

## Regular Meeting

Tuesday, August 18, 2020 7:00 PM

Maier Administration Center Conference Room, 5050 Madison St, Skokie, Illinois 60077

### 1. Remote Meeting per state Public Act 101-640

#### Remote Access - Meeting

Link: <https://zoom.us/j/92829914983?pwd=dVhyMHpKK0UxQWNDalhINUFvdHlEUT09>  
Meeting Passcode: 314850

Phone Access: +1 312 626 6799  
Webinar ID: 928 2991 4983

### 2. Roll Call (7:00 p.m.)

### 3. Board President Statement on Emergency

### 4. Staff Recognition

### 5. Changes/Deletions to the Agenda

### 6. Statements from Visitors

Email to [boe@skokie69.net](mailto:boe@skokie69.net) before 6:00 p.m. on August 18, 2020. The subject line should read 'PUBLIC COMMENT - BOE Meeting 8/18/2020'. All comments will be read aloud at the meeting (similar comments may be summarized at the Board President's discretion), holding to a limit of five minutes per comment. All written comments are provided to each Board member.

### 7. Communications

### 8. FOIA Requests

### 9. Board Committee Reports

#### 1. Niles Township District for Special Education #807

#### 2. Village of Skokie-Morton Grove

#### 3. ED-RED

#### 4. Subcommittee Reports

### 10. Administrative Reports

#### 1. School and District Updates

#### 2. Lincoln Construction Update

#### 3. COVID-19 Update

#### 4. Remote Learning Learning Team Report

#### 5. Return to In Person Task Force Recommendations

### 11. New Business

### 12. Old Business

### 13. Consent Agenda

It is recommended that the consent agenda for August 18, 2020 be approved as listed.

#### 1. Payment of Bills dated July 31, 2020 in the amount of \$2,430,741.27

#### 2. Approval of Minutes

##### 1. Regular Meeting - July 21, 2020

##### 2. Closed Session - July 21, 2020

##### 3. Special Meeting - August 7, 2020

##### 3. Personnel

#### 4. Approval of Board's Annual Agenda

It is recommended that the Board approve the Annual Agenda for 2020-21 with dates subject to change as year progresses and information becomes available.

5. Approve the Memorandum of Understanding between the District 69 PSRP Council, Local 1274 and the Board of Education regarding LARC Interpreter Certification and outlining a salary adjustment for Family Liaisons and support staff who hold a LARC certificate.

#### **14. Future Meeting Dates**

1. Regular Board of Education Meeting -  
Tuesday, September 15, 2020 - 7:00 p.m. -  
Edison School Cafeteria or via Zoom if the Governor extends the Emergency Order

#### **15. Closed Session**

**It is recommended that the Board move into closed session to consider information regarding litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting; and collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.**

#### **16. Adjournment**



# SKOKIE - MORTON GROVE SCHOOL DISTRICT 69

5050 MADISON STREET • SKOKIE, IL 60077 • (847)-675-7666 • FAX (847) 675 -7675 • WWW.SD69.ORG

To: Steve Dembo, Board of Education President  
From: Margaret Clauson, Superintendent  
Date: August 13, 2020  
Subject: Board of Education Special Meeting – August 18, 2020

The State of Illinois continues to operate under a [disaster declaration](#), most recently renewed on July 24, 2020 and extending 30 days, related to the COVID-19 worldwide pandemic. The Village of Skokie Health Department continues to monitor the spread of COVID in the community. As of today (August 13), there have been 1,183 confirmed cases of COVID and 36 deaths within the Village, according to the [Health Department's website](#). Our school buildings remain closed with limited access by employees performing essential duties and public access by appointment only. The Health Department continues to advise the community to practice social distancing, wear face masks, and avoid unnecessary contact with others.

Based on the current public health concerns, I, as head of the public body, do not believe it is either practical or prudent to hold an in-person special meeting of the Board of Education on August 18, 2020. I further believe that it is neither practical or prudent for the public to be present at the public body's regular meeting location. As we have done under the Governor's Executive Order, we will continue to hold a remote meeting with updated practices to comply with Public Act 101-640 that was signed by Governor Pritzker on June 12, 2020.

Pursuant to Public Act 101-640, since the meeting cannot be conducted at the regular physical location due to the health crisis, alternative arrangements have been made to allow any interested member of the public to hear all discussion, testimony, and roll call votes as follows:

- **Remote phone access:** +1 312 626 6799 Webinar ID: 928 2991 4983
- **Remote computer access:**  
<https://zoom.us/j/92829914983?pwd=dVhyMHpKK0UxQWNDalhINUFvdHIEUT09> Meeting  
Passcode: 314850
- **Public Comment:** Email to [boe@skokie69.net](mailto:boe@skokie69.net) before 5:00 p.m. on August 18, 2020. The subject line should read 'PUBLIC COMMENT - BOE Meeting 8/18/2020'. All comments will be read aloud or summarized if substantially similar at the meeting, holding to a limit of five minutes per comment.

The above directions are included on our publicly posted Board agenda, and are consistent with how we have conducted Board meetings since March 17, 2020.

Under Public Act 101-640 there are additional requirements for the meeting including:

- Presence at the regular meeting location by at least one member of the public body, chief legal officer or chief administrative officer, unless not feasible due to the disaster.

- Conduct all votes by roll call, with identification and recording of the vote of each member of the public body.
- Provide 48 hours notice of the meeting. Notice must be given to all members of the public body, posted on the public body's website and provided to any news organization that has requested notice of meetings.
- Prepare and maintain a verbatim record (audio recording) of the meeting.

Each board member participating remotely in a meeting that meets the above requirements is deemed present for purpose of establishing a quorum and participating in all aspects of the meeting.

The August 18, 2020 meeting notice and board packet will be released publicly through Board Book today within 48 hours of the scheduled meeting. Once released it will be found on the District's Website under [Board of Ed – Board Packet and Agendas](#). As per our usual practice, Christina Bart, Board recording secretary, will send an email notification to Board members and those who have requested notice by the end of the day on August 14, 2020.

The meeting notice will be posted to the District's Website under [Board of Ed – Board Notices](#). Chris Miller, Director of Technology, has prepared the remote meeting access and is available to troubleshoot during the meeting in case there are any technical issues. He will ensure an audio recording is made. To comply with Public Act 101-640, I will be present at the District Office on the night of the Board meeting; however, as stated above the regular meeting site will not be open to the public thus the building will remain closed.

cc: Board of Education Members

## Skokie-Morton Grove 69 Board of Education

August 18, 2020

School and District Updates

### District Updates

**Public Interaction Protocol:** The Public Interaction Protocol guides safe interaction with the public. Currently, visitors are allowed by appointment only. Prior to the appointment, the District expectations for maintaining safety are sent to the visitor. Expectations include wearing a mask, sanitizing hands upon arrival, and completing a self-certification process. VisitU, our visitor management system, provides a touch-free check-in, self-certification process, and collects data useful for contact tracing. Reception areas and front offices have signage in multiple languages reminding visitors of the safety expectations and plexiglass dividers separate visitors from staff. Drop boxes will be installed in vestibules and secretaries will be able to support parents with tasks such as registration using dual monitors.

**In-Person PBAs:** IDEA requires children transitioning from Early Intervention to preschool to be evaluated for preschool special education services. These evaluations must be completed by the child's third birthday. There has been no relief in meeting this requirement during the pandemic. Throughout the spring and most of the summer, the Play Based Assessment (PBA) team has conducted evaluations remotely, which has been difficult given the children's age and special needs. Recently, we have returned to conducting in-person PBAs if parents are in agreement. During the PBA, the team adheres to safety protocols while working to provide a warm and welcoming environment for the child and parent.

**In-Person EL assessments:** The EL team will be completing the state mandated EL screening for new kindergarten students this week. This assessment is completed one on one and will provide us with English proficiency so we can appropriately place and serve our students learning English. The team will use the District safety protocols and will hold the screenings outside weather permitting.

**Fall Student Assessment Plan:** The student assessment plan has been revised to provide remote assessment using NWEA in grades 3-8. Grades 3-5 will take both the Reading and Math assessments. Grades 6-8 will take the Reading, Math, and Science assessments. An onsite option will be available for any students who prefer to take the assessment in-person.

In addition, grades K-2 will be completing one to one reading assessments in-person. Grades K students will be administered the FastBridge Early Literacy assessments and Grades 1-2 will be administered the F&P Benchmark Assessment to identify reading levels for instruction.

This data will be used for instructional planning and to set our baseline to be able to look at student growth from fall to winter and fall to spring.

**Equity and Race:** Dates for 2020-21 SEED cohorts have been scheduled and application processes are being finalized. District 69 will be hosting a cohort for the first

time with spots allocated for both staff and school community members. Staff members will also have the opportunity to apply for a spot in a cohort hosted by Skokie CARES, a community-oriented SEED experience.

**Budget Adjusted Timeline:** When the Board approved the 2020-21 tentative budget in June, the public hearing date was set for the August Board meeting. With the changes to the school year resulting from COVID-19, the delivery of academic programs and the allocation of resources for this year have continued to evolve, and as a result, the public hearing and budget adoption have been rescheduled to the September Board meeting.

**Madison Library and Classroom:** The related services room at Madison is being restored to a standard classroom in response to the large number of sections needed for first grade. The room was previously set up as two office spaces and one larger group space, and the renovation to a classroom is almost complete. Additionally, the carpet in the Madison LMC has been replaced, and the space is scheduled to be painted by the end of August.

**District Office PD Room Update:** In 2019-20, the district leased the space in the PD Room (former Board Room) to Infant Welfare Society of Evanston. Over the summer the room was subdivided into two smaller spaces, and the renovation is scheduled to be complete during the week of August 17. IWSE will continue to lease one space and the district will use the other space for additional offices and eventually PD space. The District is currently waiving the lease fee for IWSE due to the building closure from spring. The District anticipates continuing to waive that fee for the first several months of the school year due to limited access and usage, as well as the financial strain that IWSE is facing related to increased COVID expenses.

**LARC MOU:** Last spring District 69 offered staff an opportunity to become a certified interpreter through the Language Access Resource Center (LARC) and a local cohort. Completion of the certificate allows someone to legally translate in educational, medical, and legal situations. The course consists of extensive classroom and practical work, and those who complete the program receive a certificate making them eligible to work as an interpreter in those settings. By participating in the LARC certification program, staff will be equipped to better serve the diverse languages represented in District 69, and District administration and the PSRP have drafted a memorandum of understanding to recognize the additional contributions that those employees can offer to the district. The MOU includes tuition reimbursement for the program and a pay adjustment for those employees that have successfully completed the program, and it is included in the consent agenda for Board approval.

## School Updates

### Pre-K

The Pre-K Team is eager to welcome students back in remote learning! The first two weeks of school will be spent welcoming our new and returning students and families. Teachers will be emailing activities weekly that help prepare students to transition to school and remote learning.

Beginning the week of September 7th, families will pick up their student's District issued iPad so that students can use the Seesaw application for live video learning opportunities. Daily activities to work on at home will also be shared using this platform.

This is the first year our Pre-K program has its own dedicated School Leadership Team (SLT). It is a wonderful opportunity to be able to focus on the needs of our program and effectively support our students and staff. Our first few meetings have been dedicated to discussing ways to ensure that our Pre-K students have a gradual and supportive transition to remote learning. SLT is also busy planning individualized meet and greet opportunities for our preschoolers whether in-person or virtually.

### **Madison**

Madison staff are excited to start the year and busy planning to welcome students back in a remote learning environment. The teachers have participated in a significant amount of professional development in blended learning this summer, and they're looking forward to sharing their new knowledge of Seesaw, Google, and other online tools with their colleagues and students.

SLT has been meeting regularly to plan for curriculum and instructional adjustments for remote learning as well as how to support students and families. Our team is very focused on building connections and engagement among classroom communities during remote learning and on ensuring a smooth transition for our students to their new classes. These factors have been prioritized when making class placements and planning for reacquainting kids with school during the first week. We want to make the return to school a positive experience and give plenty of time for easing students into their new classes, especially our new students and those transitioning to Edison.

### **Edison**

Edison's SLT has been hard at work through the end of July and early August to get the school year up and running. The SLT has helped to create the master schedule for remote learning, which will feature greater amounts of synchronous time with students and additional opportunities for individual or small group support. We were able to ensure that students have a balance of both synchronous and asynchronous learning opportunities, all within a predictable schedule for families.

As a whole, our staff has been able to focus on improving the remote learning experience for students and build upon the successes and learn from the challenges this past spring. We are eager to get the year underway and see our students again. Staff have been able to access the physical building during the week of August 10 to get their curricular materials and begin preparations for the start of the year.

Teams have had the opportunity to review the Extended Remote Learning Plan and have engaged in discussions of how to have some closure with their previous class and launch the school year with their new group. The start of the year will be a gradual transition from students' previous teacher to their current teacher, with a particular focus on the social and emotional needs of students during the pandemic.

### **Lincoln**

The Lincoln School Leadership Team has been busy all summer. They have been instrumental in helping to create times and logistics that supports all the highlighted features in our Remote Learning 2.0. As we head into the start of the year, the SLT has used our experiences from last spring to provide structures this fall that will better support our students' growth and learning. And most importantly, we have been working on crafting a start to the school year that still brings highlights, smiles, and positive memories.

The start of the school year for Lincoln will include time dedicated to reconnecting with Advisory teachers from last year and building relationships with peers and teachers for the upcoming year. Our incoming 6th grade students will be supported in the transition by their 5th grade teachers. Time will also be dedicated to utilizing Second Step, our social-emotional learning (SEL) program, to help students identify challenges and counter the fears that come with starting a new school year by creating a positive mindset and helping to increase their sense of belonging. Lincoln will be using modified schedules to provide a needed focus on relationships before jumping into curricular content.

The Lincoln staff has been busy this summer growing our blended and remote learning toolkit and finding ways to enhance the middle school experience. Staff have been engaged in discussion on how to translate school experiences (instrumental music, sports, activities) to a remote experience.

## Skokie-Morton Grove District 69 Board of Education

August 18, 2020

*Lincoln Construction Update*

*Prepared by Justin Attaway, Business Manager*

### **Background**

One of the Strategic Plan goals is to:

- Develop a long-range facility plan to support the educational programming.

This is a standing report on the Lincoln Junior High School construction project.

### **Construction Update**

The walls for the FEMA shelter are scheduled to be completed during the week of August 17, and the contractors have been working on the underground plumbing and electrical for the building. Over the next few weeks, the concrete floors will be poured and the interior stud framing will begin.

Over the past several weeks, the construction team discussed the details of the audio/video systems for the building. The systems in each space are designed around flexible learning environments while also providing multiple spaces throughout the building for large group gathering and presentations. The projected cost of the audio/visual systems is approximately \$750,000.

We were recently contacted by Rabbi Kirk Gliebe from Devar Emet Messianic Synagogue next to Lincoln Junior High, and he expressed concerns about the location and steep slope of the new retention area near the emergency exits to the synagogue. The construction team met with Rabbi Gliebe at the synagogue on August 3 to look at the area, and we are currently working on potential solutions, including slightly re-grading the area or adding a section of fence for safety.

In addition to the construction at Lincoln Junior High, two classrooms at Edison are being renovated to accommodate students as young as preschool. This renovation includes the addition of a preschool playground in the south courtyard at Edison, and the construction team has been reviewing playground design options. A soft play surface, similar to the current playgrounds at Madison and Edison, will be installed, along with age-appropriate equipment. The projected cost of the playground is approximately \$200,000, and it will be funded through a combination of federal grants and local dollars.

### **Next Steps**

The community is encouraged to follow the construction process on the [District 69 website](http://www.sd69.org) ([www.sd69.org](http://www.sd69.org) under About - Construction).

## Skokie-Morton Grove District 69 Board of Education

August 18, 2020

*COVID-19 Update*

*Prepared by the Admin Team*

### **Background**

Due to the global pandemic caused by COVID-19, the administration provides a monthly report with updates on how the health situation is impacting school operations.

### **IDPH, CCDPH, and Restore Illinois Metrics**

The State of Illinois monitors the health conditions and regulates various sectors of the economy in the overall interest of public health. These decisions are based on the “[Restore Illinois Guidance](#)” released in May by the Governor’s office, and refined over the past several months.

The Restore report originally defined four health regions within the State of Illinois, with Skokie contained in the Northeast region. In July, the Governor further divided the [health regions](#) into 11 regions, and Skokie is now part of Region 10 - Suburban Cook.

On June 26, 2020, all four of the original regions moved from Phase 3 (Recovery) to Phase 4 (Revitalization). Phase 5 is the final phase with a return to normal operations without group size or other restrictions. Phase 5 requires widely available testing, tracing, and treatment. The public has been advised that it may take up to 2 years or more to reach Phase 5.

Moving forward, the state will monitor key indicators to identify early but significant increases of COVID-19 transmission in Illinois, potentially signifying resurgence. These indicators are used to determine whether additional community mitigation interventions are needed for a region to control the further spread of COVID-19.

The Illinois Department of Public Health (IDPH) monitors these indicators for an increase in COVID-19 disease burden with simultaneous decrease in hospital capacity OR if three consecutive days greater than or equal to 8% test positivity rate (7-day rolling). Based on these indicators additional community mitigation interventions for a region may be implemented, which means that restrictions would be mandated across various industries.

As the test positivity rate approaches 5% in a region, IDPH and the Governor have called for county health departments and local municipalities to voluntarily restrict activities as part of an early warning that community spread is on the rise.

Recently the Governor identified Region 10 - Suburban Cook County as an early warning area as the positivity rate has been slowly increasing and is above the 5% early warning indicator. As of August 9, 2020 the Region 10-Suburban Cook County positivity rate was 5.9%. In response, the Cook County Department of Public Health (CCDPH)

released voluntary mitigation guidance with restrictions designed to address the increase in cases and positivity.

The CCDPH serves 2.5 million residents and 127 municipalities excluding Evanston, Oak Park, Skokie and Stickney Township, which have their own state-certified health departments.

The CCDPH has jurisdiction over District 69 families who live in Morton Grove as well as Edison Elementary School, and any businesses in Morton Grove. The Skokie Public Health Department has jurisdiction over District 69 families who live in Skokie as well as Madison and Lincoln Schools, and any businesses in Skokie.

### **Skokie Health Department**

Because the Village of Skokie has their own state-certified health department, they are responsible for monitoring and reporting data for the Village. As of August 13, 2020 there have been 1,183 confirmed cases of COVID-19 in Skokie with 36 deaths.

The positivity rate for the Village of Skokie as of the week of August 2, 2020 was 4%.

Since the majority of our families live in Skokie, the District typically relies upon their guidance more heavily than CCDPH.

### **ISBE Guidance**

On June 23, 2020, the Illinois State Board of Education (ISBE) and Illinois Department of Public Health (IDPH) released the requirements for providing in-person instruction, entitled “Starting the 2020-21 School Year, Part 3 - Transition Joint Guidance”. The 63-page document, and follow-up FAQs, outline the requirements for providing in-person instruction, including adhering to the following restrictions:

- Use of appropriate personal protective equipment (PPE), including face coverings
- Prohibit more than 50 individuals from gathering in one space
- Require social distancing of 6 feet be observed as much as possible
- Require schools conduct symptom screenings and temperature checks or require that individuals self-certify that they are free of symptoms before entering school buildings and
- Require an increase in schoolwide cleaning and disinfection.

Under the most current guidelines, District 69, because of the size of its student body, does not have the facilities to meet the social distancing requirements and have our entire student body in a building at one time.

Guided by a student-centered consistent approach that allows for a level of predictability and planning for families, students and staff, and the knowledge that no matter what plan the District implemented it is not possible for any school to return to a pre-March 13th “normal, the Board determined that all students will begin the year in full-time remote learning. This will allow for a gradual phase-in return to in-person learning on a timeline

determined by the Board taking into consideration the ability to implement safety protocols and the quality of the educational experience for students.

### **On-Site Work**

In order to reduce the number of non-essential contact amongst staff, the District continues to encourage staff to work remotely as much as possible. However, as we approach the start of the school year additional staff are required to report to the buildings for on-site work. As of August 10th, teaching staff has been able to sign up for appointment times to come into the building in preparation for the start of the year. Prior to returning to On-Site work, staff members must complete a Safe at Work Training. Staff check-in daily using an online management system and certify that they are healthy to work.

The buildings remain closed to the general public, unless they have an appointment.

### **Remote Work**

Due to the in-person nature of schools, remote work is not typically available for teaching staff. Remote work is intended to be a short-term work arrangement under specific conditions. In order to ensure that all staff remain focused on the successful remote launch of the school year for students, all staff will be initially assigned to remote work for the opening weeks. This will allow all staff to establish an appropriate work space within their home, in case they are required to work from home as part of a COVID related quarantine or a more widespread public health closure of school buildings.

Staff members, with the exception of those who qualify for specific workplace accommodations, remain ready to revert back to daily on-site work in accordance with the Board determined timeline and in response to meeting student needs. As small groups are identified for return to in-person instruction, specific staff will be designated to return to on-site work to prepare for their assigned students. As that transition begins, the District anticipates that remote work will remain appropriate for some teaching roles and assignments, but not for others based on the order in which priority student groups return to in-person.

ISBE/IDPH has already designated special education, EL students, and children under aged 13 (beginning with the youngest learners) as priority students for in-person instruction. The District will need to further break these groups down into smaller cohorts to provide in-person instruction. Through these smaller groupings, the District is able to minimize contacts in accordance with IDPH/ISBE requirements.

### **Childcare Options**

The Skokie Park District is offering a “[Learn and Play](#)” fee-based childcare program for D68, D69, and D73.5 families. The Park District is separating the programs by district and hosting them in their own facilities. The D69 program will be at the Weber Center. The program is designed to provide a safe childcare environment during remote learning. The day will be planned around the remote learning schedule.

Unlike the school district, the park district is able to limit their enrollment according to their ability to staff the program and based on the amount of space they have available. Over the summer, they were able to operate their programs at approximately 25% capacity, while a school district must implement a model that serves 100%. They are also able to increase user fees to cover additional expenses and there is no expectation that they build their program to serve all children in the community. As a recreational program with a direct parent drop-off, the park district is in a better position to adhere to the public health requirements.

**Curriculum Supply Kits**

Next week, the District will be distributing technology devices to K-8 students. Pre-K students will receive their devices the week of September 7th. Additionally, the District has created grade level specific curriculum supply kits designed to support instruction at the start of school. These will be available for pick-up with the tech devices.

**Summer 2020 Professional Development**

This summer the District focused on supporting professional development in the areas of Remote Learning, Student Engagement, SEL, and Equity. All sessions were virtual with many providing a flexible schedule for staff to learn at their own pace and schedule. We had 120 teachers and specialists participate in at least one, and often many of the offerings. A table of offerings and registrations are below.

<b>Session</b>	<b>Number of Participants</b>
ISTE Summer Learning Academy	35
Google Certification	85
Newsela Certification	23
Brainpop Certification	22
Seesaw Pioneer	39
Schoology Engaging Learners	45
ACE Interface	46
Co-Teaching Prep for New Co-Teachers	17
YWCA Equity Summit	10
Intro to Cultural Competency	40
Bias and Microaggression in the Classroom	47
Gifted Education Seminar	2

## **Buildings and Grounds**

In anticipation of the onsite work and return to in-person learning, we are taking several steps to ensure a safe environment for students and staff. The district has contracted with Hygieneering, Inc., an environmental health and safety consultant, to perform inspections of the buildings' systems based on guidance from the Centers for Disease Control (CDC), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), and American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE).

Hygieneering is currently performing an indoor air quality assessment at each building, and they will continue to refresh the assessments as the occupancies of the buildings increase. The assessments include visual inspections of the buildings, a review of the primary air delivery systems for compliance with ASHRAE, and monitoring of temperature, relative humidity, carbon monoxide (CO), carbon dioxide (CO<sub>2</sub>), volatile organic compounds (VOCs), and airborne particle levels.

ASHRAE recommends high-efficiency air filters to help mitigate the transmission of infectious aerosols, and we are in the process of changing all HVAC filters to comply with the recommendations. ASHRAE also recommends increasing the outdoor air ventilation to reduce the recirculation of air back into the spaces. We have increased the outside air intake to 30%, and the air is now turning over in each space approximately four times per hour. In order to confirm the effectiveness of the adjustments we are making to the air dampers and building automation systems, we are engaging an HVAC contractor to test and balance each outside air intake.

In addition to the health and safety measures related to indoor air quality, we are testing and making adjustments to our plumbing systems. We are increasing the cycle time of every sink faucet in the district to at least 20 seconds to align with the handwashing guidelines from the CDC.

During the extended period that the buildings have been unoccupied, buildings and grounds staff have continued to flush the domestic water systems each week to prevent bacterial growth. However to confirm safety for our staff and students, Hygieneering will be sampling our domestic water at each building and testing for Legionella bacteria.

## **Technology Update**

Updated and new staff device work is complete and staff are scheduling times to pick up their devices from the district office. The majority of returned student devices have been updated and are being prepared for student pickup. The tech department is working with school offices to arrange for the return of the remaining outstanding student devices.

Student and staff data systems are being updated to reflect the 20-21 school year enrollments. The district has adopted Clever in order to ease the rostering and login process for student applications. The district has also implemented Zoom for synchronous learning sessions with students to take advantage of remote learning friendly features like

breakout rooms and virtual whiteboards. Professional development materials for staff and information for families has been developed by the D69 Instructional Coaches.

### **Food Service**

The non-congregate school meal delivery exemption from the USDA that has allowed the District to continue to provide off-site school meals to students has been extended to June 30, 2021. The extension of this and other USDA exemptions allows us to continue to adjust our school meal program to offer convenient options for our families within USDA guidelines.

However once the school year starts, the District will be required to transition back from the Summer Food Service Program to the National School Lunch Program, and we will no longer be able to offer free meals to all children under the age of 18. The District will only be allowed to serve meals to District 69 students, and families will be subject to their paid/reduced/free eligibility status. In order to make the transition easier and conveniently provide necessary assistance to families, we combined the school fee waiver and free/reduced meal application processes, and we worked with District 219 over the summer to streamline the process and add the free/reduced meal applications to the Parent Portal.

### **Next Steps**

The COVID-19 situation is dynamic and rapidly changes each day. Our early summer focus has been on:

- Developing the Remote Learning 2.0 Plan
- Professional development in remote and blended learning instructional practices
- Servicing, updating, and replacing student and staff technology devices.

The most immediate focus is on the successful launch of the new school year.

The Return to In-Person Task Force recently completed its work, and the administration will begin developing a plan that allows for the safe and gradual return of students to in-person instruction. The administration and staff will develop detailed plans that will be shared at the September 15th Board of Education meeting.

**Skokie-Morton Grove District 69 Board of Education**  
August 18, 2020  
*Remote Learning Learning Team Report*  
*Prepared by Dr. Megan Aseltine, Assistant Superintendent*

**Background**

The Remote Learning Plan Team included parents/caregivers, staff, administrators, and BOE members. The team met throughout the summer to review ISBE guidance, gather feedback from stakeholders, and make revisions to the Crisis Remote Learning Plan that was implemented in response to the pandemic.

**Remote Learning 2.0 Plan Highlights**

On July 23, 2020 ISBE released their [Fall 2020 Learning Recommendations](#) that focused on learning recommendations and educational requirements for in-person, blended/hybrid, and remote instructional models. The Team reviewed these recommendations and the [Remote Learning 2.0 Plan](#) was revised to align with ISBE requirements.

Highlights of the revisions include:

- Increased regularly scheduled, synchronous instruction and support for students and parents
- Grades and attendance
- Opportunities for students to collaborate with each other (peer to peer) in smaller video conferencing groups
- Distribution of physical materials and supply kits to support units of instruction to reduce sole dependency on technology, especially for younger learners
- Staff physically reporting to work to access all of their learning materials, supports, and tools\*
- In-person instruction/services to specific individuals or small groups of students to supplement their full-time remote learning experience\*

\*Requires Region 10 to be classified as Phase 3 or 4 under the Restore Illinois criteria

**Next Steps**

In the three weeks, since ISBE released the Remote Learning requirements, the building administrators in collaboration with the School Leadership Teams (SLT) have developed Master Schedules to support the Remote Learning Plan, completed class placements, and prepared back-to-school packets that were mailed on Friday (August 14th).

The first days of remote learning are early release special schedules on Wednesday, August 27 and Thursday, August 28. Students will start the year reconnecting with their prior year's teacher and classmates before a virtual introduction to their 2020-21 teacher. The specific activities vary by grade level, and will be communicated by principals and teachers to families.



## SKOKIE - MORTON GROVE SCHOOL DISTRICT 69

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# Extended Remote Learning Plan 2020-2021

### CATEGORY QUICK LINKS

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# SKOKIE - MORTON GROVE SCHOOL DISTRICT 69

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## INTRODUCTION

District 69 will employ Remote Learning days in the event of an extended partial or full school building closure. During Spring 2020, the District implemented a Remote Learning Plan in response to the ongoing health crisis caused by the COVID-19 pandemic. Due to the unexpected need for school districts to have a remote learning plan and in response to the shutdown of the state for all but the most essential of business, the Illinois State Board of Education (ISBE) waived many requirements for remote learning. Districts implemented a remote learning plan without much advanced planning and with most state mandates waived.

ISBE now mandates that all school districts prepare, in advance, a Remote Learning Plan for use during the 2020-21 school year. ISBE recognizes that due to the on-going health crisis school buildings may need to be partially or fully closed. On July 23, 2020 ISBE released guidance and requirements that districts must follow in developing a remote learning plan. The District 69 Remote Learning 2.0 Plan has been aligned with those ISBE requirements.

Additionally, District 69's Remote Learning 2.0 Plan has been revised to reflect feedback from students, staff, and families. The Plan has also been aligned to contractual working conditions as outlined in the SEA and PSRP contracts.

During remote learning, teachers should first focus on establishing an individual connection with each student and their family on a social and emotional level. Establishing systems of support and personal connections are foundational to the successful implementation of a remote learning program.

It is also important to acknowledge that replicating the learning that happens within our classroom through remote learning is not possible, and remote lessons need to be intentionally designed reflective of best instructional practices for remote delivery. Nothing can replace in person teacher-student and student-student engagement and the influence that has on learning; however, through an increase in synchronous opportunities this plan is designed to allow for more direct contact between teacher and student.

Remote learning does not need to rely solely on electronic devices, especially for young children. To facilitate this, individual grade level curriculum supply kits need to be prepared and distributed to augment units of instruction. Arrangements will need to be made for parents/caregivers to pick these items up from school, and to deliver them to families unable to



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attend a pick-up. Teachers are encouraged to include instructional activities that are not based solely on technology. Teachers should also build opportunities for students to develop fine and gross motor skills.

### TECHNOLOGY

#### **Student Devices**

Each PreK - Grade 8 student enrolled in D69 will be provided with an iPad or Chromebook, and charger that is distributed at the start of the school year.

Students with disabilities will be provided with any necessary assistive technology as determined by their Section 504 plan or IEP.

Students or families who have any tech issues with their device, charger or access should email [help@skokie69.net](mailto:help@skokie69.net) for assistance.

#### **Home Internet Service**

Families can purchase internet from Comcast Internet Essentials service, which is normally available to all eligible households for \$9.95/month. To sign up, visit [www.internetessentials.com](http://www.internetessentials.com). There are also two dedicated phone numbers that can be used for enrollment. 1-855-846-8376 for English and 1-855-765-6995 for Spanish.

Families unable to purchase internet, should contact [help@skokie69.net](mailto:help@skokie69.net) for additional connectivity options or support.

#### **Teacher and Staff Devices**

All D69 teachers and staff should take home all of their district-issued devices (laptop and/or iPad) and chargers daily. In addition, during periods of extended remote learning, teachers may take home other items from their classroom such as the document camera. Teachers should communicate with their building administrator regarding items that they are taking home.

#### **Teacher Collaboration Platform**

Teachers and staff will use G-Suite (GMail, Google Hangout, Google Meet, Google Drive, etc.) to collaborate with each other for planning remote learning.

#### **Learning Platform**



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Student content will be delivered using **Seesaw (PreK-2)** and **Schoology (3-8)** as their learning platform. Other platforms (e.g. Google Classroom, Class Dojo) will not be allowed or supported.

### **Video Conferencing Tools**

Synchronous lessons will be conducted through Zoom. Zoom provides several features including whiteboard, polling, and breakout rooms that are useful for instructional purposes.

Google Meet is available for all other types of meetings such as team meetings, appointments with parents and help session/office hours. Google Meet works well for video sessions that do not require breakout sessions or enhanced instructional features.

If teachers and staff experience any issues with internet access or their device they should email [help@skokie69.net](mailto:help@skokie69.net). If the issue occurs during the school day and impedes their ability to conduct synchronous lessons, they should notify their building administrator and report to the District Office.

## **COMMUNICATION**

### **Language Support**

In order to support parents/caregivers who require English language interpretation, the first step is to refer the family to the D69 Family Liaisons. The Family Liaisons speak the following languages: Assyrian, Arabic, Gujarati, Hindi, Spanish, Urdu, and Tagalog.

The District has compiled a list of staff who speak a language other than English who are available to interpret for students or families. Please contact your building administrator for the most up to date list.

If families speak a language that is not supported internally by District staff, staff should contact their building administration to problem solve how best to support them. In certain circumstances, the building administrator may approve the use of the AT&T Language Line.

### **Regular Class Email Communications**

During remote learning, teachers are expected to continue to use Infinite Campus for all mass parent/guardian (class) communications. PreK - Grade 5 classroom teachers are expected to establish a regular weekly communication through Infinite Campus with the families in their classrooms. Grades 6-8 advisory teachers are expected to establish a standardized regularly scheduled communication through Infinite Campus with families in their advisory. Grades 6-8 Content Area teachers are expected to establish a regular schedule of proactive communication



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through Infinite Campus with families that aligns with the curriculum map for their content area and grade level.

### **Individual Email Communications**

Teachers should use email to directly contact parents/caregivers to alert them to any individual concerns before those concerns grow. Email should also be used to establish on-going, two-way communication individualized to students and their families.

### **Drop-In Help Session for Parents/Caregivers**

During remote learning parents/caregivers shoulder added educational responsibilities and require direct connection with their child's teacher to know how to best support at-home learning.

Each Friday, PreK-Grade 5 classroom and Grades 6-8 teachers will host two 30 minute Drop-In Help Parent/Caregiver Sessions (AM and PM). The purpose of these sessions is for teachers to provide a "look ahead to the following week". During these sessions, teachers will answer parent/caregiver questions about content and classwork, provide support to families on using the learning platform, and guide parents/caregivers in how to support their child during remote learning.

This time is not for scheduled individual appointments. Teachers should flexibly plan these sessions based on student and/or parent/caregiver need. Questions pertaining to specials or intervention teachers should be directed to that teacher.

### **Individual Student/Family Support Appointments**

Maintaining direct communication with parents/caregivers about their individual child's progress is especially important during remote learning. Parents/caregivers require specific feedback about how their child is engaging and performing during at-home learning. Teachers should proactively reach out to parents/caregivers to address concerns as they arise.

Individual Student/Family Support Appointments are available **as needed** to support students and their families. While a specific time is built into the schedule each week, staff may need to be flexible in being available at alternative times in response to parent/caregiver availability. The purpose of these appointments is to meet with the student and/or their parent/caregiver to address any individual student concerns or provide an update on student progress. These sessions are scheduled through the teacher and occur by parental or staff request.



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### Phone Calls

As much as possible, staff should make phone calls from the school building as parents/guardians often do not pick up unless it's a number they recognize. In the event that the health conditions warrant a full building shutdown (e.g. Phase 1 or 2), staff should use [Google Hangouts/Google Meet](#).

To call someone from Meet:

1. Go to <https://meet.google.com>
2. Click Join or start a meeting
3. Give the meeting a name
4. Click Join now
5. Click Add people
6. Select Call
7. Enter a person's phone number
8. Click the Call button at the bottom and the system will call that person

[Inviting people to a Google Hangouts Meet](#)

[Google Hangouts Meet Cheat Sheet](#)

### Voice Mail

To check your District 69 voicemail from home:

1. Call a District number (847-676-3545, 847-966-6210, 847-675-3048, or 847-675-7666)
2. When you hear Christina's voice start the automated menu system, press \*
3. You will be prompted to enter your ID which is the same as your extension
4. You will be prompted to enter the PIN for that extension
5. From here you will get your new messages followed by menu options

## DAILY STAFF HOURS

### Teacher (SEA) Hours

Teachers will observe their contractual school day. In addition to a schedule of synchronous instruction, the contractual school day includes time for planning and preparation, weekly team collaboration meetings, collaborative work with special educators, office hours/help sessions for students and parents, and any other required meetings. Pod/Grade/Department Leaders will include building administrators, CFC administrators, and instructional coaches on their weekly scheduled meeting invitation.



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Teachers are expected to spend the amount of time necessary to fulfill normal teaching duties. Teachers minimum working day is noted below.

School	Start/End Time M/T/TH/F	Start/End Time Wednesday*	Total Remote Learning Plan Time
Edison School	7:45 a.m. - 2:40 p.m.	7:45 a.m. - 3:35 p.m.	450 mpw
Lincoln Jr High	8:10 a.m. - 3:05 p.m.	8:10 a.m. - 4:00 p.m.	480 mpw
Madison	8:30 a.m. - 3:20 p.m.	8:30 a.m. - 4:15 p.m.	450 mpw
PreK	8:30 a.m. - 3:20 p.m.	8:30 a.m. - 4:15 p.m.	430 mpw

\*On identified Wednesdays, teachers are expected to remain longer to participate in faculty or in-service meetings. Faculty Meetings, Early Release/In-Service Days will end no later than one hour after the end of a regular school day.

### Support Staff Hours

Support staff will observe their contractual hours. The contractual school start and end times for 10-month support staff are as follows:

School	Parapro Start	Parapro End	Nurse Start	Nurse End	Secretary Start*	Secretary End*
Edison	7:35 a.m.	3:05 p.m.	7:30 a.m.	4:00 p.m.	7:30 a.m. 8:00 a.m.	3:30 p.m. 4:00 p.m.
Lincoln	8:00 a.m.	3:30 p.m.	7:30 a.m.	4:00 p.m.	8:00 a.m. 7:30 a.m.	4:00 p.m. 3:30 p.m.
Madison & PreK	8:15 a.m.	3:45 p.m.	7:30 a.m.	4:00 p.m.	8:00 a.m. 7:45 a.m.	4:00 p.m. 3:45 p.m.

\*Support staff will have a 30 minute unpaid lunch and Paraprofs are entitled to one 15-minute break as indicated in the contract.



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### EXPECTATIONS FOR INSTRUCTION

Remote learning instruction and assignments should align with the District curriculum maps and scope and sequence documents. Assignments are required to follow state content standards and learning targets. In the event of a sudden school or classroom closure, the remote learning lessons should align directly with what the class was doing just prior to the closure. District curriculum materials and resources should be utilized as the primary resources for instruction during remote learning. Lesson delivery should be modified to reflect the remote learning environment.

[Supplemental resources](#) can be utilized with pre-approval by the Academics Department. Use the link to access the list of approved Remote Learning Supplemental Resources available. Contact the Academics Department if any additional resources should be added.

#### Daily Instruction Expectations

Teachers will post the daily checklist, directions, all instruction and instructional resources, assignments, and assessments in Seesaw or Schoology. The teacher may choose to post this content at the end of their contractual day or at the latest by 6 p.m.

Based on parent/caregiver feedback, working parents/caregivers shared that they use evening time to preview the next day's work and prepare for their child to work independently or under the care of someone else.

The option to print their own assignments from Seesaw or Schoology must be provided to parents/caregivers. Teachers will include directions on how parents/caregivers can print at home any posted assignment.

Parents/caregivers may also request hardcopies of assignments. The request should be made to the teacher. The teacher will need to email the daily PDF to the assigned support staff member in their building. That support staff member will print the materials for parent/caregiver contactless pick-up.

#### Asynchronous and Synchronous Learning

The District 69 Remote 2.0 Learning Plan features a blend of asynchronous and synchronous learning. Recognizing that parents/caregivers may be working with their child outside of the teacher contractual day, the Remote 2.0 Learning Plan is based on asynchronous learning. The



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asynchronous lessons should encompass all the foundational and basic skills for the grade level content.

The District 69 plan requires daily synchronous sessions for all students as outlined in the daily schedule. Students should not be penalized for missing a synchronous class, and their asynchronous lessons should not depend on attending the synchronous class.

**Asynchronous Learning** allows students to learn the same material at different times and locations. Asynchronous learning provides the most flexibility for students and families during remote learning.

Asynchronous lessons are posted the day before to provide parents/caregivers time to prepare as they assist with structuring their child's instructional day. New core content is provided Monday - Thursday, with Fridays (and the weekend) reserved as a catch-up time for students.

**Synchronous Learning** is where students learn at the same set time. This allows for more immediate feedback from teacher to student and student to student, but requires both teachers and students to be available at the same time.

Synchronous learning provides opportunities for students to engage directly with each other, interact with their teacher, provide social learning opportunities, and address social-emotional needs. Teachers should also use this time to provide enrichment, supplemental, and/or review activities.

Teachers are encouraged to create smaller groupings of students to increase student to student interactions so that synchronous learning is not just student to teacher interaction. Live sessions should **not** be recorded due to student confidentiality.

### ISBE Required Instructional Time

Time blocks should incorporate all instruction, time to complete assignments, and assessment completion. ISBE Remote Learning Guidelines require **5 clock hours of instruction or work**. ISBE strongly recommends that on any remote learning day that at least **2.5 hours per day of synchronous learning** with real-time instruction and live interaction between students and their teachers take place. For students who would normally receive a **half day of instruction, a minimum of 2 total clock hours per day of instruction or work is required** (\*Preschool For All (PFA) programs remain 2.5 hours.). ISBE strongly recommends for half-day students that on



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any remote learning day that **at least 1.5 hours per day of synchronous learning** with real-time instruction and live interaction between students and their teachers take place.

### Differentiated Instruction

In order to differentiate remote learning expectations, teachers will categorize instruction/assignments into the following three types - basic, enrichment, and supplemental. Teachers should work with each student/family in order to differentiate based on needs. For example, some students may be required to complete the Basic and Enrichment activities, whereas, another student may be required to complete only the "Basic".

**Basic:** the essential "**must do**" components of the lesson in each subject area that they should complete first.

**Enrichment:** the practice components of the lesson "**may do**" that reinforce the basic content.

**Supplemental:** voluntary individualized extensions "**choice board**" via apps or computer assisted programs that can be added for an individual student to either remediate or enhance skills (Eg. Khan Academy, ABC Mouse, BrainPop, etc.)

## TEACHER PLANNING AND PREPARATION

### PreK-Grades 5

In accordance with the SEA contract, elementary teachers will be provided with a 30 minute lunch and an average of 165 mpw for use as planning and preparation time (denoted on the schedule as individual plan). Planning and preparation time is defined in the contract as time where teachers are planning for instruction, co-teaching responsibilities, and individual student needs. By contract, common planning time (CPT) is scheduled outside this 165 mpw planning and preparation time.

Within the remote learning schedule, additional time has been designated for professional development, team meetings, and curriculum co-planning. Curriculum co-planning provides the opportunity for teachers planning the same content to collaborate with other teachers, CFC administrators, and instructional coaches on modifying curriculum maps and differentiating lessons.

### Grades 6-8

In accordance with the SEA contract, junior high teachers will be provided with a 30 minute lunch and the equivalent of  $\frac{1}{4}$  of the total instructional time for use as preparation periods (denoted on the schedule as individual plan).



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Within the remote learning schedule, additional time has been designated for professional development, team meetings, and curriculum co-planning. Curriculum co-planning provides the opportunity for teachers planning the same content to collaborate with other teachers, CFC administrators, and instructional coaches on modifying curriculum maps and differentiating lessons.

### TEACHER DAILY SCHEDULES

#### **PreK**

PreK will provide a weekly task board aligned to the Creative Curriculum that does not require screen time for students and is posted in Seesaw. In addition, teachers should provide a daily asynchronous activity via Seesaw (e.g. read aloud, drag and drop activity, matching). PreK Classroom Teachers will offer a daily synchronous circle time, snack group, and small group facilitated play group focused on SEL and relationship building/connections for both the AM and PM classes. In addition, PreK teachers will provide a weekly family help session and be available for individual student/family support appointments. Each week, PreK students will have the opportunity to interact with an asynchronous library activity from the Madison/Edison librarian via Seesaw.

The SEL Specialist will be responsible for implementing Tier 1 SEL instruction for PreK students. Second Step will continue to be the core program. SEL Specialists will use Seesaw to provide asynchronous instruction.



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A **SAMPLE** PreK schedule is below (specific times to be determined by PreK team). ISBE requires a minimum of 2.5 hours of instruction and 1.5 hours of that instruction will be synchronous.

Teacher Schedule		Student Schedule	
Time	M-TH	Time	M-TH
<b>Morning Class</b>		<b>Morning Class</b>	
8:30-9:00	Synchronous Individual Student/Family Support Appts	8:30-9:00	Asynchronous Seesaw Activity
9:00-9:30	Synchronous Circle Time	9:00-9:30	Synchronous Circle Time
9:30-10:00	Synchronous Individual Student/Family Support Appts	9:30-10:00	Task Board Choice Time
10:00-10:30	Synchronous SEL/Snack Group AM	10:00-10:30	Synchronous SEL/Snack Group AM
10:30-11:00	Synchronous Sm. Group Facilitated Play	10:30-11:00	Synchronous Sm. Group Facilitated Play
11:00-11:30	Team Plan/Professional Development	11:00-11:30	
11:30-12:00	Lunch	11:30-12:00	
12:00-12:30	Individual Plan	12:00-12:30	
<b>Afternoon Class</b>		<b>Afternoon Class</b>	
12:30-1:00	Synchronous Circle Time	12:30-1:00	Synchronous Circle Time
1:00-1:30	Synchronous Individual Student/Family Support Appts	1:00-1:30	Asynchronous Seesaw Activity
1:30-2:00	Synchronous SEL/Snack Group PM	1:30-2:00	Synchronous SEL/Snack Group PM
2:00-2:30	Synchronous Sm. Group Facilitated Play	2:00-2:30	Synchronous Sm. Group Facilitated Play
2:30-3:00	Synchronous Individual Student/Family Support Appts	2:30-3:00	Task Board Choice Time
3:00-3:20	Curriculum Co-Planning	3:00-3:20	



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Teacher Schedule		Student Schedule	
Time	Friday	Time	Friday
<b>Morning Class</b>		<b>Morning Class</b>	
8:30-9:30	Synchronous Individual Student/Family Support Appts	8:30-9:30	Synchronous Individual Student/Family Support Appts or Task Board Choice Time
9:30-10:00	Synchronous Drop-In Help Session for Parents/Caregivers	9:30-10:00	Synchronous Drop-In Help Sessions for Parents/Caregivers
10:00-10:30	Synchronous SEL/Snack Group AM	10:00-10:30	Synchronous SEL/Snack Group AM
10:30-11:00	Synchronous Individual Student/Family Support Appts.	10:30-11:00	Synchronous Individual Student/Family Support Appts or Task Board Choice Time
11:00-11:30	PD/Seesaw Support	11:00-11:30	
11:30-12:00	Lunch	11:30-12:00	
12:00-12:30	Individual Plan	12:00-12:30	
<b>Afternoon Class</b>		<b>Afternoon Class</b>	
12:30-1:00	Synchronous Drop-In Help Session for Parents/Caregivers	12:30-1:00	Synchronous Drop-In Help Session for Parents/Caregivers
1:00-1:30	Synchronous Individual Student/Family Support Appts.	1:00-1:30	Synchronous Individual Student/Family Support Appts or Task Board Choice Time
1:30-2:00	Synchronous SEL/Snack Group PM	1:30-2:00	Synchronous SEL/Snack Group PM
2:00-2:30	Synchronous Individual Student/Family Support Appts.	2:00-2:30	Synchronous Individual Student/Family Support Appts or Task Board Choice Time
2:30-2:50	Curriculum Co-planning	2:30-3:00	Task Board Choice Time
2:50-3:20	Individual Plan Time	3:00-3:20	



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### **Grades K-5**

K-5 Classroom Teachers will provide a daily 30 minute synchronous morning meeting, a 15 minute daily checklist/assignment overview and a 30 minute daily synchronous closing meeting focused on SEL and relationship building/connections.

All foundational skill instruction for all subjects will take place through asynchronous videos/activities daily. This allows students and families the needed flexibility to receive the core foundation of curriculum on the schedule that works for them.

To enhance the foundational curriculum, the K-5 schedule includes a synchronous guided reading and a synchronous guided math group to every student daily. The synchronous instruction will be tailored to the needs of the individuals within the small group. These sessions should be scheduled at a consistent time, and any changes communicated well in advance to the parent. The teacher should work to determine, as best as possible, a time that works for the family within the established guided reading blocks to help ensure consistent student attendance.

Teachers' lesson plans should incorporate opportunities for small groups of students to work together in break-out rooms as well as other instructional strategies that foster the social aspect of learning during the synchronous sessions.

A student's ability to join a synchronous session cannot impact their ability to access the instruction or curriculum for the day. The synchronous sessions are intended to support and augment the core instruction that is delivered through the asynchronous lessons.

SEL Specialists will be responsible for implementing Tier 1 SEL instruction for K-5 students. Second Step will continue to be the core program. SEL Specialists will use Seesaw to provide asynchronous SEL instruction.

K-5 teachers will provide a 45-minute drop-in help session for students daily M-TH and two sessions on Friday (AM and PM). During this time, the teacher is available on an active video conference link.

Time is designated daily for Individual Student/Family Support Appointments to ensure time to meet with students and families regarding student academic and social-emotional development. These appointments may be requested by parents/caregivers or recommended by the teacher.



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For students, Fridays are considered a catch-up day and no new core curricular content will be assigned. In addition, to the student help sessions, there will be two parent/caregiver help sessions scheduled. The Parent/Caregiver Help Session is a “drop in” meeting that a parent/caregiver can voluntarily join. The teacher determines topics to support parents/caregivers with a remote learning, content-related activity or skill. Additional PD time is built into Fridays to support teachers.



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A **SAMPLE** K-5 schedule is below (specific times to be determined by building). ISBE requires a minimum of 5 hours of instruction and 2.5 hours of that instruction will be synchronous.

Teacher Schedule		Student Schedule	
Time	M-TH	Time	M-TH
7:45-8:15	Individual Plan	7:45-8:15	
8:15-8:30	Overview of schedule	8:15-8:30	Synchronous Overview of Schedule
8:30-9:15	Student help session	8:30-9:15	Asynchronous and/or synchronous help session based on need
9:15-9:45	Synchronous class meeting	9:15-9:45	Synchronous Class Meeting
9:45-10:45	Guided reading Block	9:45-10:45	Asynchronous mini lesson and/or synchronous guided reading group
10:45-11:15	Guided math Block	10:45-11:15	Asynchronous mini lesson and/or synchronous guided math group
11:15-11:45	Curriculum co-planning	11:15-11:45	Specials
11:45-12:15	Team meeting/Professional development	11:45-12:15	Specials
12:15-12:45	Lunch	12:15-12:45	Lunch
12:45-1:15	Guided math Block	12:45-1:15	Asynchronous and/or synchronous small guided math group
1:15-2:15	Guided reading Block	1:15-2:15	Asynchronous and/or synchronous small guided reading group
2:15-2:35	Closing meeting	2:15-2:35	Synchronous Closing Meeting



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Teacher Schedule		Student Schedule	
Time	Friday	Time	Friday
7:45-8:15	Individual Plan	7:45-8:15	
8:15-8:30	Drop-in Parent Help Session	8:15-8:30	Asynchronous
8:30-9:15	AM Student help session	8:30-9:15	Synchronous help session based on need
9:15-9:45	Synchronous class meeting	9:15-9:45	Synchronous Class Meeting
9:45-10:45	Individual student/Family support by app	9:45-10:45	Asynchronous
10:45-11:15	P.D.Schoology	10:45-11:15	Asynchronous
11:15-11:45	Lunch	11:15-11:45	Specials
11:45-12:30	PM Student help session	11:45-12:30	Synchronous help session based on need
12:30-1:15	Individual student/Family support by app	12:30-1	Lunch
1:15-1:45	Individual Plan	1-1:30	Asynchronous
1:45-2:05	Drop-in Parent Help Session	1:30-2:05	Asynchronous
2:05-2:40	Synchronous Closing Meeting	2:05-2:40	Synchronous Closing Meeting

## **Grades K-5 Out of School Time (OST) Opportunities**

Out of School Time activities are an important part of students’ social-emotional learning, and serve to increase student engagement and connection to school.

Clubs/activities will be offered during remote learning, based on student interest, ability to adapt the activity to the remote environment and building administrator approval. Clubs/activities need to be offered during the designated club times. During remote learning, Y.O.U. will continue to offer additional OST programs at Edison to complement District clubs and activities.

### Madison

Clubs/Activities: 3:30 - 4:15 p.m. (Monday - Thursday)

### Edison

Clubs/Activities: 2:45 - 3:30 p.m. (Monday - Thursday)

### K-2 P.E and Specials



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P.E. and Specials Teachers have rosters and courses in Seesaw. Teachers should create lessons in their own account and then post in their courses. Classroom teachers will add the special schedule into their daily checklist to direct students to your course in the student's account. In addition to the asynchronous lessons, special teachers will provide weekly synchronous opportunities for each class according to a schedule determined by the building.

### 3-5 P.E and Specials

Teachers have courses that import from Infinite Campus. These show up in the student's profile page. The section may be renamed so it is easier for students and teachers to identify it. In addition to the asynchronous lessons, special teachers will provide weekly synchronous opportunities for each class according to a schedule determined by the building.

### Grades 6-8

Grades 6-8 students will be assigned an individual scheduled based on the standard 10 period day. Synchronous class periods will be 30 minutes in length, scheduled Monday-Thursday, and alternate based on a Master Schedule that provides for 2-3 Core and 1-2 Exploratory sessions per day per student. The weekly schedule provides for 20 Synchronous sessions, which allows for each class period to meet two times per week.

A daily 10-minute advisory will be scheduled Monday-Thursday prior to the synchronous sessions. On Fridays, there will be an extended 45-minute advisory to allow for the implementation of SEL curriculum (e.g. Second Step).

Grades 6-8 teachers will provide three consistently scheduled 30-minute drop-in office hour sessions (Monday-Thursday) throughout the day for student support. During this time, the teacher is available on an active video conference link. This time block can also be used to review and provide student feedback on asynchronous assignments.

All grades 6-8 teachers will provide 30 minutes of synchronous small group (Monday-Thursday). Teachers identify small groups of students who require additional support in their specific curricular area. During the small group synchronous time, teachers are able to differentiate for students, provide core support, and re-teach skills.

Advisory teachers will be responsible for implementing Tier 1 SEL instruction for Grades 6-8 students. Second Step will continue to be the core program.



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Time is designated daily for Individual Student/Family Appointments to ensure that the schedule provides time to meet with students and families regarding student academic and social-emotional development. These appointments may be requested by parent/caregivers or recommended by the teacher.

A daily lunch period is included in the master schedule for all students. In addition, students will have an identified class period on their schedule that is designated as “lunch”. The class period designated as “lunch” will serve as an asynchronous work period during remote learning.

For students, Fridays are considered a catch-up day and no new core curricular content will be assigned. The regularly scheduled Drop-In Student Office Hours will continue to be held on Fridays as a support for students. Students will also participate in a 45-minute advisory. There will be two parent/caregiver help sessions scheduled. The Parent/Caregiver Help Session is a “drop in” meeting that a parent/caregiver can voluntarily join. The teacher determines topics to support parents/caregivers with a remote learning, content-related activity or skill. Additional PD time is built into Fridays to support teachers.

A student’s ability to join a synchronous session cannot impact their ability to access the instruction or curriculum for the day. The synchronous sessions are intended to support and augment the core instruction that is delivered through the asynchronous lessons, and can assist the teacher in determining whether attendance expectations are met for the week.

Teachers’ lesson plans should incorporate opportunities for small groups of students to work together in break-out rooms as well as other instructional strategies that foster the social aspect of learning during the synchronous sessions.



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A **SAMPLE** 6-8 schedule is below (specific times to be determined by building).

ISBE requires a minimum of 5 hours of instruction and 2.5 hours of that instruction will be synchronous.

Teacher Schedule		Student Schedule	
Time	Monday/Wednesday	Time	Monday/Wednesday
8:10-8:40	Individual Planning Time		
8:40-9:10	Individual Student/Family Appointments		
9:10-9:20	Advisory /Synchronous	9:10-9:20	Advisory /Synchronous
9:20-9:50	Period 1	9:20-9:50	Period 1 /Synchronous
9:50-10:20	Synchronous Student Office Hours	9:50-10:20	Teacher Office Hours/Asynchronous
10:20-10:50	Period 3	10:20-10:50	Period 3 /Synchronous
10:50-11:20	Synchronous Student Office Hours	10:50-11:20	Teacher Office Hours/Asynchronous
11:20-11:50	Period 5	11:20-11:50	Period 5/ Synchronous
11:50-12:20	Lunch	11:50-12:20	Lunch
12:20-12:50	Period 7	12:20-12:50	Period 7/Synchronous
12:50-1:20	Synchronous Student Office Hours	12:50-1:20	Teacher Office Hours/Asynchronous
1:20-1:50	Period 9	1:20-1:50	Period 9/Synchronous
1:50-2:20	Synchronous Small Group Support	1:50-2:40	Asynchronous
2:20-3:05	Grade Level Team Time		



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Teacher Schedule		Student Schedule	
Time	Tuesday/Thursday	Time	Tuesday/Thursday
8:10-8:40	Individual Planning Time		
8:40-9:10	Individual Student/Family Appointments		
9:10-9:20	Advisory /Synchronous	9:10-9:20	Advisory /Synchronous
9:20-9:50	Period 2	9:20-9:50	Period 2 /Synchronous
9:50-10:20	Synchronous Student Office Hours	9:50-10:20	Teacher Office Hours/Asynchronous
10:20-10:50	Period 4	10:20-10:50	Period 4/Synchronous
10:50-11:20	Synchronous Student Office Hours	10:50-11:20	Teacher Office Hours/Asynchronous
11:20-11:50	Period 6	11:20-11:50	Period 6/ Synchronous
11:50-12:20	LUNCH	11:50-12:20	LUNCH
12:20-12:50	Period 8	12:20-12:50	Period 8/Synchronous
12:50-1:20	Synchronous Student Office Hours	12:50-1:20	Teacher Office Hours/Asynchronous
1:20-1:50	Period 10	1:20-1:50	Period 10/Synchronous
1:50-2:20	Synchronous Small Group Support	1:50-2:40	Asynchronous
2:20-3:05	Department Team Time		



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Teacher Schedule		Student Schedule	
Time	Friday	Time	Friday
8:10-8:40	Individual Planning Time	8:10-8:40	
8:40-9:10	Individual Student/Family Appointments	8:40-9:10	
9:10-9:45	Synchronous Advisory SEL Lesson	9:10-9:45	Synchronous Advisory SEL Lesson
9:45-10:15	Synchronous Student Office Hours	9:45-10:15	Synchronous Student Office Hours/Asynchronous
10:15-10:45	Parent Help Session	10:15-11:20	Asynchronous
10:45-11:20	PD/Schoology Session	11:20-11:50	Synchronous Student Office Hours/Asynchronous
11:20-11:50	Synchronous Student Office Hours	11:50-12:20	Lunch
11:50-12:20	Lunch	12:20-1:20	Synchronous Student Office Hours/Asynchronous
12:20-1:20	Synchronous Student Office Hours	1:20-2:40	Asynchronous
1:20-2:05	Parent Help Session		
2:05-3:05	Individual Student/Family Appointment		

## Grades 6-8 Out of School Time (OST) Opportunities

Out of School Time activities are an important part of students' social-emotional learning, and serve to increase student engagement and connection to school. During the Overture period, students may participate in a remote learning Band, Orchestra and/or Choir experience.

Clubs/activities will be offered during remote learning, based on student interest, ability to adapt the activity to the remote environment and building administrator approval. Clubs/activities need to be offered during the designated club times. During remote learning, Y.O.U. will continue to offer additional OST programs to complement District programs.

Overture: 8:40 - 9:10 a.m. (Monday - Friday)

Clubs/Activities: 3:15 - 4:00 p.m. (Monday - Thursday)



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### **PK-8 Self-Contained Special Education Teachers**

Schedules for self-contained classrooms will be developed by the special education teacher based on the unique needs of the students in the class. In addition to instructional time, the schedules will include individual teacher plan time, team meetings, drop-in student office hours, and parent help sessions. The time allocations for each area should mirror the time allocations for general education.

## **SPECIALIZED STUDENT SUPPORTS**

### **English Learners (EL)**

English Learners will continue to be identified using the data from ACCESS or the EL Screener. All students with the EL designation will receive access to IMAGINE Language & Literacy and IMAGINE Math online programs that provide an individualized pathway to build language skills. ELs will have access to language support and/or interventions depending on their proficiency level.

### **Grades K-5**

Students who are identified as levels 1 or 2 will be paired with an EL Specialist and a paraprofessional who will provide additional synchronous support for students as they navigate asynchronous lessons in the district platforms, Seesaw (PreK-2) and Schoology (3-5). Students at language levels 1-2 will receive intervention services from an EL Specialist (see detailed information in Intervention section below). Students at language levels 1-2 may receive modified work from the EL Specialist and/or classroom teacher. For students in all proficiency levels, language support will be differentiated through the content delivered by the classroom teacher and supported by the EL Specialist and/or EL Instructional Coach. A resource for teachers for planning/supporting ELs can be found [HERE](#). Teachers who need support in differentiating for EL learners should reach out to their EL Specialist and the EL Instructional Coach for guidance.

### **Grades 6-8**

Students who are identified as language levels 1 or 2 will receive instruction in the Academy setting, where differentiated content will be provided and language interventions delivered. For level 3 ELs, they will receive support from EL co-teachers in their core classes. Co-taught EL teachers will collaborate with general education teachers to create lessons that allow students with language needs to access the content and learning. The EL co-teachers will participate in synchronous lessons with their assigned caseload of EL students, as well as monitor progress



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of EL students in the general education classrooms. EL co-teachers may also provide synchronous lessons to support small groups or individual students with reaching their content area and language goals. EL co-teachers may provide supplemental lessons to target specific skills linked to the need areas. Given the nature of remote learning and the language needs of some students, co-teachers may also provide consultation and tools to parents and students to support designing a structured environment for learning at home and embedding language skill instruction and practice into their daily routine.

### **Intervention**

Students will continue to be identified for intervention services through problem solving in our Multi-Tiered System of Supports (MTSS) framework . All students identified for intervention will receive access to research based programs delivered by certified teachers.

### **Grades K-5**

Students and staff will have access to direct instruction materials to deliver designated Tier 3 interventions. Interventionists will create their daily schedules and submit them to their building administrator. The schedules should include small group sessions, individual teacher plan time, team meetings, drop-in student office hours, and parent help sessions.

#### ***K-5 Reading***

Reading specialists should deliver Reading Mastery or Corrective Reading to their Tier 3 students. Instructional minutes should match the time prescribed by the program.

#### ***K-5 Math***

Math specialists should deliver Connecting Math Concepts to their Tier 3 students. Instructional minutes should match the time prescribed by the program.

#### ***K-5 Language***

EL specialists should deliver Language for Learning (K-3) or Language for Thinking (3-5) to their Tier 3 students. Instructional minutes should match the time prescribed by the program. Additional language supports can be provided to students based on need.

### **Section 504**

Staff will provide the accommodations and modifications outlined in students' Section 504 plan, as applicable. Section 504 case managers are responsible for ensuring accommodations are delivered, monitoring student access to learning, and problem solving any barriers that may arise. Staff, in partnership with parents, will determine if any additional accommodations may be



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needed to access instruction when learning remotely. Case managers will connect with parents and students to discuss implementation of the 504 plan in remote learning. Throughout the remote learning period, case managers should be in frequent, regular contact with parents/caregivers and students as part of this monitoring.

Students will continue to receive related services included in their Section 504 plan. Related services may be provided through asynchronous lessons and/or synchronous sessions.

### Special Education

All students with IEPs are entitled to a free and appropriate public education during remote learning. IEP teams should deliver services as outlined in students' IEPs. Special Education Teachers and Related Service Providers may use asynchronous or synchronous instruction to deliver specially designed instruction as prescribed on the student's IEP. Staff can access a list of [Special Education Resources](#) to support remote instruction.

If the IEP team determines the student's IEP cannot be implemented as designed during remote learning, an individualized remote learning plan (IRLP) will be developed. IRLPs are separate from the student's IEP and will be shared with parents.

Special education teachers and related service providers will keep a log of contact with parents and students. The log will also include documentation of student participation in synchronous instruction aligned with the student's IEP.

### Grades PreK-8 Co-Taught/Resource Special Education Teachers

Co-Taught/Resource special education teachers will collaborate with general education teachers to create lessons that allow students with IEPs to access the content and learning. Based on student needs, co-teachers may co-teach virtual lessons and provide support in breakout rooms during synchronous sessions. The special education teacher may also provide supplemental lessons to target specific skills linked to the need areas identified in the students' IEP. Lessons will be delivered via the District approved platforms Seesaw (PreK-2) and Schoology (3-8) or via Zoom or Google Meet. Given the nature of remote learning and the functional needs of some students, special education teachers may also provide consultation and tools to parents to support designing a structured environment for learning at home and embedding functional skill instruction and practice into the daily routine.

### Grades PreK-8 Self-Contained Special Education Teachers



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Self-contained special education teachers will create individualized schedules for each of the students in their class. Depending on student need, this may be a combination of working with alternate or modified curriculum, access to general education classes, and receiving related service. Lessons will be delivered via the District approved platforms Seesaw (PreK-2) and Schoology (3-8) or via Zoom or Google Meet. Given the nature of remote learning and the functional needs of some students, special education teachers may also provide consultation and tools to parents to support designing a structured environment for learning at home and embedding functional skill instruction and practice into the daily routine.

### Adapted PE and Art

Adapted PE and Art teachers will provide students who participate in Adapted PE and Art with the same asynchronous lesson as the students in general education classes. The lesson should provide choice and be accessible to all students. In addition, they will attend the synchronous specials throughout the week with their general education class.

All special education teachers will schedule a recurring time to check-in with each student on their caseload in a synchronous session. This may occur during morning meeting, closing meeting, advisory, or an individual student meeting.

### PreK-Grades 8 Related Services

Related service providers will support students in a variety of ways based on students' individual needs. Support may include collaboration with teachers to design lessons, periodic consultation with parents/families, lessons for students to complete independently, and instruction delivered via synchronous lessons. Lessons will be delivered via the approved District platforms Seesaw (PreK-2) or Schoology (3-8). Synchronous learning will occur via Zoom or Google Meet.

Related service providers will keep a log of contact with parents/families. The log will also include documentation of student participation in synchronous instruction aligned with the student's IEP.

## REMOTE TEACHING AND LEARNING EXPECTATIONS

### Collaboration & Planning

- PreK-5 Pod leaders, 6-8 Grade Level Leaders, and 6-8 Department Leaders will set a weekly collaboration time with their teams and invite building administration, CFC



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administrators, and instructional coaches. These meetings will be housed within the google 'staff calendar' for each building.

- Special education teachers will set a weekly collaboration time (case manager meeting) with their teams and invite building administration and the Director of Special Services.
- To assist with workload, teams are encouraged to engage in collaborative curricular co-planning to share lessons. Quality is more important than quantity.

### **Lesson Design**

- To meet the executive function needs of students, teachers will post one checklist that provides all lessons that are expected to be completed each day.
  - Grades PreK-2 will send this via an announcement in Seesaw
  - Grades 3-5 will post this in their Attendance Course
  - Grades 6-8 will post this in their Advisory Course
- Consider including activities that capitalize on the home environment. (e.g. students can read to a pet or stuffed animal; students can write a journal entry on what they see out of their window)
- Synchronous time between teachers and students is valuable for building relationships and being responsive to student needs in real time.
- To reduce screen time, teachers are encouraged to create asynchronous learning opportunities that do not solely rely on technology.
- To counteract the potentially sedentary nature of remote learning, teachers should incorporate movement breaks into the schedule for students throughout the day.
- Pre-recorded video instruction is encouraged as much as possible. Please do not make video lectures that exceed the length of a mini-lesson (optimal video is 3-7 minutes).

### **Copyright Permissions**

- If teachers are incorporating Read Alouds, please check the website by the [School Library Journal](#) for publisher requirements for posting.
- In general, most require the teacher to start the video by saying "This book is being read with permission of (Name of Publisher)".
- Publishers are allowing the videos to be posted anywhere from 24 hours through the end of the school year.
- Be aware that many of the publishers are requiring a written submission from the teacher/school informing the publisher that they are reading and posting the book.
- Posting materials electronically to resources and applications such as Google Drive and learning management system (Schoology), is permissible provided that the reproducible



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worksheets and resources are posted in a password protected site for student access only.

- Scanning resources and posting them online does not violate copyright laws as long as the District is still purchasing those reproducible materials.

### **Feedback to Students**

- Teachers will provide frequent and consistent feedback to ensure participation and learning. If students are struggling or are non-participatory, the teacher should notify the parent and discuss continuing concerns with their team. A problem-solving conversation with support staff and administration may be needed.
- Feedback to students will be given regularly within each subject area. Voice and video feedback is extremely valuable to your students when possible. Feedback can include expressing appreciation for student's posts and participation.
- Monitor the morale of your class and the workload of the students carefully. You have the latitude to make good decisions for the well being of your students. Understanding and support should always govern decisions on the expectations for student participation and workload.
- Student work is not due until at least the next instructional day, to allow families flexibility. The teacher can use their professional judgment for providing extended time for completion based upon student needs and/or home environment.
- Please report student social/emotional concerns as soon as possible. If needed, discuss these concerns with your team, SEL Specialists, and/or administrator. Remember to lead with patience, understanding and an open mind.

### **Professional Expectations**

- Your full time and attention during your contractual hours is expected to be on your duties and responsibilities to District 69.
- Staff that are working from home are expected to be "on call" and locally available.
- Staff should refer to the [remote work expectations](#) document for more specific information
- Please maintain a healthy work/life balance. Keep lines of communication open between all teams and have regular communication with your administrators. If you are having any difficulty, please talk with your building administrator or submit a request to [help@skokie69.net](mailto:help@skokie69.net) and you will be connected to the right person.



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### STUDENT ATTENDANCE

In a remote learning setting, attendance is multi-faceted and requires professional judgment. Attendance encompasses both synchronous and asynchronous learning experiences. Not every student will be present in the same way. ISBE provides for latitude and professional judgment in determining if a student will be considered “present”, during remote learning.

Infinite Campus stores the information used to report overall attendance to ISBE that is ultimately used as a metric in determining the annual school designation of: exemplary, commendable, underperforming, or lowest performing. Underperforming and lowest performing schools are subject to additional monitoring and compliance requirements under ISBE regulations.

At the local level, teachers track attendance as a data point that assists with communicating with parents and as part of the problem-solving process when a student is not attending sessions, engaging in learning activities, or demonstrating growth.

#### PreK-Grades 5

For the **purposes of reporting to ISBE**, students are marked daily in Infinite Campus as present for the full day based on:

- Attending the morning meeting/circle time session or any other homeroom synchronous session during the day. Teachers should enter their attendance in Infinite Campus daily. Attendance will not be influenced by a students’ level of participation during the synchronous meeting, video visibility, or quality of work during that session.
- Participating in the asynchronous lessons for that day. At the end of the week teachers will review submitted asynchronous assignments from students marked absent from synchronous sessions. If the student completed any asynchronous assignments **for the day marked absent** then the teacher will change attendance to present in Infinite Campus **for that day**. Attendance will not be influenced by the volume or quality of asynchronous work that is completed.

For the **purposes of communicating with parents or as a data point for problem solving**, PreK-5 teachers should utilize their own system to track student participation in synchronous and asynchronous lessons. Parents should be notified by their teacher if a pattern of nonattendance is noted in either synchronous meetings or asynchronous lessons.



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### Grades 6-8

For the **purposes of reporting to ISBE**, students are marked in Infinite Campus as present based on:

- Attending any synchronous advisory or class period during the day. Teachers should enter their advisory and class period attendance in Infinite Campus daily. Attendance will not be influenced by a students' level of participation during the synchronous meeting, video visibility, or quality of work during that session.
- Participating in the asynchronous lessons for that day. At the end of the week grade level teams will review submitted asynchronous assignments from students marked absent from synchronous sessions. If the student completed any asynchronous assignments **for the day marked absent** then the teacher will change attendance to present in Infinite Campus **for that day**. Attendance will not be influenced by the volume or quality of asynchronous work that is completed.

For the **purposes of communicating with parents or as a data point for problem solving**, Grades 6-8 teachers should utilize their own system to track student participation in synchronous and asynchronous lessons. Parents should be notified by their teacher if a pattern of nonattendance is noted in either synchronous meetings or asynchronous lessons.

If a student is ill or not able to attend synchronous meetings or complete asynchronous lessons on a given day, parents/caregivers should call the school attendance line to report the absence. The nurse will enter the absence as "excused" in Infinite Campus.

### PreK-Grades 5 Attendance Problem Solving Process

The classroom teacher will contact the parent/caregiver to alert them to non-attendance. The classroom teacher will collaborate with families to assist the student in meeting the attendance expectations. Teachers may need to collaborate with building administration or related service staff, if attendance issues persist.

### Grades 6-8 Attendance Problem Solving Process

The class period teacher should contact the advisory teacher to determine if non-attendance is isolated to their class period or is observed in multiple classes. If the attendance issue is isolated to a class period, that teacher will contact the parent/caregiver to alert them to non-attendance and work collaboratively to resolve the concern. If the attendance concern is observed across multiple classes, the advisory teacher will contact the parent/caregiver to alert them to non-attendance. The advisory teacher will collaborate with families and the other team



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members to assist the student in meeting the attendance expectations. Advisors may need to collaborate with building administration or related service staff, if attendance issues persist.

### ASSESSMENT AND GRADING

In a remote learning setting, assessment and grading practices need to be adjusted to reflect the altered environment. The purpose of a grading system is to clearly, accurately, and consistently communicate learning to students and their families. Grades reflect the teacher's judgment of a student's mastery of skills and provide information to the student on what they know and what they still need to learn.

Assessment is an integral part of instruction, as it determines whether or not the student has mastered the objectives. Assessment in a remote environment needs to align with the delivery of instruction, and may be different than what is utilized during in-person instruction. Assessments will be given in all academic areas as indicated on the curriculum maps.

#### PreK

Parents/Caregivers receive the GOLD assessment report that reflects student progress on early childhood standards twice per year. The PreK Coordinator will communicate due dates for this report.

#### Grades K-5

Report cards will be issued each trimester for grades K-5 utilizing the standard grading scale of Goal, Meets, Exceeds. The building administration will communicate due dates for report cards. The Infinite Campus Report Card is based on the content area standards for each grade level. Report cards are revised at each trimester to reflect the curriculum covered during that time period. Grades are to communicate mastery of the content learned by students, and will not be affected by participation or behavior. There will be no penalty for "late assignments", all assignments when submitted will be graded based on work completion and quality.

#### Grades 6-8

Report cards will be issued each quarter for grades 6-8 utilizing the standard letter grading scale. Teachers will utilize the Infinite Campus gradebook. Parents can access the Infinite Campus grade book via the parent portal. Grades are to communicate mastery of the content learned by students, and will not be affected by participation or behavior. There will be no



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penalty for “late assignments”, all assignments when submitted will be graded based on work completion and quality.

### **Special Education and Related Service Progress Reports**

Special education teachers and related service providers will collect data relevant to the students’ individualized remote learning plans (IRLPs). Data will be collected through a variety of methods including, but not limited to, work samples, parent/family report, pictures or videos of students provided by parents, observations during instructional/therapy sessions, and review of curricular assessments. Progress reports will be provided to parents at the same time as report cards are issued.

### **REMOTE LEARNING PLAN CONTINUOUS QUALITY IMPROVEMENT**

The District will regularly survey stakeholders including students, teachers, non-instructional staff, and families for feedback on how the remote learning plan is working and how it can be improved. Periodically, the District will host focus groups to solicit additional feedback. The District will also realign the plan with any changes in ISBE guidance. It is anticipated that the remote learning plan will undergo revisions as part of the continuous quality improvement.

**Skokie-Morton Grove District 69 Board of Education**  
August 18, 2020  
*Return to In-Person Task Force Recommendations*  
*Prepared by Dr. Megan Aseltine, Assistant Superintendent*

**Background**

The Illinois State Board of Education (ISBE) and Illinois Department of Public Health (IDPH) provide specific requirements that schools must adhere to when providing any level of in-person instruction. These requirements, which will dramatically alter how a typical school day functions, include:

- Use of appropriate personal protective equipment (PPE), including face coverings
- Prohibit more than 50 individuals from gathering in one space
- Require social distancing of 6 feet be observed as much as possible
- Require schools conduct symptom screenings and temperature checks or require that individuals self-certify that they are free of symptoms before entering school buildings and
- Require an increase in schoolwide cleaning and disinfection.

Within the guidance, ISBE and IDPH caution that the guidance is subject to change and that districts need to be prepared to implement remote instruction in the event of a resurgence of the virus or COVID-related quarantine of staff and students.

The ultimate goal is to return all students to in-person instruction five days per week as soon as we safely can. The District has already advised families that under the current ISBE and IDPH regulations, it is unlikely the District can implement a model that provides daily in-person instruction during a regular school day for all students until we reach Phase 5.

There is no “one size fits all” plan for return to in-person instruction. Plans depend on a wide variety of factors including district total enrollment, average class sizes, building and classroom square footage, number of available instructional spaces, and overall financial capacity to incur additional costs. Plans also depend upon the ability of the district to staff positions, ensure an adequate substitute teaching pool, and the current level of community spread based on the COVID indicators that the health departments monitor.

Under the most current guidelines, District 69, because of its large student body, does not have the facilities to implement safe in-person learning for our entire student population. In order to provide in-person instruction the District must reduce the number of students in a building at any one time. Locally and across the nation, districts have developed plans that rely upon a rotation between in-person and remote learning with students attending for some days each week and engaging in remote learning on other days. Within some of these models there is a shortened school day.

Some districts have attempted a choice model where they ask parents/caregivers to commit to full remote learning for a period of time. Asking teachers to serve as both a

remote instructor and an in-person educator is asking them to do the impossible - design effective remote and in-person lessons simultaneously. Without additional staff dedicated to the remote program, this model becomes impossible to implement. It also likely requires a rotation or shortened day schedule in order to keep numbers of students below the maximum capacity of a school.

**Task Force Membership**

Amber Wood, Parent	Megan Aseltine, Assistant Superintendent of Academics	Sarah Aseltine, Assistant Principal
Justin Attaway, Business Manager	Wilthmena Bickerstaff, Paraprofessional	Andy Carpenter, Principal
Lorenzo Cervantes, Principal	Jesse Chatz, Communications Director	Margaret Clauson, Superintendent
Tessi Davis, BOE Member and Parent	Denise Deamont, PSRP President and Paraprofessional	Steve Dembo, BOE Member and Parent
Veronica Dominguez-Salia, Parent	Karen Foley, Assistant Principal	Christine Gonzalez, Executive Director of CFC
Lisa Helfand, Teacher	Mary Jeske, Paraprofessional	Kristine Joaquin Schubert, Director of Special Services
Sarah Kalinowski, Pre-K Coordinator	Bryan Kelly, Learning and School Culture Coordinator	Breanne Labus, Skokie Park District
Margaret McMahon, Assistant Principal	Angi Mell, Teacher	Chris Miller, Director of Technology
Vanessa Morales, Assistant Principal	Megan Orleans, Youth Director at YOU	Ben Ost - Parent
Serina Sota, Teacher	Lisa Sullivan, SEA President and Teacher	John Tinetti, Coordinator of Buildings and Grounds
Kristen Ulery, Principal	Margaret Vigneri, Paraprofessional	

**BOE Goal**

The Board’s ultimate goal is: The safe and gradual return of all students to in-person instruction 5 days per week. As simple as that may sound, this is a very complex task during a pandemic that has yet to be controlled. To better understand the complexity of the goal, it is helpful to break it down into smaller focus areas.

**Gradual Return**

Similar to the re-opening of all other industries, the District will require a plan that allows for a gradual return to in-person. Under the current health requirements, all 1600 students are unable to return to school at the same time.

Most industries (retail, restaurants, services) have only returned to 25-50% capacity. The return to in-person instruction will be different than the typical school schedule, and requires flexibility. It will also be less than 5 days per week for individual students. Any amount of in-person instruction is subject to change based on unpredictable health factors and without advanced warning.

### **Safe Return**

The District return to in-person plan will require the District to implement all the safety requirements as outlined by ISBE and IDPH. In addition, the District will need to create COVID response plans for when there is a confirmed case or cases. The safety protocols are unlike any that schools have had to undertake before, and in some cases are more similar to a hospital setting. The safe return will require additional resources to implement.

### **All Students**

Based on the safety requirements that the District must adhere to, all students can not return to school at the same time. The District will need to prioritize students and identify smaller groupings to return to in-person before others. ISBE has identified three priority groups that include:

- Special Education
- English Learners (EL) students
- Children under 13 (youngest learners before older learners)

Over 500 parents and 80 staff members responded to a survey about in-person instruction. Additionally, parents and staff members participated in focus groups to discuss the return to in-person. Participants struggled with the question about who to prioritize for in-person instruction and identified it as the most challenging to answer. However, the ISBE priority groups are still too large when applied to our student population, and the District will ultimately need to identify additional criteria within these groupings or determine another way to identify small numbers of students, in order to move toward in-person instruction.

### **In-Person**

In-person instruction will be dramatically altered from pre-March 13th instruction. When making decisions, the Board uses a student-centered approach basing their choices on the needs of students. By identifying specific activities that are best done in-person, there may be an opportunity to develop a plan that provides more students with some in-person time.

For example, the District could invite small groups of students on-site to participate in reading or math assessments or special education evaluations. It may be possible to schedule on-site appointments for students who require academic/intervention support or related services such as speech or OT. Other suggestions that were brought up in focus groups and surveys are opportunities to use the outdoors during the mild weather in the fall or providing in-person clubs or activities with limited enrollment. There was also support for bringing younger students on site to meet their teachers or help with the transition to a new school building.

The Task Force discussed defining the return to in-person as a broader continuum that begins with shorter duration, appointment-based sessions and eventually moves to more regularly scheduled days, before arriving at 5 days per week for full days. By broadening the definition, the return to in-person plan can add steps that move toward a hybrid schedule before a full return to in-person. By considering intermittent scheduling as an initial step, more students may be able to be served in-person.

**Task Force Responsibilities**

The goal of the Task Force was to provide input for the gradual and safe return of all students to in-person instruction five days per week. This team served as the “idea generators” and were tasked with reviewing guidance, gathering stakeholder input, assisting with identifying stakeholder priorities, and providing recommendations for the In-Person planning.

The return to in-person is complex and requires a multi-faceted approach. The Task Force’s work is just the beginning of this process with the administration in collaboration with SLT’s addressing the logistics of any plan and the Board providing final approval along with determining the timing. The chart below outlines the long-view responsibilities of the various groups.

<b>BOE Approval &amp; Resource Allocators</b>	<b>SLT and/or Administration Implementers</b>	<b>Task Force Idea Generators</b>
Determine timing and priorities of return to in-person instruction	Create the district framework based on BOE timing and priorities	Review Guidance
Allocate resources necessary to implement the plan	Create the building plans based on the district guidance and provide communication to staff and families	Gather stakeholder input
Final authorization of the plan	Implement operations and logistics of the plan	Assist with identifying stakeholder priorities
Impact bargaining if/as needed	Monitor implementation and make revisions	Provide recommendations for the Return to In-Person Plan

**Stakeholder Feedback**

There were two different types of stakeholder feedback gathered in this process. Surveys asked over 500 parents/caregivers and 80 staff their input on several questions that relate

to students returning to in-person instruction. The focus groups for both parents/caregivers and staff followed up on these questions to provide the team with qualitative feedback and stories. Below you will find the summarized survey feedback. The Appendix attached to this report includes tables with the actual data.

Highlights include:

- The two highest rated models from parents and staff were to continue full-time enhanced remote learning until full day in-person for all students can be achieved and some students prioritized to receive in-person instruction based on need.
- Both parents and staff indicated that students with special needs should be brought back to in-person instruction first.
- The top worries of parents/caregivers of returning to in-person instruction is families sending ill children to school, the staff health and well being, and possibility that class or school will need to quarantine due to COVID exposure.
- The top worries of staff returning to in-person instruction is families sending ill children to school, students maintaining 6 foot distance, and the possibility that the class or school may need to quarantine.
- Staff and parents rated the priority of focusing on reading and math core instruction, intervention, and socialization for return to in-person instruction.
- Top rated areas for support include direct communication with teachers and increasing student engagement.

### **Suggestions for Return to In-Person Implementation Planning**

Based on the survey and focus group data analysis, as well as a review of the safety guidance, the Task Force generated some suggestions that can serve as a starting point for the administrators and/or SLTs that are charged with developing the in-person plan.

In keeping with their role as “idea generators”, the Task Force utilized a structured brainstorming process to complete open-ended sentences and provide specific ideas to consider as the plan is fully developed. The open-ended sentences included:

*The District is ready to bring kids back to in-person instruction when.....*

*Within the ISBE identified priority groups of SpEd, EL, and Youngest Learners the District should determine who comes back using this information....*

*The focus of in-person instruction should be....*

*In order to build towards regular in-person instruction the District should.....*

*The District should consider these options for in-person activities as a starting point....*

*The amount of time each day a student should initially participate in-person is....*

*The schedule of days for a gradual return to in-person model should start with....*

*The metrics the District should use to determine the timing of return to in-person are...*

*The District response to any confirmed COVID cases should be.....*

From this activity, the Task Force was able to develop the broad recommendations included in this report. The answers to these questions also provide good starting points for the work ahead. Some key ideas in the main areas include:

- Clearly identifying specific metrics related to the positivity rate both locally and in the region to guide the decision about when to bring students back for in-person
  - Positivity rate on a downward trend or relatively stable at an acceptable rate
  - Number of cases
  - Parental readiness to send students back
  - Data from other districts, childcare, and recreational programs that have been open
  - Ability to appropriately staff and have substitutes
  - Provide for a range and professional discretion
- Prioritize students based on specific criteria which might include
  - Actual assessment data from benchmark assessments
  - Not engaging in remote learning
  - Based on ISBE identified groups
  - Mindful of the potential to stigmatize students
- As the District being to return to in-person suggestions included
  - On-site testing/evaluation
  - Assess IEP students on-site
  - Plan for the transition from remote learning to in-person
  - Learn from other schools who have implemented in person plans
  - Focus on reading and math support
  - Seek relationship building opportunities
  - Consider using outdoor spaces for some initial activities
  - Teach things that are harder to teach remotely such as reading, writing and math for the youngest students or science labs for older students

The purpose of the Task Force was not to build consensus around the specifics related to implementation of in-person instruction; however, they do provide some tangible considerations as plans develop.

### **Task Force Recommendations**

Returning students to regular in-person instruction is a comprehensive process that involves multiple decisions to be made and requires stakeholder input and feedback.

The plan ultimately needs to be comprehensive and cover all PreK-Grade 8 students. It must align with ISBE's hybrid model learning recommendations and adhere to ISBE/IDPH continually evolving safety protocols. Additionally, the plan must align with contractual obligations to staff and allow for impact bargaining, if needed. The plan should include a progression (ladder) of gradual return that takes into account staff returning on-site prior to students, and acknowledging that some staff will return before others to support student needs. Parental feedback is an important on-going component in developing the final plan. Any plan must be supported by available District resources and ultimately approved by the Board.

The Task Force developed recommendations to support the work of the District in developing the plans. These recommendations fall into three main categories: Health/Well Being & Metrics; Gradual Return to In-Person Groupings; and Continuum of In-Person Instructional Needs. The recommendations are as follows:

### **Health/Well Being & Metrics**

- The District should continue to keep the safety and well-being of staff and students as a priority in making decisions.
- The District should develop and communicate the metrics, data and information that they are using to determine the timing on returning to in-person instruction. These metrics should be developed in collaboration with the local and state health departments, and communicated publicly.
- The District should implement and communicate publicly the safety protocols they are using to minimize the risk of exposure and transmission.
- The District should communicate the public health response protocols to confirmed or suspected COVID cases within the school setting, including how it's determined who needs to quarantine and whether a classroom, school, or the district needs to be closed for a period of time. This needs to be shared in advance with parents/caregivers and staff.
- The District should identify a primary COVID contact that can provide staff and parents with resources and support pertaining to health questions, accommodations, quarantining, and return to work/school questions.
- The District should develop, communicate and implement a plan for staffing in-person instruction, including identifying appropriately trained substitute teachers (internal and external) who can cover both single day absences and extended COVID absences.

### **Gradual Return to In-Person Groupings**

- The District's focus and primary mission is consistent, high quality education. The District should rely upon their strong community partnerships to support other family needs such as childcare, health/wellness, and extended learning opportunities.
- The District should review and build upon the success of other local childcare, park district, and school district in-person programming.
- The District should begin with small numbers of students accessing short duration of in-person instruction.
- The District should prioritize students by need based upon the ISBE broad groupings of priority students. Within the ISBE groupings, educators should identify students who are not accessing or demonstrating progress in remote learning and invite them to in-person. All other students need to be engaged in an enhanced and consistently implemented remote learning plan.

- The District should communicate with parents as the instructional plans develop so that parents have as much advance notice of their child's schedule for in-person as possible.

### **Continuum of In-Person Instructional Needs**

- The District should develop an in-person plan for assessment, evaluation, intervention, therapies, and specialized services.
- The District should develop an in-person plan for safe socialization opportunities such as clubs/activities, introducing students to their teachers, supporting transition between schools, and welcoming new families.
- The District may be able to capitalize upon the warmer weather of early fall to utilize outdoor spaces for these purposes. The Task Force members acknowledged that any plan that utilizes the outdoors is subject to weather conditions and is not a permanent option.
- The District should initially focus regularly scheduled in-person instruction on reading, math, and social-emotional learning as identified by both parents and staff in the surveys. Task Force members further identified a need to continue to build towards incorporating all core academic areas and fine/related arts.
- The District should provide on-going support to parents on assisting their child with blended learning.

### **Next Steps**

Return to In-Person plans will be created based on the Recommendations and Suggestions noted above. A draft of the plan elements will be presented at the September BOE meeting.

**Appendix A**  
**Return to In Person Staff and Parent/Caregiver Survey Summaries**

**Percentage of Parent/Caregivers and Staff**  
**Very Comfortable or Somewhat Comfortable with Various Models**

	<b>Parents n=521</b>	<b>Staff n=80</b>
In Person Model – All students attend every day (no assurance of physical distancing could be given due to space constraints)	16%	9%
Blended/Hybrid model - all students attend school on a part-time basis in small groups combined with enhanced remote learning with social distancing ensured.	54%	44%
Blended/Hybrid model – Alternating DAYS of in-person and remote learning. Half of the students attend in person school for the full day while the other half attend via remote learning from home. The groups switch back and forth between attending in-person school and remote learning every other day.	56%	41%
Blended/Hybrid model – Alternating WEEKS of in-person and remote learning. Half of the students attend in person school for a week while the other half attend via remote learning from home. The groups switch back and forth between attending in-person school and remote learning every other week.	51%	45%
Blended/Hybrid model - HALF DAY of in-person school and HALF DAY of remote learning from home. When not attending in-person school, students are completing homework, working on projects and assignments, etc.	42%	43%
Continue full-time enhanced remote learning (Remote 2.0) until the implementation of full day in-person school for all students	69%	84%
Some students are prioritized to receive in-person instruction based on need (e.g. IEP students, ELL students, and youngest learners) and the remaining students engage in fulltime enhanced remote learning (Remote 2.0).	71%	80%

**Percentage of Parents/Caregivers that ranked a priority group as 1, 2, or 3  
Parents/Caregivers**

	<b>Parents/Caregivers n=521</b>
<b>Children with identified special needs (IEPs/504)</b>	70%
<b>Children who receive social work services</b>	48%
<b>Children who receive Tier 2 or Tier 3 academic or behavioral interventions (perform below grade level standards)</b>	42%

**Percentage of staff that ranked a priority group in their Top 3**

	<b>Staff n=80</b>
<b>Children with identified special needs (IEPs/504)</b>	89%
<b>Children who are identified as McKinney-Vento (Homeless) eligible</b>	45.8%
<b>Children who receive social work services</b>	41%

**Top 5 Worries/Concerns of Parent/Caregivers  
About Returning to In-Person Instruction**

	<b>Parent/Caregivers n=521</b>
<b>Other families sending children to school who are ill</b>	88%
<b>The teachers and staff health and well being</b>	76%
<b>The possibility that my child's class or school will need to quarantine due to COVID exposure</b>	67%
<b>Me feeling anxious about my child's safety and wellbeing at school</b>	65%
<b>My child or other children maintaining a 6 foot physical distance</b>	56%

**Top 5 Worries/Concerns of Staff  
About Returning to In-Person Instruction**

	<b>Staff n=80</b>
<b>Families sending children to school who are ill</b>	94%
<b>Students maintaining a 6-foot physical distance</b>	89%
<b>The possibility that my class or school will need to quarantine due to COVID exposure</b>	88%
<b>Students wearing a mask all day</b>	85%
<b>Students having limited social interactions</b>	63%



**Top 3 Most Important Components of In-Person Instruction  
Parent/Caregivers**

	<b>Parent/Caregivers n=521</b>
<b>Instruction in core content areas like math and reading</b>	76%
<b>Activities that build social-emotional skills like communication, collaboration, empathy, etc.</b>	67%
<b>Intervention supports for students struggling in reading or math</b>	67%

**Top 4 Most Important Components of In-Person Instruction  
Staff**

	<b>Staff n=80</b>
<b>Instruction in core content areas like math and reading</b>	83%
<b>Intervention supports for students struggling in reading or math</b>	80%
<b>Activities that build social-emotional skills like communication, collaboration, empathy, etc.</b>	79%
<b>Support services like social work and/or speech and language</b>	76%

**Areas of Support During Remote Learning  
Parent/Caregivers**

	<b>Parent/Caregivers n=521</b>
<b>Direct communication with my child's teacher</b>	73%
<b>Online learning applications or systems (Schoology, Seesaw, Google Meet etc.)</b>	61%
<b>School district provided devices</b>	55%

**Areas of Support During Remote Learning  
Staff**

	<b>Staff n=80</b>
<b>Student engagement</b>	70%
<b>Supporting parents and caregivers</b>	62%
<b>Executive functioning skills for students in remote environment</b>	52%

For Board of Education Review and Approval on August 18, 2020

SCHOOL DISTRICT 69  
Skokie, Illinois 60077

**July 21, 2020**

**REGULAR MEETING OF THE BOARD OF EDUCATION**

The regular meeting of the Board of Education, School District 69, Cook County, Illinois, was called to order as a Remote Meeting per state Public Act 101-640 on July 21, 2020 at 7:00p.m. by Mr. Steve Dembo, President.

Remote Access - Phone Access

**Call in:** 1-408-418-9388

**Access code:** 146 082 4916

**ROLL CALL**

The following members of the Board responded present to Mrs. Felicia Holtz's call of the roll:

Mr. Steve Dembo	President
Mrs. Joanne Marsden	Vice President
Mrs. Felicia Holtz	Secretary
Dr. Mark Chao	Member
Ms. Tessi Davis	Member
Ms. Fernanda Perez	Member
Mr. Richard Van Hees	Member

The following members were absent:

None.

**Attendance at Regular Meeting**

Also present were: Dr. Margaret Clauson, Superintendent; Dr. Megan Aseltine, Assistant Superintendent of Academics; Mr. Justin Attaway, Business Manager; Mr. Chris Miller, Director of Technology; Mr. Bryan Kelly, Learning and School Culture Coordinator; Mr. Jesse Chatz, Communications Director; Mr. Lorenzo Cervantes, Principal; Mr. Andy Carpenter, Principal; Ms. Kristen Ulery, Principal; Mrs. Kristine Joaquin Schubert, Director of Special Services; Ms. Sarah Aseltine, Assistant Principal; Ms. Vanessa Morales, Assistant Principal; Ms. Karen Foley, Assistant Principal; Ms. Margaret McMahon, Assistant Principal; Ms. Sarah Kalinowski, PreK Coordinator; and Ms. Christina Bart, Ms. Katy Barth, Ms. Salma Patan, Ms. Denise Deamont, Ms. Gail Hoellerich, Ms. Christine Raupp, Ms. Kari Thicksten, Ms. Stephanie Zimny, Ms. Serina Sota, Ms. Emily Parkinson, Ms. Catherine Armstrong, Ms. Barbara Jeske, Ms. Muhibo Payne, Ms. Christy Lukas, Ms. Claire Hellige, Ms. Erin Pollyea, Ms. Eve McElvenny, Ms. Ashley Sargent, Ms. Jennifer Robinson, Ms. Caitlin Barnes, Ms. Kristi Wheatley, Ms. Veronica Gomez, Ms. Vivian Mihalopoulos, Ms. Ursula Van Mersbergen, Ms. Janelle Tregoning, Mr. Tony Granato, Ms. Therese Block, Ms. Swetha Menon, Ms. Sarah Rankin, Ms. Erin Roiser, Ms. Rebecca Lehman, Ms. Rachael Omansky, Ms. Lura O'Phelan, Ms. Nicole McCaghy, Ms. Melissa Henkin, Ms. Angi Mell, Ms. Cassie Mendoza, Mr. David Cosby, Ms. Jennifer Bruns, Ms. Denise Karlowicz, Ms. Alyssa Hofeld, Ms. Jamie Moore, Ms. Emily Leininger, Ms. Jenna Dolan, Ms. Jennifer Peters, Ms. Jessica Corrigan, Ms. Emily Ineson, Ms. Julie Hennelly, Ms. Katrina Schreck, Ms. Katie Carraway, Ms. Kim Hancock, Mr. Sean Callihan, Ms. Lauren Staton, Ms. Alexandra Galanopoulos, Ms. Lauren Stovel, Ms. Elyse Haire, Ms. Lisa Helfand, Ms. Kimberly Heath, Ms. Megan Murphy, Mr. Joe Cullotta, Ms. Kimberly Stephens, Ms. Erinn Arbelaez, Ms. Lisa Sullivan, Ms. Margaret Vigneri, Ms. Nahrain Cokeley, staff; Ms. Jeanne Littau, Ms. Meriam Lazar, Ms. Christy Maguire, Ms. Amber Wood, Ms. Ida Joyce Sia, Ms. Gina Kuchii, Jody and Elizabeth Striegel, Mr. Joel Schwartz, Mr. Scott DeCherrie, Ms. Jill Dugan, Ms. Jill Manrique, Mr. Josh Andreol, Ms. Lisa Spillman, Ms. Olga Prappas, Ms. Lindley Wisnewski, Mr. Andy Barrett, Ms. Jasmine Sebagala, Ms. Sally Scott (Franczek), guests. There were also multiple unidentified call-in parties present.

### **BOARD PRESIDENT STATEMENT ON EMERGENCY**

Mr. Dembo explained that the original Governor's Order has now expired. The Governor recently signed Public Act 101-640 into law allowing for School Boards to continue to meet remotely based upon their declaration that it is neither practical or prudent to meet in person. Dr. Clauson's memo to the Board members explained the criteria and decision to hold the meeting remotely. She reminded the Board that all votes must be conducted by roll call and the meeting is to be recorded.

### **CHANGES/DELETIONS TO THE AGENDA**

Item #15.1 and #15.2 dates have been adjusted.

### **STATEMENTS FROM VISITORS**

Mr. Dembo noted that there were no voice mails received, but there were three emails received from Ms. Anne Heathcock, the PSRP, and the SEA. Mr. Dembo unmuted the call-in participants and asked if there were any comments. There were none.

### **COMMUNICATIONS**

Dr. Clauson acknowledged 1 email sent to the Board of Education from a parent regarding a personnel concern.

Dr. Clauson acknowledged 1 email sent to the Board of Education from a parent regarding e-Learning.

Dr. Clauson acknowledged 1 email sent to the Board of Education from a new resident regarding registration inquiries.

Dr. Clauson acknowledged 3 emails sent to the Board of Education from a Consortium Education regarding their virtual symposiums available.

Dr. Clauson acknowledged 5 emails sent to the Board of Education and back from Nate Arroyo regarding Lincoln Junior High School construction.

Dr. Clauson acknowledged 1 email sent to the Board of Education from Skokie United regarding their Call to Action plan.

Dr. Clauson acknowledged 1 email sent to the Board of Education from the 13<sup>th</sup> District Virtual Town Hall regarding their upcoming event.

Dr. Clauson acknowledged 4 emails sent to the Board of Education from Franczek regarding updates within their company.

Dr. Clauson acknowledged 2 emails sent to the Board of Education from Y.O.U. regarding updates and news.

Dr. Clauson acknowledged 3 emails sent to the Board of Education from miscellaneous companies regarding sales.

### **FOIA REQUESTS**

Dr. Clauson reported that there was a FOIA request made by Mr. Nathaniel Lawrence in regards to a request for all contracts approved by the school board awarding a construction contract/contracts to Nicholas & Associates with regard to the construction, demolition, and rebuilding of Lincoln Junior High School, in addition to all notices sent in anticipation of the board meeting on June 16, 2019. The District responded accordingly.

## **BOARD COMMITTEE REPORTS**

### **Niles Township District for Special Education #807**

Dr. Chao stated that NTDSE is currently interviewing for construction managers. There is no meeting scheduled for this month, but will reconvene next month in August.

### **Village of Skokie-Morton Grove**

Dr. Clauson reported that the next meeting is scheduled for next Tuesday with the Skokie Health Department. Dr. Clauson did note that she discussed the Chicago state quarantine order with the Skokie Health Department and mentioned that they informed her that it does not apply to Cook County and our Township, but that they hope everyone is practicing safely regardless.

### **ED-RED**

Mrs. Marsden noted that there is nothing new to report outside of what is included in the COVID-19 Update later on in the agenda.

### **Subcommittee Reports**

There were none.

## **ADMINISTRATIVE REPORTS**

### **School and District Updates**

Dr. Clauson shared that the D69 Community Schools team has expanded due to the receipt of funds through the Department of Education Full Service Community Schools grant. The District was able to add two Family Liaisons, bringing the total to six Family Liaisons. The District also added a Community School Manager for Madison, so that each school has their own CSM. Les Andrews, Madison Community Schools Manager, previously served as our Madison Out of School Time Manager. Les is a Skokie community native. Trina Milo-Nicolasin, Family Liaison, moved to Skokie when she was 10 from the Philippines, attending Lincoln Junior High and Niles West High Schools. In 2019, Trina and her wife became Moms to a sweet baby boy! Trina is fluent in Tagalog. Alice Pappas, Family Liaison, previously served as the District 69 PTO President and has played an active role on the Community Schools: Family and Community Engagement committee. She and her husband chose to live in Skokie because of its diversity and have two children who attended Madison, Edison and Lincoln Jr. High and are currently at Niles West.

Additionally the Full Service Community Schools grant allows the District to reallocate Title 1 funds previously used for Community Schools staffing to other purposes. The administration is recommending that the District establish a Data Analyst (Tableau) position. Currently, data visualization requests are handled by District 219 through the CFC partnership. However, the focus of CFC is very narrow (literacy and STEM) and the District has a broad need to be able to create meaningful data visualizations and dashboards to monitor all areas and assist with data-based decisions. Having in-house support to bring data alive will allow for better analysis of growth data, financial predictions and enrollment trends.

This ISBE required plan allows grantees to answer one set of planning questions to meet the requirements for all federal formula grants and is a more efficient process for securing funds. The District's strategic plan it utilized for the goals and to help determine priorities for the upcoming year. Dr. Clauson noted that a copy of these plans is included in the consent agenda for Board approval, which is a requirement to use this process.

The Equity Work Group reconvened last week to review the new Strategic Plan and provide input into the action steps that are under development as part of the multi-year implementation plan. The session closed with sharing ways the participants can continue to engage in equity work in the District and community. The equity sessions scheduled for spring that were cancelled due to the COVID-19 pandemic and shelter in place mandate are rescheduled for the fall.

The role of the School Resource Officer has come into question locally and nationally following the most recent incidents of police brutality around the country. An SRO is currently assigned to Lincoln Junior High. The primary role of the SRO is to establish positive relationships with students. Unlike other schools that may use their SRO to support discipline, behavior management or mental health needs, Lincoln employs

two Assistant Principals and four mental health professionals who address those areas. However, the District recognizes that the mere presence of a police officer in the building, and a police car in the parking lot is not perceived the same by all members of the school community, and may in fact perpetuate trauma to our students and families. While there is no change planned for the role for the 2020-21 school year, the Board has asked that a full review of this position be undertaken as part of the Strategic Plan goals during the 2020-21 school year. The process will include input from staff, families, and the police department, and result in recommendations to the Board to consider regarding the future of the position.

The legislature has mandated that all schools be closed for Election Day on November 3, 2020. District 69 had originally scheduled an Institute Day on November 3rd, but that is no longer allowed. The proposed calendar moves the Institute Day to November 2nd, and makes November 3rd a school closed day. The administration is also recommending that the calendar include a non-attendance day on May 13, 2021 in recognition of Eid.

Preschool For All funding is contingent upon annual appropriation of resources by the General Assembly. During the COVID-19 pandemic, the State of Illinois allocated significant resources to its response efforts, and as a result, the Preschool For All allocation from the General Assembly was held level with FY20. As a result, the typical Preschool For All funding that the District receives from the Illinois State Board of Education will be reduced from \$511,695 in FY20 to \$508,123 in FY21. Additionally, District 69 applied for the Preschool For All Expansion grant for FY21 to meet the higher demand for preschool within the district. ISBE has since informed us that they are not approving any additional funding or new grants due to the level allocation from the General Assembly.

The FY21 budget for the State of Illinois holds all mandated categoricals (e.g., transportation and special education) and Evidence Based Funding (EBF) payments level with FY20. This is a departure from the intent of Senate Bill 1947, in which the General Assembly allocates \$350 million in new education funding each year. However, District 69's five-year financial plan from spring 2020 conservatively included no increase to EBF funding through FY25.

In addition to the construction at Lincoln Junior High, two classrooms at Edison will be renovated to accommodate students as young as preschool. This includes moving walls to adjust the sizes of the rooms, installing new cabinetry and casework, and the installation of a shared bathroom between the rooms. It also fully updates these two classrooms that were not renovated during the recent Edison construction. The classrooms can be flexibly used to serve Edison students and PreK, depending upon the need. The total cost of the renovation is \$432,174, and a change order is included in the consent agenda for Board approval.

### **Lincoln Construction Update**

Mr. Justin Attaway presented an update on the current Lincoln Junior High School construction project to the Board.

Dr. Clauson shared that structural steel is now being delivered to the jobsite, and the FEMA shelter (north gym) is under construction. The foundations for the building are projected to be completed during the week of July 20, 2020, and the masons will start building the exterior walls of the building shortly thereafter. The construction team is exploring the necessary steps to remove and maintain the integrity of the wood panels in the upper gymnasium. A trial removal was attempted on two panels, and both were successfully removed with no damage. This process will be used to remove the remaining panels prior to demolition of the building in 2021.

Mrs. Holtz inquired whether or not the panels removed from the current building will be preserved and restored. Dr. Clauson shared that the District does plan on incorporating them into the new buildings design, and that conversations surrounding them have taken place.

### **2021-22 Start/End Time Survey Results and Final Recommendation**

Dr. Megan Aseltine noted per the 2020-25 Skokie Education Association (SEA) contract, the District will be extending the PreK-8 student instructional day by 15 minutes beginning with the 2021-22 school year. The parties agreed to this change in Spring 2019 and set the implementation date for 2021 to allow for sufficient discussion and planning. The additional 15 minutes will bring the length of the school day for K-8 students to 6 hours and 50 minutes, bringing our school day closer to the typical length of other Township districts. However, Lincoln Junior High School will still have the shortest student day for grades 6-8 students as almost all of the other middle schools offer a 7-hour student day. The School Leadership Teams (SLT) will be working with scheduling consultant Elliot Merenbloom to revise the Program of Study for each grade

level and subject area, and a Joint Committee as defined in Article VI of the SEA contract will meet to resolve any contractual issues that may arise as each school's SLT develops their schedule. The Joint Committee hosted a preliminary meeting on February 27, 2020. The remaining 19-20 school year SLT and Joint Committee meetings were cancelled due to the school building closures this spring. The SLT and Joint Committee meetings for 20-21 will begin again in early fall. As part of extending the school day, the Board of Education is responsible for setting the start and end times for each school. At the December 2019 Board meeting the Board reviewed a draft of the proposed new start and end times. Following that report, feedback was to be sought, and the Board expected to make their final decision by April 2020 so as to allow for as much advance notice to families, staff, transportation contractors, and various partner organizations (e.g. Y.O.U. and the Skokie Park District). Due to the school building closures this spring, the survey was delayed until the end of the school year. The results of which are summarized in this report. Dr. Aseltine noted that the recommended start and end times are included in this report, and are part of the consent agenda for the Board to approve later in the meeting.

The survey opened on June 5, 2020 and closed on June 15, 2020. Respondents were asked to rate their agreement with the following Board priorities; the youngest students start the earliest and older students start later, no school starts before 8:00 a.m., overture does not start before 8:00 a.m., PreK dismissal finishes before K-2 dismissal, Madison K-2 builds in 10 minutes to the school day to allow for classroom teachers to transition students to dismissal, similar to the PreK schedule. The district utilizes the same fleet of nine buses for each school as it is cost prohibitive to expand the fleet to serve a single school. Therefore, the start and end times of each school must be staggered by a minimum of 25 minutes in order to allow sufficient time for the safe completion of a route before the next route starts. While in recent years, the start/end times had shifted allowing for less than 25 minutes, the result has left students in a holding pattern of unstructured time either before or after school.

The survey elicited 126 staff responses and 202 family/caregiver responses. Respondents were asked to indicate their level of agreement with the proposed schedule. The summary results indicate that the majority of staff and families are in agreement with the proposed changes with 64% of staff and 67% of parents indicating that they either Strongly Agree, Agree, or are neutral in their support of the proposed schedule.

Dr. Aseltine stated that the administration is recommending that the Board of Education approve the schedule listed in Table A as part of tonight's consent agenda. This will allow the District to provide advance communication to families and staff. It will also allow the District to begin working with the various partners who will need to adjust their programming such as the Skokie Park District's SPACE program, the township athletic program scheduler, and our bus company. The administration is currently working with scheduling consultant Elliot Merenbloom to establish a revised timeline for his work with the schools' SLT. The Joint Committee will also convene to resolve any potential contract issues that the new start/end times may create.

### **Strategic Plan Measures**

Dr. Megan Aseltine presented the Strategic Plan Measures report.

### **COVID-19 Update**

Dr. Clauson reported that as of July 15, 2020 there have been 1,041 confirmed cases of COVID-19 in Skokie with 34 deaths. Skokie continues to have some of the highest numbers of confirmed cases in Cook County, outside of the city of Chicago. The township superintendents, village managers, Skokie Health Department, libraries, park districts, and township government continue to meet every other week.

On June 23, 2020, the Illinois State Board of Education (ISBE) and Illinois Department of Public Health (IDPH) released the requirements for providing in-person instruction, entitled "Starting the 2020-21 School Year, Part 3 - Transition Joint Guidance". The 63-page document, and follow-up FAQs, outline the requirements for providing in-person instruction. Phase 5 is the final phase with a return to normal operations without group size or other restrictions. Phase 5 requires widely available testing, tracing, and treatment. The public has been advised that it may take up to 2 years or more to reach Phase 5.

The District continues to encourage staff to work remotely as much as possible through Friday, August 7, 2020. Assuming that the Suburban Cook data continues to track positively, 12-month employees will report to their buildings on Monday, August 10. The buildings remain closed to the general public, unless they have an appointment.

The Remote Learning Plan Team has met three times and most recently spent time reviewing the survey data from staff, parents, and students as well as focus group responses from staff, parents, and students. Themes were identified across methods and stakeholder groups. These themes were discussed and the

team began drafting revisions to the existing District 69 Remote Learning Plan. The Learning Team plans to provide a revised plan by the end of July.

Staff devices have been checked in, updated and returned or replaced. New student iPads are set up and waiting for distribution. New Chromebooks are scheduled for delivery at the end of July or beginning of August. The techs have started classroom preparations for the return to in person instruction. Student device return began on July 16th with all devices due by August 6th. Devices will be returned to students at the start of the school year.

The non-congregate school meal delivery exemption from the USDA has been extended to August 31, 2020, and as a result, the District has continued providing meals to families. However, the Illinois State Board of Education eliminated the option for transportation reimbursement to deliver meals directly to families' homes. On July 8, the District started offering meal pick-up for families on Mondays and Wednesdays, with two days of food provided on Mondays and three days of food provided on Wednesdays. The District has also continued to advertise additional meal options available for families through District 219, the Skokie Public Library, and the Producemobile in Evanston.

Phase 4 allows the unrestricted reopening of public playgrounds, and District 69 has re-opened playgrounds to our families and community. Guidance documents have indicated that harsh sanitizing solutions may damage the finish on playground equipment over time, causing equipment to wear much faster than intended. Additionally, daily sanitizing does very little to prevent the spread of the virus because we cannot control usage of the playgrounds and equipment. The research is also not conclusive that surfaces play a significant role in the spread of COVID. Parents and families should use their discretion for safe practices on the playground, and we will continue to encourage children and families to wash or sanitize their hands before and after use. While it is not a requirement, District 69 will mount sanitizer dispensers at the playgrounds for public use.

FEMA has made funds available to governmental agencies to respond to the COVID-19 pandemic. District 69 has submitted an application for funding for an additional custodian at each building (3.0 FTE total), custodial overtime expenses, and a COVID-19 Health Coordinator to assist with best practices and responding to positive cases within the district. We anticipate receiving a funding decision within the next few months.

As reported previously, the CARES act was signed into law on March 27, 2020 and is intended to provide states with funding to prevent, prepare for, and respond to the COVID-19 pandemic. District 69 has received \$444,729 in ESSER funding, based on our proportion of Title 1 funding. However, the District is required to provide a proportionate share of that funding to private schools within the district boundaries, which has reduced this amount by approximately \$135,000. The dollars are intended to cover increased expenses incurred as we transitioned to remote learning, as well as when we transition back to in-person teaching. The administration is utilizing a large portion of the funding to support an additional 2.0 FTE teachers at Edison for Grades 4 and 5. While the class sizes are projected to be within class size guidelines, they are projected to be towards the larger end. Typically, this would not be a concern, however, we recognize that with the current health crisis, we will need to be particularly mindful of group sizes. The additional ESSER funding can offset the cost of these positions for one year, if the actual enrollment does not hit the threshold when we would typically add positions. Making this decision early will assist us in staffing these roles and making plans for the fall. Additionally, the ESSER funds will be used to support the purchase of technology devices. ISBE has advised districts to be prepared for the potential for remote learning during the 2020-21 school year, and our technology department has identified hardware that will need to be replaced to effectively support students during any period of remote learning. The remaining ESSER funds will be directed to purchasing personal protective equipment (PPE) and supplies necessary to promote hygiene and appropriate social distancing. We anticipate the need to purchase large quantities of PPE as we transition back to in-person learning to keep staff and students safe and healthy.

The COVID-19 situation is dynamic and rapidly changes each day. The administration will closely monitor the guidance and engage in preparation activities to ensure we are ready to start the school year under whatever scenario is necessary.

### **Return to In-Person Instruction Task Force Launch**

Dr. Aseltine reported that due to the COVID-19 pandemic, school buildings throughout Illinois were mandated to be closed from March 17 through the end of the academic year. On June 23, 2020, the Illinois State Board of Education (ISBE) and Illinois Department of Public Health (IDPH) released the requirements for providing in-person instruction, entitled "Starting the 2020-21 School Year, Part 3 - Transition Joint Guidance". A 56-member statewide team has been working under the direction of ISBE, IDPH, and the

Governor's office to prepare this guidance. The 63-page document, and follow-up FAQs, outline the requirements for providing in-person instruction. The guidance documents caution that the requirements are subject to change pursuant to updated public health guidance and changing health conditions, and that districts need to be prepared to return to remote instruction in the event of a resurgence of the virus or a second wave during the 2020-21 school year. Similar to the re-opening of all other industries, the District will require a plan that allows for the gradual re-opening, since under the current health requirements, all 1600 students are not able to return back to school at the same time as they typically have. The ultimate goal is to return all students to in-person instruction five days per week as soon as we safely can. The District has already advised families that under the current ISBE and IDPH regulations, we are unlikely to be able to implement a model with all students receiving daily in-person instruction during a regular school day. The return to in-person instruction will be different than the typical school schedule. The District will need to implement significant changes to the school day, the classroom environment, and the ways in which students interact. Additionally, the District will need to implement cleaning and sanitation that is more similar to the medical setting. Any amount of in-person instruction is subject to change based on unpredictable health factors and without advanced warning. The Remote Learning Plan Learning Team has met throughout the summer and is completing its work. The final result will be an enhanced plan, Remote Learning 2.0. This plan is significantly different from the crisis plan implemented last spring. As the work on the remote learning plan finishes, the District has formed a Return to In Person Instruction Task Force. The goal of the Task Force is to assist with planning for the gradual and safe return of all students to in-person instruction five days per week. The timing of that return will be determined by the Board of Education, with recommendation from the administration. Later in this meeting, the administration, later in this meeting will be recommending that the District gradually phase-in a return to in-person learning by beginning the 2020-21 school year with all students in full-time remote learning. The details and full report on this recommendation are contained in the Launch of the School Year report.

The Task Force consists of Board member representatives, parent/caregivers, teachers, support staff, and administration. The Task Force is co-facilitated by Dr. April Jordan, Assistant Regional Superintendent of NCISC, and Dr. Beth Flores. Dr. Jordan began her career as an educator holding roles as a Middle School Language Arts Teacher, Curriculum Coordinator, Principal in Mt. Prospect and Winnetka, and Director of Extended Programs and Staff Development in the Barrington School District. April spent two and a half years in the U.S. Peace Corps in Thailand, and she is a children's book author and author of adult fiction. Dr. Flores recently retired from her role as Superintendent of Golf School District 67 in Niles Township. She was responsible for implementing and overseeing the district's remote learning plan, communicating pandemic preparedness on a regular basis and the initial planning for the reopening of schools. Prior to her superintendency, she served as a principal in both Chicago Public Schools and Evanston/Skokie School District 65 and then became Director of Human Resources for Evanston/Skokie School District 65. Beth has worked closely over the years with the administration of District 69 through their collaborative work with Classrooms First.

The goal of the Task Force is to assist with the gradual and safe return of all students to in-person instruction five days per week. The Task Force will meet for 3 sessions from 3:30-5:30pm utilizing a video conferencing remote format.

The Return to In Person Task Force will share their recommendations at the August 18, 2020 Board of Education meeting. These recommendations will then guide the work of the SLTs and administration as they develop the operational plan for returning to in-person instruction. The Board and administration will continue to monitor the health conditions and determine at what point the District will begin to transition to in-person learning.

### **Launch of the 2020-21 School Year**

The administration has diligently followed all the guidance from government sources related to returning to in-person instruction. They have tried to navigate the information always keeping the best interests of our students, families, and staff in mind. On June 23, 2020, the Illinois State Board of Education (ISBE) and IDPH issued Part III of their transition joint guidance for schools titled, Starting the 2020-21 School Year. ISBE also issued an FAQ on June 23, 2020 that they continue to revise and update, with the latest update on July 9, 2020. On June 30, 2020 ISBE also issued an FAQ specifically addressing questions related to special education students returning to in-person instruction. On June 30, 2020 ISBE released a letter addressing the use of face shield in lieu of mask, reversing guidance that they had provided on June 23rd. The title of ISBE's document is a little misleading as it contains several mandates that all school districts are required to follow. Although adding to the confusion, the mandates are often qualified with "as much as possible".

In late May, the Center for Disease Control (CDC) issued re-opening guidance for schools along with a readiness planning tool, which pre-dates the ISBE/IDPH guidance, and focuses heavily on contact tracing. It is unclear whether this guidance will be updated or revised for schools. On June 25, 2020, the American Academy of Pediatrics (AAP) issued their planning considerations for the opening of school, emphasizing the importance of in-person instruction on children's health and well being. In fact, they state: "...the AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school". From law firms to state and national professional organizations, there has been no shortage of conflicting guidance and opinions on how best to safely reopen schools. Adding to the planning challenge is the fluidity of the health crisis, the limited scientific knowledge about the disease, and the lack of a unified system of response. Quite possibly the only thing that everyone agrees upon is the goal of returning all students to a physical presence in the school building eventually.

Under the most current guidelines, District 69, because of its large and growing student body, does not have the facilities to implement safe in-person learning for our entire student population. A return to in-person instruction would require the District to reduce the number of students in a building at any one time. The administration has reviewed both local, state and national plans and found that most plans rely upon a rotation between in-person and remote learning, or volunteers to commit to a full remote program for at least a grading period (and sometimes the year). The rotation models have students physically attending school for some days each week and engaging in remote learning on the other days. Occasionally, those models also include a shortened school day. The full remote choice models ask parents/guardians to commit to full-time remote learning for a period of time (typically a quarter, trimester, or semester). The deadlines for those commitments are weeks before the start of the school year, to allow the District to develop the in-person plan around the actual number of students. In many of those districts, parents/guardians have expressed frustration about making a commitment now and their inability to change their mind later. Without a firm commitment, the districts are unable to develop a firm in-person plan. Adding to the uncertainty, anyone choosing the hybrid in-person may end up in full-time remote learning if health conditions worsen or a class/school are forced to quarantine. Some districts are proposing that teachers utilize a video conferencing tool to broadcast their lessons live from in their classroom with some students present. While this solves the need for an early commitment to full remote from parents/guardians, it creates other issues. A key issue is that planning for in-person lessons is different than planning for remote lessons. Remote learners are not simply observers. They need to be engaged in different ways than in-person students. While live streaming from a classroom may initially seem efficient and easy, it actually asks teachers to do the impossible - design effective remote and in-person lessons simultaneously. There are a few districts that are broadly interpreting the ISBE recommendation to maintain social distancing of 6 feet, as possible. These districts have informed parents that they will open for in-person instruction five days per week without limitation and noted that based on the actual number of students who show up the social distancing of 6 feet may not be possible. Governor Pritzker, in a recent news conference, cautioned school districts about waiving any of the ISBE/IDPH requirements (e.g. mask wearing) as they will be liable for those decisions, even going so far as to file lawsuits against districts who have said they will not require masks. Several law firms have also issued an alert to districts to carefully review their liability insurance as there have been some instances of exclusions related to COVID-19. Implementing an in-person component is not without liability risks. Additionally, any in-person instructional model is subject to change and convert to full-time remote instruction without warning. In fact, there are many examples of area schools running summer programming and camps that have had to shut down within the first several days due to COVID concerns.

The township elementary school superintendents have been meeting regularly since March, and have shared their planning discussions. Early on the township districts determined that it would be difficult to implement the same plan. Any plan depends upon enrollment of the district, average class sizes, size of buildings and individual classrooms, and available financial resources. Each district has engaged in planning based on their individual circumstances. District 219 recently announced that they will phase-in a return to in-person instruction model and begin the year engaged in full-time remote learning. District 219 moved the student start date from August 12 to August 17 to allow for additional teacher training. They plan to begin having students return to the school building on a limited basis, and in smaller numbers beginning after Labor Day. District 219 has noted that they will prioritize functions and activities that are best served face to face, rather than through remote learning

Families and our students crave a return to normalcy and the familiar. However, the return to schools will look anything but normal and will require significant adjustments in how we have typically operated. Classrooms will be reduced to rows of student desks facing the same direction with the teacher at the front of the room. Students will be unable to access the cafeteria, gyms, or other specialized spaces as their movement in the building is limited. Social interactions will be limited as the guidance restricts the sharing

of supplies and activities that require physical collaboration. With any in-person model, there will be the constant threat of an abrupt suspension of in-person, coupled with health and safety worries. Our schools provide more than just education. Children's health and wellness needs are met at school, and the school addresses childcare needs for many families. Fortunately, in District 69 we have a strong Community Schools program that has allowed us to nimbly and flexibly work to address those individual needs. This program has continued to expand with the receipt of the Full Service Community Schools grant, and they will continue to leverage resources within the community to benefit and serve our families' needs. While early indicators seem to point to a reduced health risk to children, especially children under 10 years old, researchers are still learning about the virus, its health implications for children, and whether children transmit the disease to adults. Low risk is not without risk, and caution is warranted when making a decision that could mean serious illness or death. There is also much that is unknown about possible long-term health impacts.

Staff miss being physically present with their students, and the sense of normalcy that the school year brings. A physical return to the school with students present increases their potential exposure. Staff have concerns about how their classroom environment will be set up, and how that impacts the learning environment. The safety protocols return their classrooms to a 1950's environment with unmovable desks all facing forward, and limit their instructional options. Staff with young children need to work out childcare arrangements, especially for their school-age children who may not be able to attend school each day. Staff seek time to plan for a return to in-person learning and the opportunity to adjust their own classrooms in response to safety protocols. They also want to guide their students about these changes before students return to the school setting. Staff members are concerned about being able to effectively plan for both in-person and remote learning at the same time. The District focused summer professional development on improving teachers' remote learning skills. Teachers earned various certifications and participated in training with objectives to increase their effectiveness in designing lessons for the remote environment. A large cohort of teacher leaders will be earning a microcredential in blended learning beginning in August, which will further enhance our teachers' skill in designing effective remote learning experiences. A Remote Learning Plan 2.0 has been developed based on feedback from families, students and staff.

Beginning in the Fall 2020, the District will implement Remote Learning 2.0, a revised remote learning plan that reflects feedback from parents/guardians, staff, and students. Remote Learning 2.0 builds upon the successes of the spring plan, and includes many enhancements. The spring remote learning plans were developed in response to the unexpected health crisis, and ISBE significantly modified the requirements to grant significant latitude to schools. The spring plans mandated that grades and attendance would not count, and significantly reduced the amount of instructional time required to ease stress on families and educators.

In order to best support our students, the administration is recommending that District 69 implement a phase-in approach to the 2020-21 school year. Beginning August 24, 2020, all students will engage in full-time Remote Learning 2.0. This plan most closely aligns with District 219's phase-in plan, allows for the district to establish remote learning expectations with all students, and provides an opportunity to monitor the health data to ensure that a return to in person is safe for students and staff. The full-time Remote Learning 2.0 plan provides the consistency, planning and predictability that our families, students and staff desire. The District can provide adequate notice to staff and families so they can begin their personal preparation. The plan does not require alternative plans and is not dependent on factors outside the District's control. This allows the District to focus all of its resources towards a successful and supportive launch. Full-time remote learning is the most student-centered of all the options as our staff can develop plans that address the academic and social-emotional needs of students, rather than focusing on safety protocols, contingency planning, and procurement of items (e.g. masks, spacing of classrooms).

The Remote Learning 2.0 start to the school year is slated for consideration and approval in the consent agenda. Pending Board approval, an initial communication will go out to parents informing them of the plan for the start of the school year. Over the next month, each building's SLT will develop plans for how best to launch the school year with all students in a full remote learning environment, including determining how best to assess student learning. Students will start the year in their 2019-20 class groupings which were left intact as a way to provide the most flexibility to start the year. For classroom teachers who are no longer with the district, another familiar teacher will be assigned as the point person. Students new to the district will either be assigned to an existing grouping or clustered together. Logistics related to incoming Kindergarten and PreK students will need to be determined. New class groupings and assignments will be made, and there will be a gradual transition from the 2019-20 teacher(s) to the 2020-21 teacher(s). As long as our region's health metrics allow (e.g. Phase 3 or 4), 10-month support staff will physically return to buildings on August 17th and teachers will return on August 19th. With students not present in the building there is ample room for physical distancing. Staff's physical presence in the buildings will allow them to

prepare materials for student use, organize their physical space for the return of students, practice safety protocols prior to students returning, and provide access to a full complement of instructional tools and learning materials. The Community Schools team will continue to reach out to families to identify any support needed. The team will also begin working with partner organizations to identify potential childcare options. It is anticipated that Remote Learning 2.0 will extend for at least several weeks. The Board will continue to be regularly updated with the first update at their September 18, 2020 meeting, and additional reports each month following. Information will be communicated to families on a regular basis.

The meeting crashed with technical difficulties at 9:33p.m. The Director of Technology, Mr. Chris Miller, reactivated the meeting via Google Meets indicating so in the comments section of the original meeting with instructions on how to access the new Google Meets meeting.

The meeting reconvened at 9:51p.m.

The following members of the Board responded present to Mrs. Felicia Holtz's call of the roll:

Mr. Steve Dembo	President
Mrs. Felicia Holtz	Secretary
Dr. Mark Chao	Member
Ms. Tessi Davis	Member
Ms. Fernanda Perez	Member
Mr. Richard Van Hees	Member

The following members responded present at 9:54p.m. due to additional technical difficulties:

Mrs. Joanne Marsden	Vice President
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#### **NEW BUSINESS**

There was none.

#### **OLD BUSINESS**

There was none.

#### **APPROVAL OF CONSENT AGENDA**

It was moved by Dr. Chao and seconded by Mrs. Davis that the consent agenda for July 21, 2020 be approved as listed and by a roll call vote unanimously voted yes.

#### **Payment of Bills**

Payment of Bills dated June 30, 2020 in the amount of \$2,754,122.40.

#### **Approval of Minutes**

- ☐ Special Meeting – July 6, 2020
- ☐ Regular Meeting – June 16, 2020
- ☐ Closed Session – June 16, 2020

#### **Personnel**

New Hires – Approve the positions of:

1. Mary Pius, School Nurse at Edison, effective at the start of the 2020-2021 school year.
2. Les Andrews, Community Schools Manager at Madison, effective July 27, 2020.
3. Trina Milo-Nicolasin, Family Liaison (.25 FTE), effective at the start of the 2020- 2021 school year.
4. Alice Pappas, Family Liaison (.25 FTE), effective at the start of the 2020-2021 school year.
5. Robyn Horwitz, Payroll/Human Resources Specialist at District Office, effective July 1, 2020.
6. Amy Roe, 6th Grade Co-Taught Special Education Teacher at Lincoln, effective at the start of the 2020-2021 school year.
7. Taylor Mathis, PreK Special Education Teacher at Madison, effective at the start of the 2020-2021 school year.

New Assignments – Approve the positions of:

1. Matt Block, 5th Grade Co-Teacher at Edison, effective at the start of the 2020- 2021 school year.
2. Craig Tomaszewski, 5th Grade Co-Teacher at Edison, effective at the start of the 2020-2021 school year.

Resignations – Approve the resignations of:

1. Sarita Smith, Talent Development Specialist Teacher at Edison, effective July 7, 2020.

Honorable Dismissal – Approve the honorable dismissal of:

2. Rita Esho, Coordinator of Finance and Operations, effective June 30, 2020.

### **Amend the Official School Calendar 2020-21**

Approve the amended school calendar, with a beginning date of August 24, 2020 and a closing date of June 1, 2021, including Parent/Teacher Conference days of October 12, 2020 and April 5, 2021, and the Teacher Institute days of August 19, 2020, August 20, 2020, November 2, 2020, and February 26, 2021 be approved as the official school calendar, year 2020-2021, of School District 69, Cook County.

**Approve the proposed change to the start/end times for Madison, Edison and Lincoln beginning with the 2020-21 school year as presented by the Superintendent.**

**Approve the administrative recommendation, as presented in the Launch of the 2020-21 School Year report, that beginning August 24, 2020 all students will begin the year engaged in full-time remote learning, extending several weeks or more, until such time as the health conditions warrant the gradual transition back to in-person instruction.**

**Approve the Skokie District 69 Consolidated District Plan and Schoolwide Title 1 Plan as required by the Illinois State Board of Education for the ESSA grants.**

### **Construction Change Order**

It is recommended that the Board of Education approve the change order for Edison School classroom renovation at a total additional cost of \$432,174, as presented.

Roll Call:

Ayes: Dembo, Marsden, Chao, Van Hees, Davis, Perez, Holtz  
Nays: None  
Motion Carried

### **COMMENTS FROM VISITORS**

Mr. Dembo unmuted the call-in participants and asked if there were any comments. Mr. Miller shared that there were no emails sent to the Board of Education for comment.

### **FUTURE MEETING DATES**

- ☐ Return to In-Person Task Force - Thursday, July 27, 2020 - 3:30 p.m. - Remote Meeting
- ☐ Return to In-Person Task Force - Monday, August 5, 2020 - 3:30 p.m. - Remote Meeting
- ☐ Regular Board of Education Meeting – Tuesday, August 18, 2020 – 7:00 p.m. - Edison Cafeteria

### **CLOSED SESSION**

It was moved by Mrs. Marsden and seconded by Mrs. Davis that the Board move into closed session to consider information regarding litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting.

### **ADJOURNMENT**

There being no further business to come before the Board at its regular meeting, it was moved by Mrs. Davis and seconded by Dr. Chao and on a voice vote unanimously carried that the meeting adjourn.

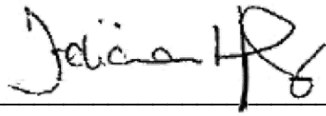
Roll Call:

Ayes: Dembo, Marsden, Chao, Van Hees, Davis, Perez, Holtz

Nays: None

Motion Carried

The meeting so adjourned at 10:46p.m.



Secretary



President

SCHOOL DISTRICT 69  
Skokie, Illinois 60077  
Regular Meeting of the Board of Education

**CLOSED SESSION MINUTES**

July 21, 2020

A regular meeting of the Board of Education, School District 69, Cook County, Illinois, was called to order as a Remote Meeting per Governor's Executive Order on July 21, 2020 by Mr. Steve Dembo.

It was moved by Mrs. Marsden and seconded by Mrs. Davis that the Board move into closed session to consider information regarding litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting; and collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.

Roll Call:

Ayes: Dembo, Marsden, Van Hees, Chao, Davis, Holtz, Perez  
Nays: None  
Absent: None

Motion Carried

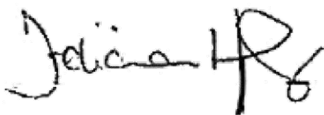
The Board moved into closed session at 10:22p.m.

Present in closed session were: Mr. Steve Dembo, President  
Ms. Joanne Marsden, Vice President (joined at 10:35p.m.)  
Ms. Felicia Holtz, Secretary  
Dr. Mark Chao, Board Member  
Mr. Richard Van Hees, Board Member  
Ms. Tessi Davis, Board Member  
Dr. Margaret Clauson, Superintendent  
Dr. Megan Aseltine, Assistant Superintendent of Academics  
Mr. Chris Miller, Director of Technology  
Mrs. Sally Scott, Franczek

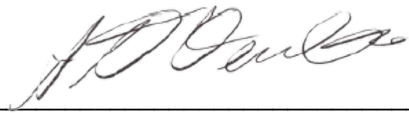
In closed session, the Board considered information regarding litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting; and collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.

There being no further business to come before the Board of Education in closed session, it was moved by Mrs. Davis and seconded by Dr. Chao and on a voice vote unanimously carried that the Board move from closed back into open session.

The Board moved into open session at 10:44p.m.



Secretary



President

SCHOOL DISTRICT 69  
Skokie, Illinois 60077

**August 7, 2020**

**SPECIAL MEETING OF THE BOARD OF EDUCATION**

The special meeting of the Board of Education, School District 69, Cook County, Illinois, was called to order as a Remote Meeting per state Public Act 101-640 on August 7, 2020 at 4:30p.m. by Mr. Steve Dembo, President.

Remote Access -

**Meeting Link:** <https://zoom.us/j/95195127507?pwd=Vm9Rd293L3lyYnQzUDIETldQamJQQT09>  
**Meeting Passcode:** 057931

**Phone Access:** +1 312 626 6799  
**Webinar ID:** 951 9512 7507

**ROLL CALL**

The following members of the Board responded present to Mrs. Holtz's call of the roll:

Mr. Steve Dembo	President
Mrs. Felicia Holtz	Secretary
Dr. Mark Chao	Member
Mr. Richard Van Hees	Member
Ms. Tessi Davis	Member
Ms. Fernanda Perez	Member (joined at 4:37p.m.)

The following members were absent:

Mrs. Joanne Marsden	Vice President
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**Attendance at Regular Meeting**

Also present were: Dr. Margaret Clauson, Superintendent; Dr. Megan Aseltine, Assistant Superintendent of Academics; Mr. Chris Miller, Director of Technology; Mrs. Kristine Joaquin Schubert, Director of Special Services; Ms. Therese Block, Ms. Denise Deamont, Mr. Jesse Chatz, staff; Olga Prappas, Jill Feldman, N. Coleman, guests. There was 3 call-in parties present but unidentified.

**BOARD PRESIDENT STATEMENT ON EMERGENCY**

Mr. Dembo reviewed the Emergency Statement and determination that a remote meeting was needed.

**CHANGES/DELETIONS TO THE AGENDA**

There were none.

**COMMENTS FROM VISITORS**

Mr. Dembo noted that there were no voice mails received but that 1 email was received by Olga Prappas. Mr. Dembo also noted that the email would be acknowledged but that it does not pertain to this specific Special Meeting of the Board of Education and that he will follow up privately.

**Amend the Official School Calendar 2020-21**

Approve the amended school calendar, with a beginning date of August 26, 2020 and a closing date of June 4, 2021, including Parent/Teacher Conference days of October 12, 2020 and April 5, 2021, and the Teacher Institute days of August 24, 2020, August 25, 2020, November 2, 2020, and February 26, 2021 be approved as the official school calendar, year 2020-2021, of School District 69, Cook County.

It was moved by Mrs. Davis and seconded by Dr. Chao that the Board open for discussion of the amended school calendar, with a beginning date of August 26, 2020 and a closing date of June 4, 2021, including Parent/Teacher Conference days of October 12, 2020 and April 5, 2021, and the Teacher Institute days of August 24, 2020, August 25, 2020, November 2, 2020, and February 26, 2021 to be approved as the official school calendar, year 2020-2021, of School District 69. Cook County.

Mrs. Davis inquired whether or not the District has developed any additional child care plans to supplement for the amendment on the calendar. Dr. Clauson reported that the District has partnered with the Skokie Park District to offer child care services with limited availability. Additionally, District 69’s Community Schools Department has been urgently working on communicating with District families to identify any child care needs.

Mr. Dembo inquired whether or not we would be able to utilize e-Learning on any potential snow days to avoid extending the school year. Dr. Clauson shared that it would be a possibility if needed.

Mrs. Perez inquired on when the District planned to communicate the calendar amendment to the District families. Dr. Clauson confirmed that principals were going to include the information in their staff and family emails later this afternoon if approved.

Roll Call:

Ayes: Van Hees, Davis, Perez, Holtz, Dembo, Chao  
Nays: None  
Motion Carried

**ADJOURNMENT**

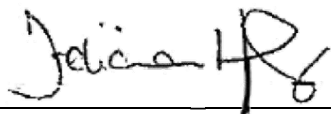
There being no further business to come before the Board at its regular meeting, it was moved by Dr. Chao and seconded by Mrs. Davis and on a voice vote unanimously carried that the meeting adjourn.

The meeting so adjourned at 4:45p.m.

Roll Call:

Ayes: Van Hees, Davis, Perez, Holtz, Dembo, Chao  
Nays: None  
Motion Carried

Secretary



President



**Skokie-Morton Grove 69 Board of Education**

August 18, 2020

Personnel Report

13.3 New Hires – Approve the positions of:

1. Alexis Walker, 1<sup>st</sup> Grade Teacher at Madison, effective at the start of the 2020-2021 school year.
2. Selma Sabovic, 2<sup>nd</sup> Grade Teacher at Madison, effective at the start of the 2020-2021 school year.
3. Diego Munoz, PreK Psychologist at Madison, effective at the start of the 2020-2021 school year.
4. Gabriela Gonzalez-Grillasca, Spanish Teacher at Lincoln, effective at the start of the 2020-2021 school year.
5. Kristyn Wiegel, Administrative Assistant to Business Services at the District Office, effective September 16, 2020.

New Assignments – Approve the positions of:

1. Jennifer Bruns, Kindergarten Teacher at Madison, effective at the start of the 2020-2021 school year.
2. Sana Anwer, Special Education Teacher at Lincoln, effective at the start of the 2020-2021 school year.
3. Shatha Dabbas, .5 PreK Paraprofessional at Madison, effective at the start of the 2020-2021 school year.
4. David Cosby, Special Education Co-Teacher 2<sup>nd</sup> Grade at Madison, effective at the start of the 2020-2021 school year.

Resignations – Approve the resignations of:

1. Christine Raupp, 2<sup>nd</sup> Grade Special Education Teacher at Madison, effective at the end of the 2019-2020 school year.
2. Kathryn Fahey, Spanish Teacher at Lincoln, effective at the end of the 2019-2020 school year.
3. Eve McElvenny, 5<sup>th</sup> Grade Teacher at Edison, effective at the end of the 2019-2020 school year.
4. Theresa Zumba, School Nurse at Madison, effective at the end of the 2019-2020 school year.

## **2020 – 2021 Annual Board Agenda Skokie-Morton Grove School District 69**

### **August 2020**

Approve Annual Board Agenda

### **September 2020**

Public Hearing on 2020-2021 Budget  
Approve and Adopt 2020-2021 Budget  
Approve 2019-2020 Certified Staff  
Compensation Report  
Approve 2020-2021 Non-certified Staff  
Compensation Report

### **October 2020**

Review IASB Resolutions for November  
Conference  
Strategic Plan Update/Goals for the Year

### **November 2020**

Approve Tentative Levy  
Publish Truth in Taxation Notice (If levy is  
greater than 5%)  
Accept Auditor's Report on 2019-2020 Finances

### **December 2020**

Truth in Taxation Hearing (if necessary)  
Approve Final Levy  
Report State IASB, IASBO, IASA Conferences  
Establish District Fees for 2021-2022

### **January 2021**

Semi-annual Review of Closed Session Minutes  
and Recordings  
Direct Superintendent to Prepare 2021-2022  
Budget  
Review of Five-Year Financial Projections

### **February 2021**

Approve School Calendar for 2021-2022

### **March 2021**

Non-renewal of Employment Contracts (if  
necessary)  
Superintendent Evaluation

### **April 2021**

Modify 2020-2021 School Calendar (Emergency  
Days)

### **May 2021**

Reorganization of Board and Set Regular  
Meeting Dates and Committee  
Assignments  
Appoint Delegate and Alternate to NTDSE

### **June 2021**

Approve Worker's Compensation and Liability  
Insurance  
Approve 2020-2021 Budget Transfers  
(if necessary)  
Semi-annual Review of Closed Session Minutes  
and Recordings  
Strategic Plan Year in Review  
Annual Certification of Hazardous Conditions  
Approve Tentative 2021-2022 Budget  
Publish 2021-2022 Budget Public Hearing Notice