

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, December 14, 2021 at 7:00 p.m. at Sandwich Middle School.

ROLL CALL

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

Vice President Schroeder welcomed the audience to the meeting and led the pledge of allegiance.

Vice President Schroeder was authorized to sign Board approved documents.

MADRIGAL PERFORMANCE

The SHS Madrigal's under the direction of Ms. Taylor Marshall entertained the Board and audience with a selection of songs and a great performance.

BOARD SALUTES

To the following the Board salutes members of the SHS Madrigals - Cooper Akin, Katie Alderman, Marjorie Collins, Beth Pearson, Allie Savage, Emma Sparks, Kaylee Swickert and Lucia Towne and their instructor Ms. Taylor Marshall for their great performance at schools and throughout the community; and to SMS Cross Country Coaches Chad Hick and Ian Stewart and girls' team members Zaza Lesko, Sunny Weber, Norah Vick, Emily Urbanski, Jessica Rios, Kayla Kressin and Alexandria LaPorte for qualifying for the IESA state meet placing 20th and to the boys' team members Alex Walsh, AJ Parkison, Shane McGuane, EJ Treptow, Eddie Ramirez, Caleb Junius and Parker Eberle for qualifying for state meet placing 27th.

APPROVAL OF MINUTES AND FINANCIAL REPORTS

Mrs. Scharenberg moved, seconded by Mr. Wilson to approve the minutes of the November 16, 2021 board meeting, the minutes of the IVVC board meeting of December 1, 2021 and the current expenditures, payroll, and investment plans.

Ayes: Saitta, Englehart, Schroeder, Scharenberg, Wilson and Morse Nays: None
MOTION CARRIED

APPROVAL OF 2021 LEVY

Ms. Saitta moved, seconded by Mr. Morse to approve the 2021 certificate of levy as presented.

Ayes: Saitta, Englehart, Schroeder, Scharenberg, Wilson and Morse Nays: None
MOTION CARRIED

REPORT ON WAUBONSEE COMMUNITY COLLEGE SUCCESS DATA

A report was provided regarding enrollment and success data of SHS graduates attending Waubonsee Community College. The number of Sandwich High School graduates attending either part time or full time increased from 44 in 2020 to 51 in 2021. For the success data, when compared to all in-district students (all high schools that feed into WCC), the average GPA in 2020 for SHS graduates was 3.01 and 2.75 for all in-district students. Congratulations to our SHS graduates for their success at WCC!

REPORT ON IVVC PROGRAM

IVVC serves 10 area school districts and offers sixteen different programs. IVVC is open to juniors and seniors and while students may attend a program for one year, most SHS students enroll in a two-year program. There is an AM and a PM session and students earn 1.5 credits toward graduation per semester. Program offerings consist of: Auto Body, Auto Technology, Aviation, Certified Nurse Assistant, Computers, Construction Trades, Cosmetology, Culinary Arts, Teaching Methods, Emergency Medical Services, Fire Science, Graphic Design, Health Occupation, Law Enforcement, Sports Medicine and Welding. There are 149 SHS students enrolled at IVVC this school year and as of December 10, 2021, Sandwich's average grade is 88.36%.

SCHOOL IMPROVEMENT REPORTS

In written reports:

Dr. Darnell – Sandwich High School

ETS Committee reviewed student Cognia data on Dec. 10. As a committee we identified areas of strengths and growth based off the survey. We also identified one action item we will focus on for the remainder of the school year.

Students had a Habitudes lesson on Dec. 3 “picking your battles”. Some of the comments from students include, “it made me think”, “it was good to hear”, “people needed to hear this, to help others make better decisions”.

Students will do a College and career activity on XELLO to explore career matches. We are also tracking FAFSA completion and offering up college gear.

We are hosting a career expo with several different districts attending on Feb. 3

Current high school students have begun choosing classes for the 2022-23 school year. Counselors will meet with students individually during December – March to go over credits, classes, and future plans. We have set our dates for our counselors to meet with 8th graders Jan. 18. Our Future Freshman Experience night will occur Jan. 26 for students and parents to visit the high school and hear about a variety of sports, clubs, and classes. Counselors will follow-up with small group student/family meetings during February to complete course selection and create 4-year plans.

NHS started Peer tutoring. We have students tutoring middle school student during the day and we are offering tutoring for high school students in the morning before school and the afternoon after school.

On November 22, TALK student leaders attended their first training of the year. TALK has worked hard to find creative ways to stay active during the pandemic.

Mr. Heilemeier – Sandwich Middle School

The SMS Cognia team has continued to meet to update the progress for our SMS plan. Our SMS team is preparing for the review and looking forward to what we have to do to meet our goals in the next cycle. We will continue to update our current Cognia goals to reflect the changes brought on by Covid19. Another thing the team is tackling is the implementation of MTSS in the 2021-2022 school year. Currently we are looking at at FastBridge data and starting to place students in Tier 3 interventions.

The staff at SMS is starting to prepare for the Illinois Assessment of Readiness (IAR) and the Illinois Science Assessment. SMS students will start the State assessments at the beginning of March.

Now that we are into December we are in a transition between sports seasons here at the middle school. All of our fall seasons have wrapped up with each team performing well all season.

- 6th grade girls basketball finished the season strong with back to back victories. As a team they were able to finish the season with a 6-3 record.
- 7th grade girls were able to play in the state series this year and lost in the regional semifinals in a hard fought game. The girls worked hard all season and were able to make great strides in improving their skills.
- The 8th grade girls also took part in the state series and were also eliminated in the semifinals. The girls worked hard all season and were in many close games.

The winter sports season has started as well. This year we are able to field a full wrestling team and a full wrestling schedule. The wrestling team will start matches on December 11th. Girls Volleyball has also started up. They just completed their try-outs and will start playing matches in January.

Boys basketball is still going strong as well. The 6th grade boys field an A & B team this year and they will wrap up play on December 13th. The 7th and 8th grade teams will continue their seasons through the end of January and will begin state series play in February

Mrs. Ford – Herman E. Dummer School

Dummer's 1003a Title I Report Card grant has been approved as well as the School Improvement Report that is also required. Dummer continues to move forward working on the academic and social needs of all students. Our Cognia surveys have been completed and all school and district committees continue to meet. Dummer completed their 2nd School-Wide Behavior Incentive which went extremely well. A little shout out goes to our Social Committee who have been a blessing with uplifting our staff during this time of limited subs and a lot of extra work. Laughter and fun go a long way! MTSS/DATA Days were held recently to look over progress of students and further needs that may need to be addressed. Staff are attending conferences and evaluations are taking place in full force.

Working together with Northwestern Valley West Hospital, we were able to teach Hygiene and Nutrition classes to all our 4th and 5th grade students during their P.E. time. Our Franklin Mall collection is going well as we are hoping to help others in need. Our Dummer Parent Group is off to a great start and they have successfully run their first big fundraiser selling over 2,400 Bundt Cakes! The proceeds will go back into our school for future programs for students and staff. Parent/Teacher conferences went very smoothly and we had great attendance for both grade levels.

Ms. Greenacre - Lynn G. Haskin

During the month of December, we are focusing on the character trait of Responsibility. Students and teachers continue to spend time in the classrooms discussing the traits and what it means to demonstrate a trait. We have added the "A Little SPOT" series of books by Diane Alber to our SEL collection. Teachers are using these books to help guide discussions and classroom/building activities focusing on the Character Traits. Our building SEL committee has planned activities for both classrooms and the building. The Social Worker and classroom teachers are enjoying co-teaching the Second Step lessons and have had shared some wonderful discussions and observations that have come from them.

The implementation of Foundations is going very well in our Kdg-2nd grade classrooms. Teachers are reporting that the students are enjoying the routine and structure of the program and they are seeing evidence of skill development in the area of language art, both reading and writing.

The Franklin Mall collection went well at Haskin! The students and staff enjoyed a week of “special” days that encouraged participation in the project. Families really actively participated in donating items this year- the most in a least 15 years! Items were collected in the classrooms and then brought down to the main lobby and placed under our tree. The class that collected the most items will receive a popcorn party. This project fits right into our Character Counts program.

Mr. Ryan – Prairie View

It is hard to believe we are nearly at winter break! Last month we had a successful round of parent/guardian-teacher conferences. This year we offered parents a choice to attend a meeting in person or virtually. We were able to achieve 100% participation with all families. We received significant feedback from our stakeholders, with 75+ surveys completed. 100% of respondents found their conferences to be informative and helpful. The Prairie View staff worked diligently to be prepared to provide each family with current and pertinent information on their student(s) progress thus far. Fall Fastbridge scores were also shared and explained to families. We are excited to take our next round of Fastbridge benchmarking assessments in mid-January and see how much our students have grown since August.

Classroom teachers and paraprofessionals are working in lockstep each day to maximize our time with our young learners. Each grade level is making use of an hour-long WIN (what I need) time block. During this time, students receive differentiated and student-specific instruction. We will be completing our second MTSS/Data day with each grade level in the near future. This process will allow us to look at any available progress monitoring data and teacher observational data to continue to find ways to maximize our effectiveness during WIN time and content-specific instructional periods.

SIP / Educational Goals / Cognition Progress:

- Develop and implement school-wide behavioral expectations for all common areas of the building.
 - The staff has nearly completed creating universal expectations for common areas. The following steps will be designing posters with appropriate images and then developing a process to implement/roll out lessons next fall. The budgeting process is also underway to ensure that signs will be purchased and hung on walls at the beginning of SY 22-23.
- Continue to foster and improve building-level committees and their impact on our school.
 - Currently, Prairie View is focusing on a Kindness program. Students are encouraged and highlighted daily for demonstrating kindness towards peers and adults. When a student is caught being kind, they receive a heart-shaped leaf for our school kindness tree. They also get their picture taken in front of our “be the I in kind” display. The staff has worked diligently to make it a daily effort to reinforce kindness and recognize both students and staff. Check out the pictures below!
- Focus on the full implementation of ReadyGen and Foundations curriculums into ELA block.
 - Foundations curriculum has been a particular area of focus for grades K-2. Grade level teams are communicating regularly with their building peer and grade-level peers to improve upon the rollout of these curriculums. Focused SIP day agendas have helped teams through this process. Sharing resources, ideas, successes, and failures have been vital towards implementation efforts.

Mrs. Kern – WW Woodbury

November has been all about connection! We were so thankful to have an outstanding turnout for Parent Teacher Conferences. Our survey results indicated overwhelmingly positive feedback on the format and just being able to have parents in the building to connect with staff face to face and see the physical building. Our greatest gift this year has not only been to have our students in person, but also see our parents/guardians in person as well. As we head into the holiday season our challenge to our Woodbury families is to truly enjoy the break with loved ones. To let go, take a breath, keep it simple and love on the people who mean the most. The holidays are not always joyful for all and can be a time where friends and families are struggling the most.

While we take pride in our little school and the people who fill it, we not only want our students to leave with a strong foundation for academics, but also a strong foundation of character, integrity, and showing kindness. These are both things that we can do together between home and school. Happy holidays!

We have recently completed the first unit of our social-emotional curriculum, Second Step. Unit two focuses on Emotion Management. I think our students will really enjoy this unit as well as learn new skills and strategies. Emotion Management is one of my favorite topics to talk about! My top two favorite coping strategies include deep breathing and snuggling with my dog.

For Kindergarteners moving into unit two, the goal of this unit is to have students be able to label the emotion someone is feeling (happy, sad, mad) by naming at least one clue (looking at their body language, facial expression, listening to their voice, etc.). We will continue to learn and practice new slow deep breathing techniques.

For our first graders moving into unit two, the goal of this unit is to have students be able to label the emotion someone else is feeling (worried, calm, frustrated) by naming one or more clues (body language, facial expression, thinking about what is going on, tone of voice, etc.). Students will be able to suggest different coping strategies to help shift them to the “green” zone. Some coping strategies we will discuss include deep breathing, slow counting, or asking for help.

The goal for our second graders in unit 2 is to identify what emotion they are feeling in various scenarios and be able to explain the reasoning for their feeling. Students will be able to identify a different feeling that someone else may have in the same situation and give an explanation as to why someone may feel differently than they do. We will begin to discuss ways to help calm ourselves when feeling unpleasant emotions.

In unit 2, third graders will be able to explain the purpose of emotions. They will be able to identify differences between 3 gradations of the same emotion (annoyed/angry/furious or happy/excited/content). We will be naming emotion-management strategies and practicing them together as a class. Students will be learning to identify when and how they can take a break to help calm their strong or unpleasant emotions.

You may be asking: Why is this important?

Research shows that children who learn the skills in this unit are more likely to be better learners, build stronger relationships, have higher self-esteem, and be better problem-solvers

Parents and guardians, what can you do to help?

Notice and praise your child when they recognize and label feelings within themselves and others. Positive verbal praise can include: “Good job paying attention to their face and body” or “you’re right, it does look like that person feels mad.” You can ask your student to show you the deep breathing techniques they have learned and practice together.

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 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

Please click the link above to read more about Foundations.

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.

Mr. Bloemker – Director of Technology

Technology regular updates – Over the past month, from August 1st through December 7th, we have closed over 1115 tickets which is about 85 less than last year during the same period. This is mostly due to the number of chromebook issues being down from last year. As of this writing, we have 28 open issues ranging from system issues such as Tyler and Papercut; a few printing issues; chromebooks repairs (8/28), a few computer issues and a few project requests.

Chromebook Repairs and Support – At this time, chromebook repairs are being resolved in a very timely manner. Team members make daily visits to buildings to retrieve any devices with issues and to return devices that have been repaired. Since August 1st, there have been 229 chromebook repairs where 50 have been worked in the past month. Chromebook repairs consist of replacing screens and/or other internal parts, reseating of internal cables, power-washing devices are among the resolutions being performed. While repairs are being made, students have a loaner device to continue their learning and studies.

Application Updates – All applications seem to be operating normally, at this time. Unfortunately, today 12/7, with Amazon Web Services (AWS) having an outage, it is effecting some online applications. Hopefully, AWS will have their issue corrected soon.

SOPPA compliance is an ongoing process for the district. A list of websites used in the classroom was obtained at the end of last school year. I have been working through this list as time permits and seeking approval for new requests that are received through the ticketing system. To date, the district has over 70 approved vendors with signed agreements.

ERATE: The FY22 Form 470 for all district internet access have completed the 28-day waiting period. The Form 471 has been filed. All FY21 form 471's and Form 486's have been approved by USAC/ERATE. We are considering whether to use some ERATE category 2 funds to purchase a replacement UPS unit for the server room at the High School.

MetroNet update: Since last month, the new MetroNet link continued to have installation issues. As of 12/3/2021, the link was finally and completely operational. MetroNet ended up replacing the SFP module and the Accedian converter box to finally correct the issue. We have been stress testing the link since then to prove reliability of the new link. We are now having to order a new SFP module for our firewall device with hopes that it will work in the unit. The new modules should arrive from CDWG on 12/9. Once they have arrived, we will get them installed to verify connectivity.

Other items – The 4 additional cameras at Woodbury have been mounted and are online. We are making a list of tasks to get completed during the winter break. We continue to do our best to keep the district fully operational at all times.

Mrs. Swan Gravatt – Director of Special Education

Thus far this school year, we have had 35 students with disabilities transfer in to our district. Last year at this time, we had 25 students with disabilities transfer in to our school district. The year before (2019-2020), we had 21 students with disabilities transfer in to our school district. Overall, in the last three years, the trend is steady with an average of 27 or more students with disabilities moving into our district each year. The number of our students with disabilities in Pre K-5th grade is 159 students. In grades 6-12, we have enrolled 177 students with disabilities. In the Early Intervention world, we have processed 9 three year old students thus far this year. Last school year, we had processed 14 three-year-old students by this time in the semester.

Furthermore, we have been busy with referrals for evaluations and initial IEPs this school year. We have held initial special education referral meetings (excluding speech only IEPs) for 13 students thus far this year which is 1 less student from last year. Our total count of students with disabilities is currently at 336. Our trend continues to show our total count of students with disabilities continues to steadily increase year to year.

Teachers and administrators are already gearing up for IAR assessment for grades 3-8, and SAT testing for our 11th graders. As you know, IAR is a web-based assessment and it has accessibility features (test accommodations) available for all students but also has four accessibility features that have to be “turned on” in advance of the test for students with disabilities as determined by the IEP or 504 plan. The alternate assessment will be given again this year. The Dynamic Learning Maps (DLM) assessment is given to students with intellectual disabilities. Just like last year, we are gearing up for these tests and we have participated in training. Each and every year, our special education teachers will have to participate in training modules in order to be able to administer the DLM. These modules are two to three hours in length.

AUDIENCE TO VISITORS

Citizens provided their opinions and remarks regarding masking, testing and quarantine.

ADJOURNMENT

Mr. Wilson moved, seconded by Mrs. Scharenberg to adjourn the December 14, 2021 Board meeting.

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

MOTION CARRIED Meeting Adjourned at 7:55 pm

President

Secretary