

MERIDIAN CUSD #223
Board Agenda
Tuesday, July 7, 2020
6:30 PM COMMITTEE OF THE WHOLE
BOARD ROOM LOCATED IN THE MERIDIAN JUNIOR HIGH SCHOOL
207 W. MAIN ST.
STILLMAN VALLEY, IL 61084

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Approve Agenda
5. Community Input (2:220)

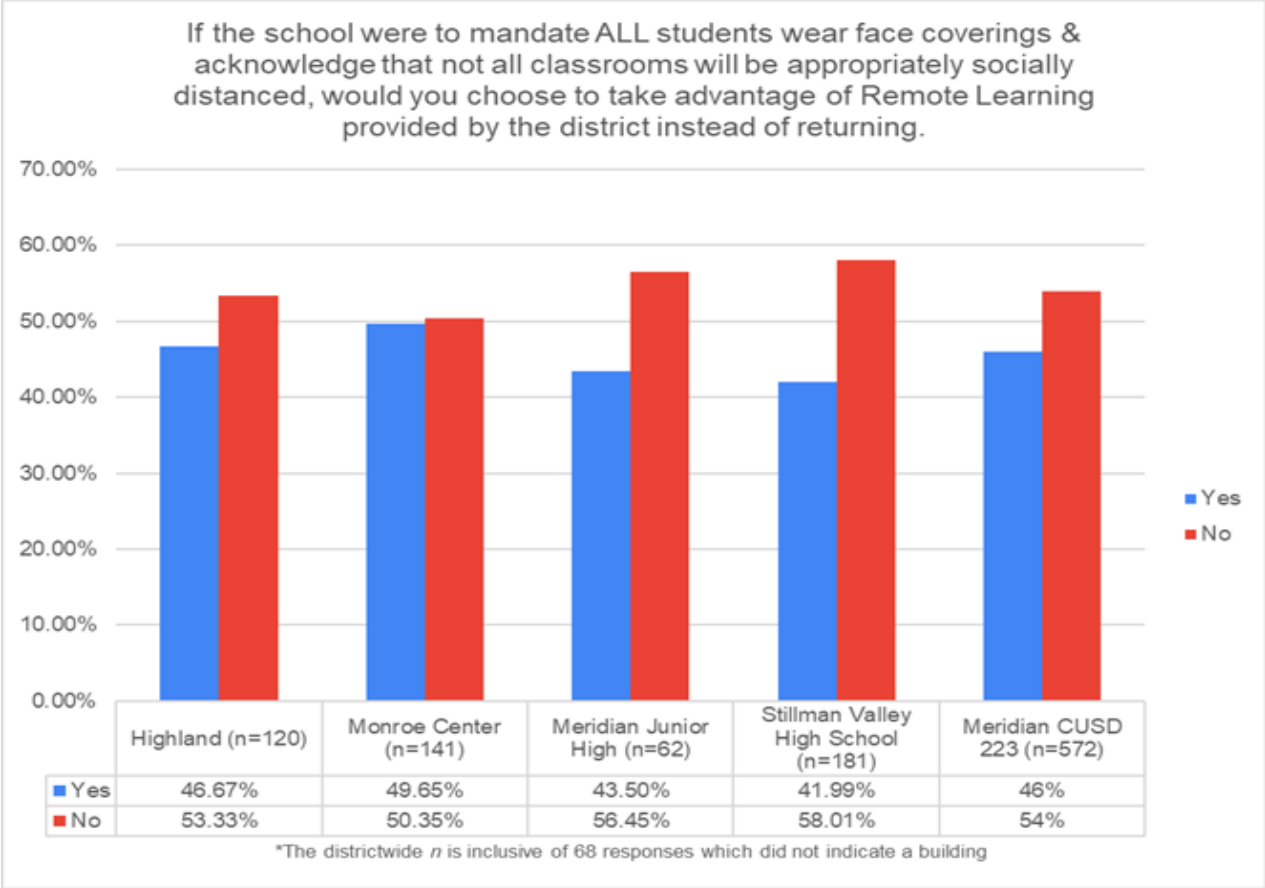
(This is the time when visitors may request to address the Board of Education on any item relating to the role and function of the Board of Education. When the Board President so directs, persons should stand, give their name and address and begin their statements. Persons are asked to refrain from making any personal comments regarding any individual. The Board President reserves the right to limit presentations to five minutes.)
6. Path to Re-Opening
 1. Data Collected
 2. Superintendent's Recommendation
 3. Next Steps
7. Adjourn

Recommendation for School Year 20-21

Board and Leadership Team,

As you know, we have made it a point to make these difficult decisions as collaboratively as possible. We also know that no matter how many times we survey parents and community that we can never get a full glimpse into what everyone is thinking. I do want to note that we have made an intentional effort to reach out to families that are typically underrepresented in surveys by having teachers reach out directly to our ELL, IEP, and otherwise marginalized students.

The data presented below was accurate as of mid-day Wednesday and has not subsequently changed in results and thus we have left this chart in to help guide our decision making. Also, it is of note that the overwhelming majority of people took this survey with the impression that face shields were an acceptable alternative to face masks. As we know, the state has subsequently changed their guidance. Also of note, the question presented below was added subsequent to the initial distribution of the survey as a result of the analysis of the answers being provided by parents.



Given the information above, it is my (PJ) recommendation that at this point we move forward and consider only two potential solutions. I would normally use the term OPTIONS, but since we used that in the previously published document, I feel it more appropriate to change the vernacular.

SOLUTION ONE

Allow parents to choose between (what was known as Option 1) in-person instruction and (what was known as Option 3) Remote Learning.

Within this solution In-Person instruction would look like:

- Socially distanced classrooms, as possible
- Preventative measures taken to attempt to keep supplies with only one student
- Face coverings (not face shields) worn at all times when inside unless exception as noted by ISBE/IDPH guidance
- Typical instructional practices to take place
- The primary platform would be Google classroom

Within this solution Remote Learning instruction would look like:

- Mirror the curriculum of in-person Learning
- The primary platform would be Google classroom

Other Logistics to be mindful of:

- With limited student capacity, assuming parents are true to their survey participation, busing would be possible with current route situations
- Adhering to 50 persons in one space at a given time will provide some lunch complications.
 - Open rooms due to OPT OUTS make this tenable at the K-5 level
 - MJH has a schedule where this works with some students in class eating
 - SVHS is still creating a solution, but it is possible
- Creating quarantine areas at K-5 easy
- K-5 each grade level would have at least (1) Remote Learning specialist as a teacher
- 6-8 - diminished class size would allow for Remote Learning to be built into teachers scheduled as a course
- 9-12 - We would purchase video equipment to allow for live streaming and recording of in-person lessons

Major barriers for us to continue to consider:

- If students with IEPs choose to OPT OUT, preliminary guidance has been to reconvene an IEP meeting and rewrite the IEP to align with the current instructional practices and services.
 - Current guidance for related services continues to encourage “telehealth” for both students in the traditional setting and Remote.
- Cost of video equipment
- Ensuring all students have appropriate support and all adults are able to create appropriate barriers
- Equity concerns

Other things to consider

- If a student opts out - would they be able to participate in extracurricular activities, including athletics
- How do we determine which teachers are able to OPT IN to Remote Teaching
 - Doctor’s note
 - Seniority
- What happens if a teacher does not want to return, but is not chosen to be the OPT IN Remote teacher
- Once a student OPTS into Remote Learning, they cannot come back to in-person until the 1st quarter is over at the earliest
- A student can OPT into Remote Learning at any time
- If the demand for Remote Learning intensifies, but is not state-mandated, this plan allows for us to easily meet the growing demand via staff flexibility

Reasons we would need to move to SOLUTION TWO:

- If, when the decision must be made, the distribution of those who OPT OUT is far lower than indicated in surveys, it may become logistically unfeasible to implement SOLUTION ONE

Next steps and timelines:

- July 8th - Release publicly the Solution decided upon
- July 9th - Start a massive endeavor to have parents identify which form of instruction they would choose by July 18th.
- LT will begin to prepare as though this is the option, but mindful it could potentially change if the sample size does not indicate it is feasible for us OR guidance from ISBE, IDPH, OCDPH changes and/or we move back to Phase 3 in Illinois and/or our region
 - This includes determining who would be in-person / Remote instructors
 - Re-writing / constructing schedules
- Begin process to purchase streaming materials immediately
- Begin process to purchase additional materials necessary to have individual supplies, as appropriate

Alignment to Priorities

Priorities	How they are addressed / considered
Student & Staff Safety	We follow IDPH guidelines with the exception of strict social distancing for in-person instruction and more importantly allow for parent/student choice.
Social-Emotional Health of Students & Staff	This provides students and staff with the greatest potential for social-emotional connection and health. Though it is noted that there may be an increase in anxiety due to potential exposure, this is mitigated by providing the option to OPT OUT.
Academic Achievement	The curriculum will be able to be covered in full and there would be full alignment between in-person and Remote Learning expectations.
Community Support/ Function of Society	This diminishes the load on parents the most, as students would be at school as close to the normal schedule.
Ability to be agile	In this modality, we can easily flip to Remote Learning if necessary and to in-person if we move into Phase 5. This also allows students who are quarantined by ISBE/IDPH to easily transition into Remote Learning

SOLUTION TWO

One day per week in person instruction (What was Option 4)

Within this solution In-Person instruction would look like:

- Socially distanced classrooms, as possible
- Preventative measures taken to ensure supplies stay with one student
- Face coverings (not face shields) worn at all times when inside unless exception as noted by ISBE/IDPH guidance
- Best efforts are made to provide typical instruction and prepare students for Remote Learning on their non-attendance days
 - A focus on core academic instruction, along with social-emotional Learning
- The primary platform would be Google classroom
- Students attend school one day per week, with that schedule staggered from building to building (i.e. Highland M-T, MC T-W, MJHS W-Th, SVHS Th-F)

Within this solution Remote Learning instruction would look like:

- Students will be provided with scheduled, rigorous, and aligned instruction in a Remote setting 3 days per week
 - Students who OPT OUT of in-person instruction will receive Remote Learning that mirrors in-person instruction as closely as possible
- The primary platform would be Google classroom

Other Logistics to be mindful of:

- With limited district demand on a daily basis, we would be able to effectively distribute resources and capacity
- Adhering to 50 persons in one space at a given time will provide some lunch complications.
 - Open rooms due to OPT OUTS make this tenable at the K-5 level
 - MJH has a schedule where this works with some students in class eating
 - SVHS is still creating a solution, but it is possible
- Creating quarantine areas at K-5 easy
- Logistically, in terms of staffing, this option allows for the easiest implementation

Major barriers for us to continue to consider:

- If students with IEPs choose to OPT OUT, preliminary guidance has been to reconvene an IEP meeting and rewrite the IEP to align with the current instructional practices and services.
 - Current guidance for related services continues to encourage “telehealth” for both students in the traditional setting and Remote.
- Ensuring all students have appropriate support and all adults are able to create appropriate barriers
 - It can be assumed that students will need support on the day they are not in attendance, but when the teacher is still providing instruction to the other half of the class
- Equity concerns
- There will be major logistical concerns for families
 - Potentially having siblings attending on separate days, therefore losing childcare
 - Difficulty in keeping track of multiple child schedules for Remote Learning
 - General childcare concerns due to students only attending school one day/week

Other things to consider

- If a student opts out - would they be able to participate in extracurricular activities, including athletics
- Similar considerations as option 1 if we have any substantial population of students OPT in to Remote Learning

- Given one day of instruction, there will be considerations regarding contractual prep time for staff
- If the demand for Remote Learning intensifies, but is not state-mandated, this plan allows for us to easily meet the growing demand via staff flexibility
- Given that the general population of students will only attend one day per week, this provides us with the potential opportunity to provide in-person instruction for our high risk population more than one day (IEP, ELL, at-risk)
 - At the 6-12 level, it allows for labs and other facilities to open up on a scheduled basis to allow for students to complete work
- Eliminates need for weekly food distribution as meals can be given to students on their day of attendance

Next steps and timelines:

- July 8th - Release publicly the Solution decided upon
- July 9th - Start a massive endeavor to have parents identify which form of instruction they would choose by July 18th.
- LT will begin to prepare as though this is the option, but mindful it could potentially change if the sample size does not indicate it is feasible for us OR guidance from ISBE, IDPH, OCDPH changes and/or we move back to Phase 3 in Illinois and/or our region
 - This includes determining who would be in-person / Remote instructors
 - Re-writing / constructing schedules
- Begin process to purchase streaming materials immediately
- Begin process to purchase additional materials necessary to have individual supplies, as appropriate
- If SOLUTION TWO becomes the selected option after SOLUTION ONE is unsuccessfully attempted, it will become announced and the focus of all work starting July 19

Alignment to Priorities

Priorities	How they are addressed / considered
Student & Staff Safety	We follow IDPH guidelines with the exception of strict social distancing for in-person instruction and allows us to allocate resources in such a way to meet the demand of a near full capacity of face to face instruction
Social-Emotional Health of Students & Staff	Taking into account all of the social-emotional impacts of Remote Learning, along with our capacity to serve students, this option provides us with the ability to connect with the greatest number of students on a consistent basis. It also provides greater

	assurances in providing weekly meals for our free/reduced population.
Academic Achievement	Meeting once a week and providing structured and rigorous Remote instruction allows for the potential that we cover curriculum with fidelity. Additionally, meeting once per week allows for greater accountability, feedback, and support of student Learning in regards to the Remote instruction.
Community Support/ Function of Society	It adequately addresses all priorities, but does not do a GREAT job at any of them. Furthermore, this will provide a nearly equal amount of stress on parents as Remote Learning.
Ability to be agile	In this modality, we can flip to Remote Learning if necessary and to in-person if we move into Phase 5, with some logistical considerations. This also allows students who are quarantined by ISBE/IDPH to easily transition into Remote Learning

Reasons we would need to move to what was known as option three (Remote Learning):

- Guidance from ISBE, IDPH, OCDPH indicates that in person instruction is no longer safe
- Illinois and/or our region move back to Phase 3 of Re-Opening

WHY NOT THE OTHER OPTIONS

- **Option One - In-person doing the best we can to adhere to ISBE guidelines**
 - Option one as a standalone is all but logistically impossible. If we are unable to meet the logistical demand, then we are essentially operating at Option Two which has moral/ethical/safety/liability issues. Even with Option one as the selection a portion of our population would need and/or state they are medically fragile and need additional options such as Remote.
- **Option Two- In-person instruction as though there were no guidance**
 - Moral, ethical, health, safety, and liability issues make this a non-starter
- **Option Three - Remote Learning**
 - Does not meet the demand of the community and does not satisfy many of the priorities well
- **Option Four - One day per week in-person instruction and the rest Remote**

- While meeting the logistical needs of the district, it places a large burden on the community. Additionally, while meeting the priorities set forth, it meets them all to a very small extent. Said differently, it does everything okay, but nothing excellently.
- **Option Five - Staggered or Every Other Day Schedule**
 - Allows for some logistical and safety concerns to be alleviated as a result of small capacities in each building. The potential extreme loads on teachers and inability to cover the same amount of curriculum make this less attractive.
- **Option Six - K-5 in-person and 6-12 Remote**
 - This is possible, but the demand for in-person education for our 6-12 students who would not have that option in this choice makes it relatively unattractive.