

District 90 Essential Objectives, 2021-22  
*Tier One Oversight Recommendations*

PHASE ONE (Fall)

- 1. Ensure that ongoing COVID-19 safety mitigation requirements are implemented with fidelity in 2021-22**

Reference: *Trauma-Related Issues (2)* - [Ongoing](#)

Chair(s): Condon/Cozzi

Membership Recommendation: All ADCO

- 2. Investigate an independently facilitated opportunity for faculty/staff and administration to process events of the last year (i.e. peace circle, etc.)**

Reference: *Relationships (4)*; *Strategic Goal 3B* – [In Process](#)

Chair(s): Condon/Lubeck

Membership Recommendation: RFEA Leadership, Larry, Diane

- 3. Continue to implement pedagogical practices that have predictive success to support students we have not historically served well (i.e. Math for All, culturally responsive teaching, Universal Design for Learning)**

Reference: *Relationships (2, 5)*, *Student-Specific Needs (1)*; *Strategic Goal 3A, 3B* - [Ongoing](#)

Chair: Hawley

Membership Recommendation: Debbie, Kevin, Instructional Specialists, CRT Committee members, consulting school administrators

- 4. Provide ongoing training/learning opportunities for staff and families about the impact of trauma on students**

Reference: *Trauma-Related Issues (1, 2)*, *Student-Specific Needs (1)*; *Strategic Goal 2C, 4A* – [In Process](#)

Chair(s): Hawley/Lubeck

Membership Recommendation: D90 Social Work team members, Community partner organization representatives (RF Mental Health Board, Thrive, etc.), selected parents (i.e. mental health professionals, parent feedback mechanism)

**5. Establish procedures/mechanisms to embed student voice in key spaces and D90 decision-making processes**

Reference: *Relationships (2); Strategic Goal 2B - Complete*

Chair: **Condon**

Membership Recommendation: Representatives from IAB, Board Equity Committee, RFEA leadership, and consulting school administrators

**6. Launch Co-Pilot/Elevate with interested faculty members**

Reference: *Relationships (2); Strategic Goal 2B, 3C – In Process*

Chair(s): **Condon/Godfrey**

Membership Recommendation: District 90 Equity Network Team members, Juan Alegria (NEP)

**7. Implement after-school student supervision program with West Cook YMCA**

References: *Social Emotional Programming (2), Student-Specific Needs (4), Trauma-Related Issues (3); Strategic Goal 4A, 4B - Complete*

Chair(s): **Condon/Hawley**

Membership Recommendation: Casey, Diane, Christine

**8. Continue District support of PTO and community events/programming**

Reference: *Relationships (3); Strategic Goal 4A - Ongoing*

Chair: **Simmons**

Membership Recommendation: Larry, Diane, Casey, Tina, Christine

**PHASE TWO (Winter)**

**1. Review/revise RMS Advisory Program topics to reflect student needs, as appropriate**

References: *Social Emotional Programming (3), Relationships (1), Relationships (2); Strategic Goal 2C*

Chair: **Garstki/Steketee**

Membership Recommendation: Building Leadership Team members, RMS social workers, RMS advisory teachers, et al

- 2. Maintain Standards-Based Learning focus to address supplemental standards**  
Reference: *Relationships (1), Social Emotional Programming (5); Strategic Goal 1A, 3B*

Chair: **Hawley**

Membership Recommendation: Superintendents' Leadership Council, Instructional Specialists, identified teacher leaders

- 3. Support "trauma informed" learning opportunities in the community and capitalize on potential partnerships (i.e. local governmental agencies, mental health entities)**  
Reference: *Trauma-Related Issues (3, 4), Screening and Measurement (3); Strategic Goal 2C, 4B*

Chair: **Hawley/Lubeck**

Membership Recommendation: D90 social work team members, community partner organization representatives (RF Mental Health Board, Thrive, etc.), selected parents (i.e. mental health professionals, parent feedback mechanism)

- 4. Develop and implement a local social-emotional assessment or self-assessment tool**  
Reference: *Social Emotional Programming (4); Strategic Goal 2C*

Chair: **Condon/Martin**

Membership Recommendation: D90 social work team members, community partner organization representatives (RF Mental Health Board, Thrive, etc.), selected parents (i.e. mental health professionals, parent feedback mechanism)

- 5. Maintain ongoing collaboration with National Equity Project (NEP), in support of key D90 equity initiatives**  
Reference: *Social Emotional Programming (1); Strategic Goal 2A, 5B*

Chair: **Condon**

Membership Recommendation: Board Equity Committee members, IAB members, selected DEI representatives, other individuals as identified

- 6. Staff review/revision of Second Step curriculum – classroom level**  
References: *Relationships (1, 2), Social Emotional Programming (3); Strategic Goal 2C*

Chair: **Lubeck/Wood**

Membership Recommendation: MTSS Coordinator, selected social work representatives, teacher leaders from multiple elementary grade levels

## PHASE THREE (Spring)

- 1. Implement social-emotional screener for all students and track data longitudinally, employing tiered response to deliver appropriate supports**  
Reference: *Screening and Measurement (1, 2); Strategic Goal 2C, 3B*
- 2. Review policies/procedures to ensure that homework is limited to those extended learning experiences that are foundational to support in-school learning**  
Reference: *Student-Specific Needs (2); Strategic Goal 1A, 2A*
- 3. Provide ongoing support for employee well-being through the use of new and established wellness programming resources/supports (i.e. yoga, breathing, nutrition, EAP counseling options)**  
Reference: *Social Emotional Programming (5)*
- 4. Continue deployment of anonymous “Support4U” mental health text support line**  
Reference: *Trauma-Related Issues (3); Strategic Goal 2C*
- 5. Ensure the use of instructional activities that facilitate the development of “classroom-based learning” skills (i.e. fine motor, handwriting, face-to-face interactions, etc.)**  
Reference: *Student-Specific Needs (4); Strategic Goal 1A*