

To: PUBLIC NOTICE

From: Board Secretary

NOTICE OF PUBLIC MEETING

The following public meeting has been scheduled:

**BOARD OF EDUCATION
COMMITTEE of the WHOLE
Facilities Development, School Finance & Strategy Committees**

December 7, 2020

8:00 A.M.

**Mikaelian Education Center
615 Locust Road
Wilmette, IL 60091
847-512-6000**

To listen to the meeting go to [YouTube Channel: bit.ly/D39YouTube](https://www.youtube.com/channel/UCD39YouTube)

To attend the meeting in-person, please register for tickets here:

<https://www.eventbrite.com/e/committee-of-the-whole-meeting-december-7-2020-tickets-131513066121>

In-person attendance at this meeting will be limited to not more than 10 people in order to adhere to the maximum group size capacity and the required social distancing requirements. Any person entering the facility in-person must register in advance using the eventbrite link above and must sign in and wear a face mask.

AGENDA

- I. Call to Order
- II. Approve Minutes
- III. Facility Development Committee (FDC) Items
 - A. Summer 2021 Project Planning Updates
 - B. 2021-2022 KEEP39 Options
- IV. School Finance Committee (SFC) Items
 - A. Five Year Financial Projections
- V. Strategy Items
 - A. Reopening Plan Update
 1. SafeGuard Surveillance Testing Presentation and Discussion (9:00 a.m.)
 2. In-Person Learning Surveys and Ongoing Improvement Efforts
 3. Discussion of In-Person Instruction Plan for Weeks of December 14 and January 4

- VI. Old Business
 - A. Ongoing Equity Work of the Board
- VII. New Business
- VIII. Public Comments (email public comments to PublicComment@wilmette39.org)
- IX. Recommendations for Action
 - A. Approve In-Person Instruction Plan for the Weeks of December 14 and January 4
 - B. Approve Consideration of Agreement with SafeGuard Surveillance, LLC
- X. Adjourn to Executive Session to Discuss:
 - A. Negotiations: 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. 5 ILCS 120/2(c)(2)
 - B. Specific Personnel: The Appointment, Employment, Compensation, Discipline, Performance, or Dismissal of Specific Employees of the Public Body or Legal Counsel for the Public Body, Including Hearing Testimony on a Complaint Lodged Against an Employee of the Public Body or Against Legal Counsel for the Public Body to Determine Its Validity. 5 ILCS 120/2(c)(1)
- XI. Adjourn

In-Person Learning Program Review Update

Committee Members

Administrators	
Katie Lee, Administrator for Curriculum & Instruction	Kelly Jackson, Administrator for 5-8 Education
Kristin Swanson, Administrator for Student Services	Aaron Dubnow, Elementary Principal
PK-4 Staff Members	5-8 Staff Members
Maggie Beecroft, Elementary General Education	Anne Bishop, 5-8 General Education
Julie Mirabelli, Elementary General Education	Stephanie Golden, 5-8 General Education
Rachel Mor, Elementary General Education	Eric Senne, 5-8 General Education
Annie Henry, Elementary Special Education	Joe Taylor, 5-8 General Education
Paula Lundell, Elementary Related Services	Hannah Deutsch, 5-8 Special Education
Ally Rappaport, Elementary Related Services	Becky Dolinko, 5-8 Special Education
Cathy Peach, Elementary Paraprofessional	
Leslie Williams, Elementary Paraprofessional	

Overall, the In-Person Learning Program during these unique circumstances has gone well and data indicates that families, students, and staff can identify positive aspects. As shared during the November Board of Education meeting, here are summaries of the positive aspects of in-person learning.

Parents

Across the grade levels, parents feel that opportunities for in-person learning have given a sense of normalcy and structure for their families. By learning in person, students are making connections with peers, and have the benefit of interactions with their teachers to learn and grow, and get questions answered. Parents have also shared that with students at school, they have time to do their own work more efficiently at home.

Students

Across the grade levels, students identified the same positive aspects of in-person learning with the most popular being the ability to see other students, friends, and teachers and simply “being together”. The students expressed appreciation/relief from technology glitches like logging in to Zooms, shifting from one app, and less screen time. 5th -8th grade students also cited an appreciation of the Hybrid Group A/B model stating that the love of in-person interactions and going to a physical school is balanced by the self-paced style of day on remote days.

Another theme that emerged from the comments was that students felt noticed and/or seen by teachers (ease of asking a question and receiving assistance) and other students. The socialization aspect of learning outweighed the inconvenience, if any, of adhering to health and safety protocols like face masks and social distancing. Although the 3rd and 4th grade students allude to it, the older students were able to specifically express that in-person learning matches their learning style and that they are able to better focus in the classroom.

Teachers

Teachers shared that many of the special procedures put in place to support the health, safety, and operation of the schools during this time have been going well such as wearing a mask correctly, access to materials, and procedures around arrival, departure, and bathroom use. Students have been flexible and willing to work in many different types of learning environments. Smaller class sizes have increased the ability to teach, form relationships, and maintain health and safety. Many teachers reported they like being with students and colleagues. They also shared that students were really happy to be in school and their engagement/appreciation for school has improved.

Paraprofessionals

Paraprofessionals also shared that many of the special procedures put in place to support the health, safety and operation of the schools during this time are going well. Students have access to supplies and materials needed to be successful as well as the procedures such as arrival, departure, and bathroom use. Students seem to be flexible and adaptable to the learning environment, happy to be back at school, and seem to be thriving and more engaged than in previous years. Also, everyone seems to be developing strong routines, following through with health and safety expectations and positively socializing/interacting among themselves.

On Tuesday, December 1st, committee members met to review and identify trends in the survey data -- both quantitative and qualitative. These identified trends formed the recommendations and began brainstorming action items. The additional action items suggested by the committee will be thoroughly reviewed by administration. However, presented here are the items we can confidently implement immediately to respond to the needs expressed by students, families, and teachers.

In-Person Learning Program Recommendations & Action Plan

Recommendation #1: Improve adherence to health and safety protocols such as social distancing and mask wearing. In addition, provide ongoing guidance on quarantine guidelines for students, families, and staff.

Supporting Data from Surveys

Students - Ways to improve In-Person Learning

The majority of student suggestions for improvements to in-person learning centered around continuing to enforce wearing face masks and social distancing. At the same time, students would also appreciate more breaks from the mask, more activities during lunch (using breakout rooms to socialize/talk with friends) or a clear screen so they can see other students as well as increased time outside playing with equipment or learning when the weather allows. This was consistent from third grade through eighth grade.

Teachers - Challenges with In-Person/Hybrid Instruction

Areas of challenge included the following:

- Students sometimes struggle to maintain a safe social distance;
- Teachers noted that it can be a challenge to support younger students from a safe social distance;
- Small group instruction is challenging due to both social distancing and safety protocols;
- Students struggle with the lack of movement throughout the school day;
- Lunch can be difficult.

Paraprofessionals - Challenges with In-Person/Hybrid Instruction

Areas of challenge included the following:

- Students maintaining consistent social distancing, especially on the playground;
- Students needing to stay in the same place for extended periods of time;
- Some students continue to need reminders regarding proper mask wearing;
- The thermometers work inconsistently outdoors with the colder weather;
- It can be challenging to work in multiple classes during the day due to the need to sub;
- Having enough supervisors for lunch, clean up and on the playground.

Grades PK - 4 Action Plan	Grades 5-8 Action Plan
Lessons/re-teaching: Create a video with a variety of activities and opportunities for practice; consider using props (e.g., pool noodles), videos, practicing, role-plays, reminders about “why” we need to social distance.	Lessons/re-teaching: Educate students that if they are in the halls, they should have hands off one another and keep moving. Single file line. Reminders to sit on a hawk/wolf if they are working in the hallway, and not group together.
Recess Activities: Create a list of structured activities/games that require social distancing or have an opportunity for some students to choose an indoor/outdoor activity (bags, sidewalk chalk, pool noodle tag). Students could bring a bag, bin of toys from home - section off spaces for students on the playground.	Staff Actions: Dismiss students out to the hallway by sending one student at a time, and provide reminders to stay apart from others. Staff should also be mindful of their own social distancing and model for students in hallways as well as classrooms.
Lunch/Recess Supervisor Meetings: Offer voluntary meeting opportunities on a weekly basis to discuss what works well and what could be changed.	Outdoor Opportunities: Create an outdoor rotation schedule and assign/designate areas for recess/outdoor times.
Reminder to Families: Regularly remind families about social distancing, mask wearing, and quarantine guidance; partner with PTAs and/or community groups to send the same message.	Reminder to Families: Regularly remind families about social distancing, mask wearing, and quarantine guidance; partner with PTOs/community groups.
Supportive Structures: Enforce the use of the social distance dots/circles; practice with students to stress the health and safety importance of being 6 feet apart.	
Masks: Ensure that <u>all</u> students have a scheduled mask break. Also, identify specific students that need an extra mask break.	

Recommendation #2: Address the social emotional needs of students.

Supporting Data from Surveys

Connection to Peers

Peers/Students	Not very connected	Somewhat connected	Reasonably connected	Well connected
PARENT QUESTION: Teachers focused on building classroom community to start the school year, and prioritized this as students returned to in-person learning. How connected does your child feel to other students in his/her classroom?	5.8%	19.3%	31.7%	43.2%
	I do not feel like they know me or I know them.	Sometimes I feel like they know me or I know them.	Most of the time I feel like they know me or I know them.	I feel very close to other students in my class.
3-4 STUDENT QUESTION: How close do you feel to other students in your class?	3.3%	13%	42.2%	41.5%
	Not very connected	Somewhat connected	Reasonably connected	Well connected
5-8 STUDENT QUESTION: How connected do you feel to other students in your group (Group A or Group B)?	8.4%	17.6%	34.6%	39.4%
	I don't feel connected at all.	I feel connected with only the students in my own group.	I feel connected to the homeroom as a whole	
5-8 STUDENT QUESTION: Your HOMEROOM is made up of two groups of students - BOTH Group A and Group B. How connected do you feel to ALL of the students in your homeroom?	6.7%	71.3%	22%	

Grades PK - 4 Action Plan

Grades 5-8 Action Plan

Peer Connections: Establish Zoom Buddy classrooms within a school to increase peer-to-peer engagement and socialization. Activities such as crafts, sharing a story, or academic tasks (math games or peer editing)

Unstructured peer connections: Develop a rotation or schedule to allow more opportunities for students to go outside for recess. Utilize gyms and equipment for indoor recess opportunities.

Supports for Parents: List of resources to help support student social emotional growth at home.

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Extra-curriculars/recess: Establish Zoom clubs or a recess choice board, with opportunities for students to create Zoom groups for increased social time. Clubs are interest based, and managed by a host (supervisor) who sends students to their different groups. Survey students to see what clubs they would like. This is available to both students in hybrid and full remote, as well as hybrid remote days. Students have the autonomy to choose club activities or go outside.

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Dedicated SEL time: Use time set aside for SEL in the schedule for additional peer-peer connections.

Recommendation #3: Address the needs of 5-8 students who require additional support academically - during remote learning day within the hybrid model.

Supporting Data from Surveys

Grades 5-8 Specific Questions about the Remote Days of Hybrid Model

<i>Amount of Synchronous Learning on Remote Days</i>	Too little	Just right	Too much
PARENT QUESTION: D39's remote learning plan calls for a specific amount of synchronous learning on remote days (Grades 1-8 = 150 minutes). Taking this into account, is the amount of synchronous engagement your child receives on remote learning days:	49.8%	45%	5.3%
5-8 STUDENT QUESTION: D39's plan calls for a specific amount of synchronous learning on remote days (Grades 1-8 = 150 minutes). Taking this into account, the amount of synchronous time on your remote days is:	9%	73.6%	9%

<i>Support on Remote Days</i>	Significant adult support	Moderate adult support	Little to no adult support
PARENT QUESTION: During hybrid remote days, my child requires...	15.1%	30.1%	54.8%
5-8 STUDENT QUESTION: During remote learning days, I require...	3.3%	23.1%	73.6%

<i>Engagement on Remote Days</i>	Often disengaged, or finishes early	Somewhat engaged	Highly engaged throughout the day
PARENT QUESTION: On hybrid remote days, my child is...	32%	45%	23%
5-8 STUDENT QUESTION: On remote days, I am	10.9%	49.5%	39.6%

Grades 5-8 Action Plan

Engagement: Provide targeted WIN support to fully engage students on their remote days.

- Restructure Remote Check Ins
 - Genius Hour projects
 - Support for academic needs
 - Support for work completion and executive functioning

Academic Strategies: Ensure that there is more frequent connection for students in A.S. classes over the course of the two days.

In-period Connections: Continue to develop in-period connection opportunities for students during their respective remote days.

Recommendation #4: Increase the positive impact of in-person/hybrid learning on staff’s personal well-being.

Supporting Data from Surveys

	Not confident	Somewhat confident	Reasonably confident	Very confident
PK-8th Grade Certified Teachers: How confident are you in the safety protocols that have been put in place to mitigate exposure.	11.2%	44.2%	34.5%	10.1%
PK-4	12%	48%	32%	8%
5-8	10%	40%	38%	12%
PK-8th Grade Paraprofessionals: How confident are you in the safety protocols that have been put in place to mitigate exposure?	15.3%	43.5%	25.9%	15.3%

	Negative impact	No impact/neutral	Positive impact
PK-8th Grade Certified Teachers: What, if any, has been the impact of in-person/hybrid learning on your personal well being (e.g., self-esteem, mindset)?	50.8%	36.4%	12.8%
PK-4	44%	37%	19%
5-8	59%	35%	5%
PK-8th Grade Paraprofessionals: What, if any, has been the impact of in-person/hybrid learning on your personal well being (e.g., self-esteem, mindset)?	34.1%	43.5%	22.4%

Grades PK - 4 Action Plan	Grades 5-8 Action Plan
Remote or In-Person: Inform staff, as much as possible, the district’s model of instruction two-weeks in advance; this will assist in planning/preparing lessons to match in-person and/or remote learning.	Remote or In-Person: Inform staff, as much as possible, the district’s model of instruction two-weeks in advance; this will assist in planning/preparing lessons to match in-person and/or remote learning.
Paraprofessionals: Hold weekly meetings with paraprofessionals and administrators to discuss concerns and problem-solve.	Paraprofessionals: Investigate ways to provide more consistency with the support staff schedule in order to limit exposure to multiple pod/bubbles as possible.
Staff Professional Development: Continue to offer ongoing professional learning opportunities within already established set-aside time. (e.g., Friday “early release days”)	Staff Meetings: Use staff meetings more flexibly - allow for dept/team collaboration and planning or organize groups to share ideas on different topics (tech, engagement on remote days, etc.).
Staff SEL: Form a districtwide UPLIFT committee made up of a group of staff volunteers who are dedicated to supporting the mental, emotional, and physical health of the District 39 staff will provide resources targeting a theme of the month.	Staff SEL: Form a districtwide UPLIFT committee made up of a group of staff volunteers who are dedicated to supporting the mental, emotional, and physical health of the District 39 staff will provide resources targeting a theme of the month.
Staff SEL: Support staff understanding of the SEL competencies and give tools to support staff strengthening of SEL skills and self-care.	Staff SEL: Support staff understanding of the SEL competencies and give tools to support staff strengthening of SEL skills and self-care.
Staff Appreciation: Coordinate with PTA/O’s appreciation efforts/building level recognition.	Staff Appreciation: Coordinate with PTA/O’s appreciation efforts/building level recognition.

ACTION ITEM

Date: December 7, 2020

To: Members, Board of Education

From: Dr. Kari Cremascoli, Ph.D.,
Superintendent

Subject: Consideration of Agreement with Safeguard Surveillance

PROPOSED ACTION BY THE BOARD OF EDUCATION

Motion to approve and authorize the Superintendent to execute an agreement with Safeguard Surveillance, LLC subject to final review and approval by the Board's attorney and Superintendent.

BACKGROUND

The [District 39 Metrics Reopening Advisory Team](#) conducts a weekly meeting to study important school-relevant metrics of COVID-19 and the District's Reopening Plan in order to guide adjustments to reopening efforts and improvements in health and safety protocol. The team has closely monitored the external metrics associated with community spread of COVID-19, including positivity rates and new cases per 100,000 population. Recognizing a shift in these metrics toward the substantial (red) range, the Metrics Advisory Team suggested consideration of surveillance screening testing programs for consideration within District 39. While the District continues to experience success relative to its internal operational metrics and mitigated risk of virus transmission within its schools, there remains a concern that high levels of external community spread may increase the risk of positive cases within our schools. Therefore, during times of significant community spread, screening testing is recommended to accomplish the following:

- Identify and isolate potential asymptomatic or pre-symptomatic cases of COVID-19 among students and staff;
- Provide students and staff with an additional screening tool to further mitigate and reduce the risk of exposure, transmission and quarantine, especially during times of significant community spread;
- Assist in screening for and reducing the overall rates of COVID-19 within our community by isolating cases, especially those who may be asymptomatic or pre-symptomatic; and
- Reduce the need for school closures, classroom and/or individual quarantines.

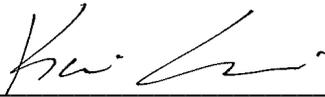
Research has shown that the school mitigation measures being implemented within District 39 schools as part of its Reopening Plan help to significantly lower the risk of COVID-19 transmission in a given environment. These measures include daily symptom screening, mask wearing, social distancing, the creation of learning bubbling for students, increased ventilation and filtration, enhanced cleaning/disinfecting, among other safety practices. The internal metrics and experiences within our schools have provided further evidence of the positive impact of these mitigation measures. However, the district continues to seek opportunities to strengthen health and safety.

A surveillance testing program during periods of substantial community spread and/or transitional periods back to school after an extended break may further enhance these mitigation efforts.

With Board approval, the District plans to initiate this program on a trial basis in December with a small cohort of students and staff. Following a successful trial, the District will plan to launch the program district-wide in early January to support a safe transition back to school following winter break. Combining this new program with the other important mitigation procedures already implemented within our district, including daily symptom screening, social distancing and mask wearing protocol, student learning bubbles, response to illness protocol, access to PCR testing, and cleaning/disinfecting measures, will help to further enhance safe in-person school environment in which the risk of COVID exposure is minimized, allowing for in-person learning.

This surveillance program will cost the District \$11 per test, plus resources for logistical management and oversight of the program. The District will cover the costs of participation in this surveillance testing program for students and staff, and will offer parents the opportunity to contribute to the cost of testing for their child, if they wish. This program will be evaluated following implementation in January, with a review at the January Board Meeting in order to inform and design the ongoing testing schedules, protocol and plans for the District.

Recommended for approval by the Board of Education,



Dr. Kari Cremascoli, Superintendent