

[65m7s](#): Will, I thought you were looking at me like you, your hand went up, too, so I'm acknowledging

[65m12s](#): you.

[65m13s](#): Yeah, I've been trying to say something for a couple minutes here.

[65m14s](#): I just really want to make this point so this board understands, in 1960, your population

[65m19s](#): was about 66,000 people.

[65m21s](#): That's where we are now.

[65m23s](#): And in that period is when the vast majority of our schools were built between 1950 and

[65m27s](#): 1970.

[65m28s](#): And so, what we're looking at, and I'm sure that everybody in this room who works for

[65m31s](#): the district can echo this, but we're in a bad place.

[65m34s](#): We've lost 25% of our population since 1980.

[65m37s](#): We are continuing to shrink at 7 tenths of a percent a year.

[65m40s](#): When I graduated high school in 2003 from Eisenhower, there were 10,300 students in

[65m44s](#): the district.

[65m45s](#): Now there are, what, 7,500, 7,900?

[65m47s](#): 7,400.

[65m48s](#): In 1970, that number was 22,000.

[65m51s](#): And one of the things that this community has never done well is decided to shrink and

[65m56s](#): to make that decision.

[65m58s](#): And that's going to be the thing that is really going to come up.

[66m0s](#): And there's going to be a lot of pain in the community.

[66m2s](#): There's going to be a lot of stuff coming.

[66m4s](#): So I just want to make sure that everybody is on the same footing here, that this is

[66m7s](#): going to be an incredibly tough discussion that's not going to have great answers in

[66m12s](#): the interim.

[66m13s](#): So we absolutely have to talk about Dennis and what we're going to do with the Dennis

[66m16s](#): building, but without this plan and this plan moving forward, we're going to be stuck in

[66m20s](#): a situation that we are just kicking the can down for our children, down the road for our

[66m25s](#): children.

[66m26s](#): Right.

[66m27s](#): I don't think anyone was disagreeing about the plan.

[66m29s](#): I think it was just more, there was an urgency to get a cost estimate on repairs in addition

[66m34s](#): to the plan.

[66m35s](#): That was my consensus of what I proposed anyway, but I do respect what you're saying.

[66m39s](#): Absolutely.

[66m40s](#): I just think that, I mean, the gravitas of this entire situation is huge.

[66m44s](#): I mean.

[66m45s](#): Yes, yes, yes.

[66m46s](#): Moving forward, you know, it is good to make sure that we do have eyes wide open and know

[66m52s](#): what we're talking about.

[66m55s](#): This plan, we've got screen saver up now.

[66m58s](#): But that I think that somebody described it as have those brave conversations.

[67m2s](#): This gives us the information to have those brave conversations.

[67m5s](#): So I just need, I'm still not clear what you want the administration to do.

[67m10s](#): I think Mike said what he was going to do, if we're in agreement of doing both of those

[67m14s](#): two things, that's what the consensus is.

[67m16s](#): The structural engineer and the cost repair vendors is what we had talked, is what we said

[67m22s](#): we wanted to do.

[67m23s](#): I mean, what's going to cost on the time for the two Dennis buildings?

[67m27s](#): That's the other thing that both things that he's going to work on.

[67m30s](#): Is there concurrence to bring in a little bit of the bigger picture into these buildings

[67m35s](#): as well?

[67m36s](#): Yeah, that's fine.

[67m37s](#): You're doing both.

[67m38s](#): Yeah, you're doing both.

[67m39s](#): Because we're doing that with Dr. Clark's plan, but we were asking the additional component

[67m44s](#): of the estimated repairs for the two Dennis campuses, because if they can't be repaired,

[67m49s](#): then we can add that into the overall picture.

[67m53s](#): So that's what we were kind of proposing.

[67m54s](#): Comfortable with that.

[67m55s](#): Yeah, I think Will had agreed, and I think Mark had agreed.

[67m58s](#): So the overall proposal for everything, for all schools, but do Dennis first, like get

[68m5s](#): the repair cost for Dennis first.

[68m6s](#): Yes.

[68m7s](#): Yeah.

[68m8s](#): We'll be able to do both of those concurrently.

[68m11s](#): Concurrently, yes.

[68m12s](#): Yes.

[68m13s](#): Do we need to make a second or anything?

[68m16s](#): It's not a motion.

[68m17s](#): It's not a motion.

[68m18s](#): It's not voting it or a consensus.

[68m19s](#): It's the consensus.

[68m20s](#): Okay.

[68m21s](#): I think that that's what I mean about the brave conversations is that there's a chance

[68m25s](#): if something comes back with the Dennis and says it's ridiculously expensive and time-consuming

[68m30s](#): and not possible, there's a chance that we might have to take Dennis offline according

[68m36s](#): to the second plan that's being created.

[68m39s](#): Right.

[68m40s](#): That's why I'd like to get that part done, so we can add that to the plan that Dr. Clark

[68m45s](#): proposed, because that might change her overall plan a little bit.

[68m48s](#): Yeah.

[68m49s](#): I'm just restating to be clear.

[68m51s](#): Yeah.

[68m52s](#): You got it?

[68m53s](#): You clear?

[68m54s](#): We're ready to go.

[68m55s](#): Clear.

[68m56s](#): Good deal.

[68m57s](#): Dr. Clark, we got it.

[68m58s](#): Okay.

[68m59s](#): Okay.

[68m60s](#): Okay.

[69m1s](#): Let's move on to the consent items.

[69m3s](#): Does anyone want any items pulled from the consent agenda?

[69m12s](#): If not, do I have a recommendation?

[69m13s](#): Well, before we do, I don't need it pulled, but if someone could just clarify item F for

[69m18s](#): me.

[69m19s](#): I just had a few.

[69m20s](#): The Illinois University Contract for American Dreamer Stem Academy.

[69m24s](#): Anyone?

[69m25s](#): Anyone?

[69m26s](#): Oh, thank you.

[69m28s](#): He's hiding back there, too.

[69m33s](#): He's probably scared to come out.

[69m35s](#): How you doing?

[69m37s](#): Hello, sir.

[69m38s](#): We're, um, questions on Northern Illinois University Contract for American Dreamer Stem

[69m42s](#): Academy.

[69m43s](#): Sure.

[69m44s](#): What's the question on the table?

[69m45s](#): I just needed some clarification as exactly what we're approving with this.

[69m51s](#): Professional development.

[69m52s](#): They're going to come in and do some coaching with the teachers and the staff to help them

[69m56s](#): become more fluent in the STEM process.

[69m59s](#): Okay.

[69m60s](#): Now, is that something, I know ADSA is a STEM school, but is that something that would
[70m3s](#): benefit more of the teachers in the district that we might want to use that training for
[70m9s](#): them as well?
[70m10s](#): Well, we've not always benefited from training, so I would say yes.
[70m14s](#): But this is specifically for their parents with their title dollars.
[70m19s](#): Thank you.
[70m24s](#): Any other questions?
[70m25s](#): Okay.
[70m26s](#): Now, do I have a recommendation?
[70m29s](#): I recommend the Board of Education approve the consent items as presented, which includes
[70m33s](#): A, Minutes Open Close Meetings, July 11, 2023, and Special Open Session, July 24, 2023,
[70m43s](#): B, Freedom of Information Report, C, Beals, D, Financial Conditions Report, E, Parsons
[70m52s](#): Fundraiser, F, Northern Illinois University Contract for American Dreamer Stem Academy.
[70m58s](#): Go for motion.
[70m60s](#): So moved.
[71m1s](#): Second.
[71m2s](#): Second.
[71m3s](#): Any discussion?
[71m5s](#): Ms. Bradford.
[71m8s](#): Mr. Deion.
[71m9s](#): Hi.
[71m10s](#): Mr. Reynolds.
[71m11s](#): Hi.
[71m12s](#): Mr. Clevenger.
[71m13s](#): Hi.
[71m14s](#): Dr. Collins-Brown.
[71m15s](#): Hi.
[71m16s](#): Mr. Scheider.
[71m17s](#): Hi.
[71m18s](#): Ms. Banks.
[71m19s](#): And Mr. Wetzel.
[71m20s](#): Hi.
[71m21s](#): 7i-0-Nay.
[71m22s](#): Motion carried.
[71m23s](#): Thank you.
[71m24s](#): We're going to move on to roll call action items, and just one note here for the record,
[71m25s](#): roll call action item A, Possible Discipline and or Suspension Without Pay for Admin,
[71m32s](#): and Support Employee was pulled from the August 8, 2023 Open Session Board Meeting Agenda.
[71m45s](#): Do we have a recommendation of the personnel action items?
[71m47s](#): Yes.
[71m48s](#): I recommend the Board of Education approve the personnel action items listed in the memo
[71m52s](#): from Deanne Hillman, Interim Director of Human Resources and the Human Resources Department
[71m58s](#): as presented.
[71m59s](#): So moved.
[72m0s](#): Second.
[72m1s](#): Second.
[72m2s](#): Discussion.
[72m3s](#): Ms. Bradford.
[72m4s](#): Dr. Collins-Brown.
[72m5s](#): Hi.
[72m6s](#): Mr. Scheider.
[72m7s](#): Hi.
[72m8s](#): Ms. Banks.
[72m9s](#): Hi.
[72m10s](#): Mr. Reynolds.
[72m11s](#): Hi.
[72m12s](#): Mr. Wetzel.
[72m13s](#): Hi.
[72m14s](#): Mr. Clevenger.
[72m15s](#): Hi.
[72m16s](#): And Mr. Deion.
[72m17s](#): Hi.
[72m18s](#): 7i-0-Nay.
[72m19s](#): Motion carried.
[72m20s](#): Do we have a recommendation for the employment of a special education administrator?
[72m22s](#): Yes.
[72m23s](#): I recommend the Board of Education approve the employment of Carissa Weakley as a Make-and-Pay
[72m28s](#): Special Education Administrator as presented.
[72m32s](#): Second.
[72m34s](#): Discussion.
[72m35s](#): What schools would she be covering?
[72m37s](#): I'm Mrs. Horat.
[72m40s](#): You say Parsons or Pershing.
[72m42s](#): Pershing.
[72m43s](#): Pershing.

[72m44s](#): Is that going to be her primary one?
[72m46s](#): Okay.
[72m47s](#): And we're okay with, I mean, are you okay staffing-wise on administrators?
[72m53s](#): Are you still looking for more?
[72m54s](#): You're good?
[72m55s](#): Okay.
[72m56s](#): Thank you.
[72m58s](#): Ms. Bradford.
[72m59s](#): I'm sorry for the listening audience she said Pershing because I know they cannot hear
[73m3s](#): her.
[73m4s](#): I'm sorry.
[73m5s](#): And I think she said you're okay on staffing.
[73m6s](#): Is that correct?
[73m7s](#): Yes.
[73m8s](#): Okay.
[73m9s](#): Thank you.
[73m10s](#): Mr. Scheider.
[73m11s](#): Hi.
[73m12s](#): Ms. Banks.
[73m13s](#): Dr. Collins-Brown.
[73m14s](#): Hi.
[73m15s](#): Mr. Wetzel.
[73m16s](#): Hi.
[73m17s](#): Mr. Clevenger.
[73m18s](#): Hi.
[73m19s](#): Mr. Reynolds.
[73m20s](#): Hi.
[73m21s](#): And Mr. Deion.
[73m22s](#): Hi.
[73m23s](#): 7i-0-Nay.
[73m24s](#): Motion carried.
[73m25s](#): Carissa Weakley.
[73m26s](#): Hi.
[73m27s](#): Nothing like a shock for the evening, right?
[73m33s](#): Yeah.
[73m34s](#): I'm Carissa Weakley and I just started at Pershing on the 24th of July and it's a great
[73m41s](#): climate, great culture.
[73m43s](#): Sarah's doing a great job there and I'm excited to work with the students, the staff, and
[73m48s](#): the families.
[73m49s](#): Thank you.
[73m50s](#): Thank you.
[73m51s](#): Thank you.
[73m52s](#): Welcome.
[73m54s](#): Do we have a recommendation for the contract agreement between Decatur Public School District
[73m60s](#): 61 and the Macon County Mental Health Board?
[74m3s](#): Yes.
[74m4s](#): I recommend the Board of Education approve the contract agreement between Decatur Public
[74m8s](#): School District 61 and the Macon County Mental Health Board as presented.
[74m12s](#): Do I have a motion?
[74m14s](#): So moved.
[74m15s](#): Second.
[74m16s](#): Discussion?
[74m17s](#): Questions?
[74m18s](#): A quick explanation of what this provides.
[74m33s](#): This is an agreement that we have with Macon County Mental Health Board that supports three
[74m37s](#): of our student interventionist positions.
[74m40s](#): So we have 14 in total, 11 of them are paid for via the district, three of them are paid
[74m46s](#): for through the Macon County Mental Health Board through a grant they give us, which
[74m50s](#): operates under executive functions like their notes, their billing, et cetera, and pays them
[74m56s](#): for the hours and minutes that they spend with kids in our building.
[74m60s](#): So they're just paying for some of our staff?
[75m2s](#): Yeah, they're helping us out so we can ensure that we have those in everything.
[75m4s](#): I thought maybe it was like they were sending from heritage or something.
[75m7s](#): No, it's three of our interventionists that are employed through the district and through
[75m11s](#): student services.
[75m12s](#): Okay.
[75m13s](#): Thank you very much.
[75m14s](#): Yep.
[75m15s](#): Cool.
[75m16s](#): Any other?
[75m18s](#): Ms. Bradford.
[75m19s](#): Mr. Wetzel.
[75m20s](#): Hi.
[75m21s](#): Ms. Banks.
[75m22s](#): Hi.

[75m23s](#): Dr. Collins-Brown.
[75m24s](#): Hi.
[75m25s](#): Mr. Scheider.
[75m26s](#): Hi.
[75m27s](#): Mr. Clevenger.
[75m28s](#): Hi.
[75m29s](#): Mr. Dion.
[75m30s](#): Absolutely yes.
[75m31s](#): And Mr. Reynolds.
[75m32s](#): Hi.
[75m33s](#): 7-i-0-nay Motion Carry.
[75m34s](#): Do we have a recommendation for the contract renewal for 7 Mindset Social Emotional Learning
[75m37s](#): SEL Curriculum?
[75m38s](#): Yes.
[75m39s](#): I recommend the Board of Education approve the contract renewal for 7 Mindsets Social
[75m45s](#): Emotional Learning SEL Curriculum as presented.
[75m49s](#): Motion.
[75m50s](#): Second.
[75m51s](#): Discussion.
[75m52s](#): Do we have any data to support that this has been effective?
[75m57s](#): A doctor.
[75m58s](#): Thank you.
[75m59s](#): Yeah, I can get you some data.
[76m4s](#): One of the last reviews that 7 Mindset's deal with the district, we went through some of
[76m10s](#): the data.
[76m11s](#): So there's data available.
[76m12s](#): Okay.
[76m13s](#): Could you send?
[76m14s](#): Well, I can't really vote on it without the data.
[76m15s](#): I'd like to send the data too.
[76m16s](#): Yeah.
[76m17s](#): Can we maybe table this?
[76m18s](#): Well, was it favorable?
[76m19s](#): Yes, it's favorable.
[76m20s](#): What did you share?
[76m21s](#): I think the other thing that they've done is they kind of wrapped their arms around our
[76m22s](#): students as well.
[76m23s](#): Over the weekend, we had some students go to the 7 Mindset's conference as well as we've
[76m35s](#): had staff go as well.
[76m37s](#): But I can definitely get you some data on it.
[76m40s](#): Okay.
[76m41s](#): So should we table this until the next meeting?
[76m45s](#): Well, are there are there concerns with tabling it?
[76m49s](#): I mean, we're in a time crunch or anything on renewal?
[76m53s](#): I think they may be scheduled to do some professional development, but I don't see a big problem.
[76m59s](#): I can talk with them.
[77m1s](#): I don't know if there's professional development coming up as we open schools.
[77m6s](#): I for one am comfortable with Dr. Gray's assessment that we are having positive outcomes with it.
[77m14s](#): So I would urge that we consider that and consider his recommendation and I would support
[77m20s](#): the recommendation.
[77m21s](#): We do a lot of these type of approvals for these contracts and stuff.
[77m27s](#): I don't mind following the recommendation, but I'd like to get feedback and hear from
[77m33s](#): some of the participants, not just in your situation, but in a lot of these contracts.
[77m38s](#): I want to know that they're working.
[77m41s](#): Exactly.
[77m42s](#): And I want to bring some accountability to the things that I'm voting on and I'm having
[77m46s](#): a tough time being a new member, just acquiescing to a bunch of bills.
[77m52s](#): So nothing personal.
[77m54s](#): But I'd like to hear somebody in your group say, here's how it affected me.
[77m60s](#): Here's what it did for me.
[78m2s](#): So that I know.
[78m4s](#): Yeah, I understand.
[78m5s](#): And just keep in mind that when we are using these programs, they're being paid out of
[78m10s](#): our title funds.
[78m11s](#): So they're written into our school improvement plans.
[78m15s](#): So there's other steps of accountability as well.
[78m18s](#): But as a forward member, I just feel like...
[78m21s](#): Do the teachers like the seven mindsets?
[78m24s](#): Yeah.
[78m25s](#): I haven't received any negative feedback in terms of teachers not liking the seven mindsets.
[78m30s](#): You know, didn't we do a comparison study with two different schools, what seven mindsets
[78m37s](#): and then I can't remember what the other one was.
[78m39s](#): I don't remember that study.
[78m41s](#): I can tell you that I've witnessed seven mindsets being used, especially at the lower grades,
[78m47s](#): at the elementary levels, and they are using them all the time.

[78m52s](#): So if you're going into any school setting, specifically during the early morning hours,
[78m57s](#): you will see teachers utilizing this because it is important.
[79m1s](#): We do have to teach kids how to be social and how to acknowledge feelings and what to do
[79m7s](#): and really getting in tune with their emotions and being able to express that.
[79m11s](#): And this really helps with all of that.
[79m14s](#): So I don't have a problem with bringing information if I know this is something that you want ahead of time.
[79m23s](#): We've been asking for that.
[79m24s](#): At least I have several times.
[79m25s](#): I don't like voting on things without the data or the information.
[79m31s](#): So we do try to give you the actual information, but I understand what you're saying.
[79m36s](#): So I can start trying to have some stuff.
[79m38s](#): I should have said this to you earlier today.
[79m40s](#): I would have had something.
[79m41s](#): You gave me a lot of information.
[79m43s](#): I appreciate it.
[79m45s](#): Well, I'm still making a motion to table this.
[79m48s](#): I suck on the motion.
[79m50s](#): I was just going to support what Dr. Clark was saying.
[79m59s](#): This is the foundation for what we're doing to support social emotional learning throughout the district.
[80m7s](#): This is K-12.
[80m9s](#): It's definitely embedded into the elementary schools.
[80m12s](#): It's embedded into the high schools in the junior high.
[80m15s](#): We were able to just send five high school students to Seven Mindsets University,
[80m21s](#): and the feedback we got was fabulous about what that was.
[80m25s](#): And again, and I understand that, but I don't have it in front of me.
[80m29s](#): So you could be blowing smoke up my butt for all I know.
[80m31s](#): Well, that's not a nice thing to say.
[80m34s](#): Well, you know what I mean.
[80m36s](#): Did you say, Dr. Gray, that the contract could be paid later this month?
[80m41s](#): Yeah, that's not a problem.
[80m43s](#): Okay.
[80m44s](#): And I, because I'm almost 100% sure I'm going to support it,
[80m48s](#): but I think I agree with them.
[80m49s](#): It would be nice to see a report on it,
[80m52s](#): especially for the new board members who are not as familiar with it
[80m55s](#): if we could have that next meeting.
[80m60s](#): I'm not going to vote against this.
[81m2s](#): I'll vote for this, okay?
[81m4s](#): So we have a motion to table, correct?
[81m7s](#): Yeah, we have a motion to vote on them.
[81m8s](#): So that motion supersedes.
[81m10s](#): Right.
[81m11s](#): That's a second.
[81m13s](#): Okay.
[81m14s](#): I'm just making sure, so we should be discussing the motion to table.
[81m19s](#): Okay.
[81m20s](#): Let me be clear.
[81m21s](#): Actually, there's no discussion.
[81m22s](#): Well, I guess.
[81m23s](#): There's no discussion of a motion to table.
[81m24s](#): Right.
[81m25s](#): Absolutely.
[81m26s](#): So, Ms. Bradford, would you call the roll?
[81m28s](#): Let me be clear.
[81m29s](#): You had a motion and a second.
[81m31s](#): Ms. Banks and Mr. Wetzel to approve.
[81m34s](#): And then, well, to discuss, prove.
[81m36s](#): And then you have a motion and a second to table.
[81m38s](#): Motion by Dr. Collins-Brown and seconded by Mr. Scheider.
[81m42s](#): However, it's up to the board if you're going to motion to table.
[81m47s](#): I'm going to defer something here right now.
[81m49s](#): A little bit of privilege here.
[81m52s](#): Let our council come up and sort this out for us as far as how we should handle this.
[81m58s](#): Real quick, though.
[81m59s](#): Robert's rules for us are more of a guideline, right?
[82m2s](#): Your policy says they're a guide.
[82m4s](#): You have a motion and a second on the table.
[82m6s](#): That could be called for a vote.
[82m8s](#): Or the person who made that motion could retract the motion, withdraw the motion,
[82m12s](#): and you can proceed on the motion to table.
[82m15s](#): Or you can call the original vote.
[82m18s](#): It either passes or it fails.
[82m20s](#): And then you can take up the motion to table second.
[82m22s](#): Okay.
[82m23s](#): So we have a motion and a second.

[82m27s](#): Let's deal with that one first.

[82m29s](#): The whole of the data about motion to table is to keep from voting on it.

[82m33s](#): So it's proper to vote on the motion to table first.

[82m36s](#): If we start doing something different,

[82m38s](#): the motion to table will never be used appropriately.

[82m41s](#): A motion to table in Robert's rules of orders is the next step.

[82m45s](#): You vote on that.

[82m46s](#): And then if it passes, you don't vote on the other motion.

[82m49s](#): If it does not pass, you vote on the original motion.

[82m52s](#): Less of a standard procedure.

[82m53s](#): Less of a code, more of a guideline.

[82m55s](#): Let's not change what our basic policies are and how we operate.

[82m59s](#): We've done this before.

[83m1s](#): This is the first time this has ever been questioned

[83m3s](#): whether we're going to vote on the motion to table.

[83m5s](#): Where are we coming up with this idea?

[83m7s](#): I just asked legal counsel for that.

[83m9s](#): I know.

[83m10s](#): Mr. Scheider.

[83m11s](#): And we're going to get an answer from him very quickly.

[83m13s](#): That's who we rely on in these cases.

[83m15s](#): They're a legal counsel.

[83m17s](#): If this isn't a law, this is a policy question.

[83m19s](#): And that's something that us board members can decide.

[83m24s](#): So if your practice has been to take up motions to table

[83m28s](#): without withdrawing the underlying motion, that's fine.

[83m33s](#): The motion to table will carry or not.

[83m36s](#): And you can go back to the original motion

[83m38s](#): if the motion to table doesn't carry.

[83m40s](#): So if your practice has been adapted that way,

[83m43s](#): that's fine if you're being consistent.

[83m48s](#): You all are going to have staff.

[83m49s](#): You're going to have to help.

[83m50s](#): Because I haven't had anything like that in my time here.

[83m53s](#): So I think we do need to vote on whether or not

[83m55s](#): we're going to table this or not.

[83m57s](#): Because if we're not going to table it,

[83m59s](#): then we need to decide if we're going to vote on it.

[84m2s](#): So I think the table motion should be voted on first.

[84m8s](#): If you vote aye, you agree to table.

[84m10s](#): If you vote nay, you do not want to table.

[84m12s](#): And we go back and vote on the original.

[84m15s](#): OK.

[84m16s](#): Just Bradford.

[84m17s](#): Call the roll.

[84m18s](#): So this is the motion to table.

[84m19s](#): The vote to table.

[84m20s](#): Mr. Dion.

[84m21s](#): No.

[84m22s](#): Mr. Reynolds.

[84m23s](#): Hey.

[84m24s](#): Mr. Clevenger.

[84m25s](#): No.

[84m26s](#): Dr. Collins Brown.

[84m27s](#): Yes.

[84m28s](#): Mr. Scheider.

[84m29s](#): Aye.

[84m30s](#): Ms. Banks.

[84m31s](#): No.

[84m32s](#): And Mr. Wetzel.

[84m33s](#): No.

[84m34s](#): You have two aye, five nay.

[84m37s](#): Motion did not care.

[84m38s](#): OK.

[84m39s](#): Now let's back up to the original motion.

[84m41s](#): We had a motion and a second.

[84m43s](#): Bradford.

[84m44s](#): The original motion was made by Dr. Collins.

[84m47s](#): I mean Ms. Banks and seconded by Mr. Wetzel.

[84m49s](#): This is the motion to approve the contract renewal

[84m52s](#): for seven mindsets, social emotional learning curriculum.

[84m56s](#): OK.

[84m57s](#): Mr. Dion.

[84m58s](#): Aye.

[84m59s](#): Mr. Reynolds.

[84m60s](#): Aye.
[85m1s](#): Mr. Clevenger.
[85m2s](#): Aye.
[85m3s](#): Dr. Collins Brown.
[85m4s](#): Since I have no data to prove, I have to go to no.
[85m8s](#): OK.
[85m9s](#): Mr. Scheider.
[85m10s](#): Aye.
[85m11s](#): Aye.
[85m12s](#): Ms. Banks.
[85m13s](#): Aye.
[85m14s](#): And Mr. Wetzel.
[85m15s](#): Aye.
[85m16s](#): We have six aye, one nay.
[85m17s](#): Motion carried.
[85m18s](#): OK.
[85m19s](#): We have a recommendation for the first class educator,
[85m23s](#): new teacher sessions, contract for Hope Academy,
[85m27s](#): Garfield Learning Academy.
[85m29s](#): He's one jump ahead of me already.
[85m31s](#): I didn't get to finish the sentence here.
[85m34s](#): And Steven Decatur Middle School.
[85m36s](#): Dr. Clark.
[85m37s](#): Yes.
[85m38s](#): I recommend the Board of Education approve the first class
[85m40s](#): educator, new teacher sessions, contract for Hope Academy,
[85m44s](#): Garfield Learning Academy, and Steven Decatur Middle School
[85m47s](#): as presented.
[85m48s](#): The board of Education approved.
[85m53s](#): We have a motion.
[85m54s](#): We've got that.
[85m55s](#): OK.
[85m56s](#): If you want to go ahead and clarify what all this is,
[85m58s](#): Dr. Ray would appreciate it.
[85m60s](#): Since you're there.
[86m1s](#): Yes.
[86m2s](#): Seven, I mean, I'm back with seven minds since you guys.
[86m6s](#): I mean, first class educators, they are able to come in and
[86m10s](#): provide a variety of support to the schools as it relates to
[86m15s](#): these building relationships, classroom management.
[86m18s](#): And we did some of it district wide last year.
[86m21s](#): And the feedback from the principals was like, hey,
[86m24s](#): we like first class educators, but not everybody wanted them.
[86m28s](#): So the contract that you see before you is a lot different
[86m31s](#): than what you've seen before.
[86m32s](#): It's tailored to the schools that have a special interest or
[86m35s](#): need for first class educators.
[86m37s](#): The principals have stepped up and said, hey,
[86m39s](#): I'm interested in having them work with my staff this year.
[86m42s](#): And so that's the proposal you see before you.
[86m46s](#): No, I do have a question on it.
[86m48s](#): I don't know if you know, I know in the past,
[86m51s](#): we've talked about maybe like grouping the contracts as one
[86m55s](#): and negotiate or attempting to negotiate better prices.
[86m59s](#): You know, if we were to do that or if we tried or you mean just
[87m3s](#): with them or all together in general.
[87m7s](#): And I know that it was during this because we were talking
[87m10s](#): about some schools using first class.
[87m12s](#): I'm not right.
[87m14s](#): So in each school individually was paying for it.
[87m16s](#): Right.
[87m17s](#): Right.
[87m18s](#): It's coming out of a title if I'm not mistaken.
[87m20s](#): That's correct.
[87m21s](#): And so what we discussed also is that each school is responsible
[87m25s](#): for their own climate and culture.
[87m27s](#): And as it relates to discipline as well.
[87m29s](#): And so we're letting them drive this because they know the
[87m33s](#): students that they're working with and they know the staff
[87m35s](#): that they're working with and they actually work together to
[87m39s](#): you know, kind of to move that needle forward.
[87m41s](#): So it's difficult to say this will fit everybody
[87m44s](#): because the clientele is different.
[87m46s](#): So in this case, no.
[87m48s](#): Okay.

[87m51s](#): That's all I had.
[87m53s](#): Thank you.
[87m55s](#): I think the message is be prepared from now on for all of these.
[87m59s](#): Yeah, for everything I might think of.
[88m3s](#): I think that's a fair statement.
[88m7s](#): Mr. Bradford.
[88m8s](#): Mr. Reynolds.
[88m9s](#): Hi.
[88m10s](#): Dr. Collins Brown.
[88m11s](#): Hi.
[88m12s](#): Mr. Wetzel.
[88m13s](#): Hi.
[88m14s](#): Mr. Scheider.
[88m15s](#): Hi.
[88m16s](#): Ms. Banks.
[88m17s](#): Hi.
[88m18s](#): Mr. Clevenger.
[88m19s](#): Hi.
[88m20s](#): And Mr. Dion.
[88m21s](#): Hi.
[88m22s](#): 7-i-0-nay motion carried.
[88m23s](#): Do we have a recommendation for the bid award for an oven
[88m26s](#): replacement at Stephen Decatur Middle School?
[88m29s](#): Yes.
[88m30s](#): I recommend the Board of Education approve and award the bid
[88m32s](#): for an oven replacement at Stephen Decatur Middle School
[88m35s](#): as presented.
[88m36s](#): Motion.
[88m37s](#): It's all moved.
[88m39s](#): Discussion.
[88m40s](#): Yeah.
[88m41s](#): Is there a reason we had to bid to replace ovens rather than,
[88m44s](#): I mean...
[88m46s](#): Just wondering why we had to bid the replacement of ovens.
[88m51s](#): I mean why...
[88m52s](#): It's a purchase of new.
[88m53s](#): Okay.
[88m54s](#): So the equipment costs more than the bid threshold.
[88m56s](#): Okay.
[88m57s](#): And we put it out there.
[88m58s](#): Okay.
[88m59s](#): And Stephen Decatur is also a, excuse me, it's a production site.
[89m2s](#): Got it.
[89m3s](#): Absolutely consolidating.
[89m4s](#): There'll be less ovens, but there'll be higher quality.
[89m7s](#): Gotcha.
[89m8s](#): Cool.
[89m9s](#): Okay.
[89m10s](#): And it'll be a food service account money.
[89m13s](#): Any other questions?
[89m14s](#): Ms. Bradford.
[89m15s](#): Mr. Clevenger.
[89m16s](#): Hi.
[89m17s](#): Ms. Banks.
[89m18s](#): Hi.
[89m19s](#): Mr. Scheider.
[89m20s](#): Hi.
[89m21s](#): Mr. Dion.
[89m22s](#): Hi.
[89m23s](#): Mr. Wetzel.
[89m24s](#): Hi.
[89m25s](#): Dr. Collins-Brown.
[89m26s](#): Hi.
[89m27s](#): And Mr. Reynolds.
[89m28s](#): Hi.
[89m29s](#): 7-i-0-nay motion carried.
[89m30s](#): Okay.
[89m31s](#): So the proposal for 2023 Health Life Safety Survey and Reporting Services.
[89m37s](#): Yes.
[89m38s](#): I recommend the Board of Education approve the BLDD proposal for the 2023 Health Life
[89m44s](#): Safety Survey and Reporting Services as presented.
[89m47s](#): Go ahead.
[89m48s](#): Motion.
[89m49s](#): So moved.
[89m50s](#): Second.

[89m51s](#): Discussion.

[89m52s](#): How does that relate to what we were discussing earlier about the overall analysis just to

[89m60s](#): help explain?

[90m1s](#): This is the first piece we talked about where this is just the check for lack of a better

[90m6s](#): term, checking the boxes are required through the walkthrough.

[90m9s](#): Thank you.

[90m10s](#): There's more to it than that, but it's not a structural analysis.

[90m12s](#): So what does this actually do for us?

[90m15s](#): We're going to do this at the end of a 10-year period of time, and we're going to wait another

[90m20s](#): 10 years for this to be done again, which means something happens to a school building

[90m26s](#): and we're caught by surprise because a wall is buckling in.

[90m31s](#): How do we correct that?

[90m32s](#): Well, first of all, the 10-year Health Life Safety is in code, and that's the timeframe

[90m36s](#): for it.

[90m37s](#): You can always have more, and you can hire whoever you want.

[90m41s](#): The structural engineering piece that we're going to hopefully get going is going to,

[90m45s](#): like I said, the structural analysis will include the entire building envelope, which

[90m51s](#): includes the walls, the exterior.

[90m53s](#): So that will really give us a really good idea of where every building is.

[90m57s](#): You could do that as often as you want, cost prohibitive or not, however you decide to

[91m2s](#): move forward.

[91m3s](#): But code requires every 10 years.

[91m5s](#): You have this particular, you could, as a board, set it for every five if you wanted

[91m9s](#): to, or just call for one if they can fit it in and get them to do it.

[91m14s](#): But I'm sure they would, but you have to do it once every 10 years by code.

[91m18s](#): Could I also get a copy of that report from 10 years ago?

[91m21s](#): Absolutely.

[91m22s](#): I have a copy of that.

[91m23s](#): I'd like to look at.

[91m25s](#): Sure.

[91m26s](#): And for life safety, there's also a one-year state fire marshal inspection, correct?

[91m30s](#): Correct.

[91m32s](#): Yeah, the ROE conducts those.

[91m34s](#): Kent is, Kent, did you walk through the last one with the ROE last year or was it building

[91m39s](#): leaders?

[91m41s](#): Last year.

[91m42s](#): Yeah.

[91m42s](#): So yeah, the ROE and the fire marshal are yearly, and this is every 10.

[91m50s](#): Any other questions?

[91m51s](#): Okay.

[91m52s](#): Ms. Bradford.

[91m53s](#): Mr. Deion.

[91m54s](#): Hi.

[91m55s](#): Mr. Reynolds.

[91m56s](#): Hi.

[91m57s](#): Mr. Clevenger.

[91m58s](#): Hi.

[91m59s](#): Dr. Collins-Brown.

[92m0s](#): Hi.

[92m1s](#): Mr. Scheider.

[92m2s](#): Hi.

[92m3s](#): Ms. Banks.

[92m4s](#): Hi.

[92m5s](#): And Mr. Wetzel.

[92m6s](#): Hi.

[92m7s](#): 7-i-0-nate motion carried.

[92m8s](#): Thank you.

[92m9s](#): There's going to be quite a few announcements here, so there's going to be dates so that

[92m13s](#): everybody needs to pay attention to as we move forward.

[92m16s](#): But a couple of notes of condolences.

[92m20s](#): The family of Martian Nolte passed away July 27th.

[92m25s](#): Ms. Nolte was the mother-in-law of Amy Hamilton, secretary to the assistant principal at Johns

[92m30s](#): Hill Magnet School.

[92m31s](#): And we also had Christian Lawrence Jackson, who passed away on Friday, July 28th.

[92m37s](#): Christian was a student at Hope Academy.

[92m40s](#): Oh, man.

[92m42s](#): We had Tyler Eubanks, who passed away Saturday, July 29th.

[92m46s](#): Tyler was a student at the Social Emotional Learning Academy.

[92m51s](#): And also we had Robert Thomas Dutcher, who passed away on Saturday, July 29th.

[92m57s](#): Mr. Dutcher was the father-in-law of Bridget Dutcher, our student interventionist in the

[93m2s](#): Student Services Department.

[93m5s](#): Important dates.

[93m6s](#): You'll see the dates on your screen, but let me call particularly to your attention,

[93m11s](#): First full day of school is August 14th.

[93m17s](#): Families need to check with your home school for start times and for open houses.

[93m22s](#): And remember, we have the Labor Day holiday coming up.

[93m25s](#): And the tentative first day of school for Dennis Lab School students will be September

[93m32s](#): 5th.

[93m33s](#): We'll begin their school year.

[93m36s](#): And we have some reminders on the screen, too.

[93m39s](#): Families need to register your student in Skyward before the first day of school.

[93m45s](#): Students will not be able to attend class if he or she was not registered.

[93m50s](#): If you need assistance with registration, please contact your student's home school

[93m55s](#): and they will gladly assist you through this process.

[93m59s](#): Just a reminder, all DPS students accept those at Dennis Lab School.

[94m3s](#): Again, we'll start Monday, August 14th.

[94m7s](#): Dennis Lab School, again, is the 5th of September after Labor Day.

[94m14s](#): And I know Dr. Clarks provided these updates at every board meeting and will continue to

[94m20s](#): post that on our website and continue to get the information out as diligently as possible

[94m27s](#): for our families that are involved in that situation.

[94m32s](#): Crossing healthcare also is accepting walk-ins for school physicals throughout the month

[94m37s](#): of August.

[94m38s](#): Their hours are 8 to 4.30 and you don't need an appointment for those physicals.

[94m44s](#): So if you need a physical out there, take advantage of that and you can call crossings

[94m50s](#): and get more details if you need to get those.

[94m54s](#): A reminder, October 16th is a deadline for required immunizations and physicals for

[95m0s](#): students for the 23-24 school year.

[95m6s](#): And that brings to a close the end of our regularly scheduled meeting.

[95m13s](#): And a little bit different at this meeting.

[95m15s](#): Can I get a motion to return to closed executive session to discuss the purchase or lease of

[95m21s](#): real property for the use of the public body, legal counsel for the public body, and collective

[95m28s](#): negotiating matters between the board and representatives of its employees?

[95m32s](#): Can I get a motion?

[95m34s](#): Second.

[95m35s](#): Second.

[95m36s](#): All in favor say aye.

[95m38s](#): Aye.

[95m39s](#): Opposed?

[95m41s](#): We are adjourned back to.