

REGULAR MEETING

The regular meeting of the Board of Education of Sandwich Community Unit School District #430, DeKalb, Kendall, and LaSalle Counties, Illinois was held on Tuesday, October 19, 2021 at 7:00 p.m. at Sandwich Middle School.

ROLL CALL

Present: President Miller, Vice President Schroeder, Secretary Saitta, Englehart, Wilson, Scharenberg & Morse

BOARD SALUTES

The Board saluted Building Principals/Assistant Principals and Directors for their many efforts and in recognition of National Principals month; and to Yuki Chen for being named a commended student in the 2022 National Merit Scholarship Program. Commended students are recognized for the exceptional academic promise demonstrated by their outstanding performance on the qualifying test used for program entry; and for being identified as being in the top 50,000 highest scorers out of 3.5 million students who take the PSAT annually.

APPROVAL OF MINUTES, EXPENDITURES, PAYROLL & INVESTMENTS

Mr. Wilson moved, seconded by Mr. Schroeder to approve the minutes of the September 21, 2021 regular board meeting, the October 6, 2021 IVVC minutes and the current expenditures, payroll, and investment plans as presented.

Ayes: Saitta, Englehart, Schroeder, Scharenberg, Wilson, Morse and Miller. Nays: None

MOTION CARRIED

SOCIAL EMOTIONAL LEARNING PROGRAM REPORT

October is National Bullying Prevention month and the administration provided a report regarding the various interventions and programs implemented to address the Social Emotional Learning programs throughout the District.

Second Step physical kits were purchased for K-7. A combination of social workers, school psychologists and PE teachers developed and implement Second Step for grades K-7. Habitudes was purchased for 8th grade and implemented during PE. Second Step digital was also purchased for K-8 implementation.

- Second Step programs are research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 8.
- Habitudes combines images, relatable stories and experiences into leadership development curriculum and lesson plans that resonate with today's young adults, equipping them to navigate through life's challenges and opportunities.

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At the high school, Habitudes will begin soon with one lesson per month. Habitudes will be presented by each HS Advisory Teacher. The following Units will be presented: Character, Choosing Battles, Discipline, Personal Relationships and Responsibility.

The high school is also working on providing the T.A.L.K. program during semester II. T.A.L.K. stands for **Teens Activating the Language of Kindness**. T.A.L.K. is a full day in-school field trip that takes place during school hours. T.A.L.K. is designed to develop leaders by bringing together students from all segments of the school population so that bridges of mutual respect can be built. During the day, students can expect to be involved in small group activities that encourage students to make positive social decisions and assist in building a positive school climate that reduces the probability of bullying. This program has been going for 6 years. They have begun training students to lead the program and are hoping for a semester II date. In the meantime, they are maintaining an Instagram account for positive messaging for the students.

WRITTEN SCHOOL IMPROVEMENT REPORTS

Ms. Greenacre – LG Haskin

The students and staff have been working hard! Progress reports have been sent home, some intervention groups are in full motion and have been very productive, and we are getting ready for our 1st MTSS meeting day of the year. These grade level meetings will help teams look at the data to determine any adjustments to intervention time- shifting students and looking at what each group is doing- that is necessary. The groups will be progress monitored and we will continue to discuss students' needs to address concerns. Classroom, Reading, Special Education, and Bilingual teachers are working closely to coordinate instruction for the students. We are using both Reading and Math interventions to assist with these groups.

The Building School Improvement team is working with the staff on goals that are tied to the District level Cognia goals. At the building level we have 5 committees that are helping to address these goals- School Improvement Committee (Cognia Goals/student learning focused), Communication Committee (information/community engagement focused), Social/Emotional Learning Committee (student focused), Safety Committee (safety/COVID19 focused) and Sunshine Committee (staff focused). These committees will continue to meet and address their specific areas. We will communicate each committee's work/goals at faculty/staff meetings and through shared agendas. This gives all stakeholders a voice in our school community.

As part of our effort to address the social/emotional needs of our students, we are continuing with the Character Count and Bucket Filling campaigns in the building. Second Step lessons, taught by our social worker and supported by the classroom teachers, have begun. The students and staff are enjoying them. We have completed the SAEBRS and MySAEBRS benchmarking in 2nd & 3rd grades. This data will assist in supporting our students. We will be starting our monthly focus on Bucket Filling and the 6 Pillars of Character- Fairness, Citizenship, Respect, Responsibility, Trustworthiness, and Caring. These help provide a framework for SEL activities in our building.

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Academic / Extra Curricular Programs & Services Progress:

Cake Roll Fundraiser- 10/20-11/5	Hoover Outdoor Education (Kdg)- 10/21
Red Ribbon Week- 10/25-10/29	Erin's Law presentations- 11/4 & 11/5
Fall Picture Retake- 11/8	Veteran's Day- 11/11
End of 1 st Trimester- 11/12	

Mr. Ryan – Prairie View

September has been a busy month at Prairie View. Students have completed their academic Fastbridge benchmarking assessments and the SAEBRS social-emotional screener. The Prairie View staff has been working collaboratively with Mr. Ryan to look at benchmarking data, classroom data, and daily schedules to improve our ability to maximize learning time. Grade level teams are working together to think creatively and in unison to support all learners during “What I Need,” aka WIN time each day.

Similarly, Ms. Schmidt, our school social worker, is in the process of disaggregating social-emotional screening data to develop social groups to help our young learners in non-academic areas of need. Ms. Schmidt has also begun providing weekly Second Step lessons in each classroom. We are very thankful to have a full-time social worker this school year to help us provide the necessary support for all of our students.

Prairie View recently finished our second annual Luigi's pizza fundraiser. We started with a goal of selling 500 pizzas which would earn students an extra recess. We are excited to announce that we blew our goal out over the water by selling over 1,100 pizzas! The Prairie View staff is in the process of collectively making decisions on how to spend the earned money to benefit our students and staff. Thank you to all community members who helped make this fundraiser a great success.

- Develop and implement school-wide behavioral expectations for all common areas of the building.
 - The Prairie View has enjoyed working as a team to develop behavioral expectations for our building. Our staff has been very thoughtful during the early stages of this process and approached decisions through a long-term lens. It is important that the decisions made throughout this process have a long-term cultural impact on our building.
- Continue to foster and improve building-level committees and their impact on our school.
 - Building level committees continuing to meet regularly and focus on yearlong initiatives and goals to help improve Prairie View in a multitude of facets.
- Focus on the full implementation of ReadyGen and Foundations curriculums into ELA block.

Grade level teams are communicating regularly with their building peer and grade level peers to continuously improve upon the roll out of these curriculums. Focus SIP day agendas have helped teams through this.

Mrs. Kern – WW Woodbury

We are CHAMPing it up at Woodbury this year! CHAMPS is an acronym that reflects the types of expectations used by the teacher to clarify the activity and transitions occurring in class. The acronym stands for Conversation, Help, Activity, Movement, and Participation. This common language is being implemented in all classrooms here at Woodbury this year. Knowing expectations up front for participation in learning that is consistent across all setting allows us to get to teaching and learning sooner with less time working on behavior and expectations. While we are just in the initial stages, we are already seeing the positive impact this is making on our students. As we work through teaching CHAMPS expectations, we will be recognizing students for showing the WOODBURY WAY (safe, kind and responsible behavior) throughout different settings in the school and based on targeted goals.

The following are the updates on school improvement goals for the 2021-2022 school year and are shared with Woodbury families. Our goals are concentrated on school climate and social emotional learning, providing intervention to students, and implementation of new systematic phonics, spelling and handwriting program, Foundations. It is important to us that the targeted work done behind the scenes in our little school is shared with our stakeholders.

Begin CHAMPS Implementation in every classroom:

GOALS:

- COMPLETE: All classrooms display CHAMPS definitions. (Conversation, Help, Activity, Movement, Participation, SUCCESS)
- COMPLETE: All classrooms utilize and implement voice level recognition (0-silent, 1-whisper, 2-talking voice, 3-strong speaker/teacher voice, 4- Recess Voice).
- IN PROGRESS: Once students become familiar begin to implement in common areas (bathrooms/hallways/lunch/recess)
- IN PROGRESS: Implement School Wide Recognition.
- CONTINUOUS REVIEW: Follow up on progress in ongoing staff meetings to make determinations about next steps and student recognition and determine targeted goals and areas of need.

Implementation of WIN TIME: WIN stands for “What I Need”, and refers to interventions and/or enrichment. During WIN time, some students receive intervention to work on specific math or reading skills and others might work on other learning tasks that appropriate for their individual level. Students might work with their classroom teacher, a paraprofessional, with a small group of other students, or a reading teacher during this time. This work and information is monitored over time should students need more support and services determined through our (MTSS) Multi-Tiered System of Supports review process.

GOALS:

- COMPLETE: Define 30 minutes of WIN time in classroom schedule.
- IN PROGRESS: Exploration and learning what works this year. Teachers and other staff or

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grade level teams collaborate and meet regularly to discuss intervention implementation. Use of interventions/enrichment may include Lexia or other web-based programs, individual or small group reteaching, classroom centers and more and are determined based on needs of students in each classroom.

- CONTINUOUS REVIEW: Grade level teams meet every 4 weeks to discuss WIN time implementation, define challenges and collaborating on ideas and what is working. Ongoing review of data and progress monitoring student performance for individual students as needed. Review progress at monthly whole staff meetings.

Implement Foundations at Grades K-2

GOALS:

- IN PROGRESS for the 2021-2022 school year: Full Implementation of Foundations at Grades K-1 2021-2022 school year. Modified Implementation at Grade 2 while monitoring progress and need of students.
- Collaboration with reading teachers to share progress, identify individual needs for reteaching and support.

Mrs. Ford – HE Dummer

FastBridge testing has been completed and the social/emotional portion is almost done. Dummer will be looking at all this data to determine the best way to meet the needs of our students. Our 4th and 5th grade teams along with the psychologist, social worker, and reading teachers will meet after school Wednesday and Thursday the week of Oct. 18 so plans can be made and students can be placed in the best intervention that will meet their specific needs.

FastBridge data was sent home to parents Friday, Oct. 15 giving parents an idea of where their student falls in relation to other students in our district. Sandwich is using District Norms when comparing data this year because we felt it would be a better understanding of where are students are and how we can help them. Progress reports went out Oct. 1 with an added explanation to parents/guardians what each indicator meant. We felt it was very important that the parents/guardians understood where their child fell in terms of the learning standards and grade level expectations. Standards-based grading and communication is one of our goals that we will continue to work on through-out the year.

Fifth grade teachers are working on completing their report card and will be taking some days to work on this endeavor. Through the Title I 1003a grant, we are able to get some subs for these staff members to work on this project. Both grade levels continue to work on rubrics, assessments, and inter-rater reliability of student work. The district will be sending a total of 7 teachers from all the elementary buildings to a 2 day summit to work on Standards-Based Grading again this year. We were able to go 2 years ago and were able to put a plan in place with timelines and planned progression but then Covid hit and we were unable to complete the plan. Our hope is to continue where we left off and help our schools and stakeholders understand and use the standards-based grading to benefit our students.

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District and school committees are in full swing. School committees meet at least once a month while district committees meet at least every other month for the most part. Grade level meetings meet one time per week. All committee reps make copies of the minutes and share with all Dummer staff so all staff in our school knows what is going on with all committees and district initiatives. They then put it in a shared Google folder for all to have access to at any time.

Mr. Heilemeier – Sandwich Middle School

Over the past couple of weeks, students at SMS have successfully completed the fall benchmark for the academic side of FastBridge Testing. Grade level teams are beginning to meet to go over the data from the testing. Students also completed the SAEBRS social emotional screener.

On October 4th, we began Second Step® Middle School, a research-based social-emotional learning program designed to improve students' social-emotional skills, such as emotion management, impulse control, problem solving, and empathy. Second Step skills and concepts are designed to help students both in and out of school. These include:

Mindsets and Goals: Students learn how to develop a growth mindset and apply research based goal-setting strategies to their social and academic lives. Recognizing Bullying and Harassment: Students learn how to recognize bullying and harassment, stand up safely to bullying, and respond appropriately to harassment. Thoughts, Emotions, and Decisions: Students learn how to recognize strong emotions and unhelpful thoughts, and apply strategies to manage their emotions and reduce stress. Managing Relationships and Social Conflict: Students learn strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict.

Dr. Darnell – Sandwich High School

MTSS - the student service dept. has created a process to identify students who are at risk academically and behaviorally. The student service dept. will continue to work with this process and eventually implement school wide.

Habitudes (SEL - the Habitudes committee has been meeting since our school wide training in September. We will continue to meet throughout the year designing SEL lessons for our students to participate in during advisory. The student's first advisory habitudes lesson is Oct. 22

FAFSA College and Career Readiness - in Sept. SHS had their first FAFSA meeting for parents. We had a FAFSA representative present to several parents explaining what FAFSA is and how to fill out the FAFSA form. Oct. 19 we will be hosting a second FAFSA meeting for our families.

Oct. 13 - we have several students taking the PSAT.

Oct. 21 - SHS will be recognizing the new inductees for National Honor Society

SHS girl's golf team qualified for sectionals

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Mr. Bloemker – Technology Director

Technology regular updates – Over the past month, from August 1st through September 13th, we have closed over 845 tickets which is a little more than the number last year during the same period. As of this writing, we have 33 open issues ranging from system issues such as Tyler, Savvas/Pearson, IXL, Lexia and others; chromebooks repairs (4/26), and a few project requests.

I continue to work with Lexia and the district firewall support folks to resolve an issue where a few students are left “timing out” or being “kicked out” of Lexia. There was a minor firewall change made so we will see if it has any success on the resolution of the issue. A couple issues have recently opened up with Savvas from a couple of SMS classrooms. I am currently investigating the issue and recalling what was done earlier to resolve similar issues.

Chromebook Repairs and Support – Chromebook repairs have begun with the replacement of several screens, reseating of internal cables, power-washing devices are among the resolutions being performed. Since the last report, there have been 70 closed chromebook issues ranging from repairs needed (17) to various application requests or issues and power issues. All devices are being repaired in a very timely manner so they can get back to the student. While repairs are being made, students have a loaner device to continue their learning and studies.

Applications Updates – Kdg Student data has been sent to the ISBE KIDS application for assessments to begin in the very near future. I continue to make data corrections and updates to individual student records. The fall enrollment verification process will be started this week by sending enrollment reports to building secretaries for accuracy. Once this has been completed, it will be verified by the superintendent on the ISBE website.

ERATE: All form 471’s have been filed with USAC/ERATE. We are now waiting for their approval process to be completed. I filed the BEAR forms for last year’s internet expenses. The funds should be received at any time from USAC.

Mrs. Swan-Gravatt – Special Education Director

Our office of Student Services and NIA partners teamed up and provided on September 17th and October 8th two different Autism training days on SIP afternoons. The participants comprised of special education teachers, paraprofessionals, and related service staff. There was a total of 60 participants for each training day. The first training centered on “Visual Supports” and the second training focused on “Core Words”. The Visual Support session reviewed the basic evidence supporting the use of visuals as well as the evidence in HOW to use visuals properly. An emphasis on using visuals to support independence and to support behavior was included. The Core Words session outlined general communication strategies rooted in best practice when communicating with students with communication challenges, especially those with autism. In addition, the session outlined the specific strategy of core words as a language building communication tool, including why core words are important, how they should be implemented, and how they are used in the STAR programs in Sandwich. These trainings are vital for our staff as we forge forward serving our students with autism and other low incidence

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students with disabilities that have severe disabilities in the area of communication. We have one more Autism training day scheduled and that training will occur on the December SIP half day.

AUDIENCE TO VISITORS

Citizen comments were provided regarding the dress code, staff communications and masking.

ADJOURNMENT

Mr. Wilson moved, seconded by Mrs. Scharenberg to adjourn the Regular Board Meeting of October 19, 2021.

Ayes: Saitta, Englehart, Wilson, Schroeder, Scharenberg, Morse and Miller. Nays: None
MOTION CARRIED Meeting Adjourned at 7:50 p.m.

President

Secretary