

**NEW TRIER TOWNSHIP HIGH SCHOOL DISTRICT 203  
REGULAR MEETING OF THE BOARD OF EDUCATION**

**June 8, 2020**

**New Trier Township High School  
7 Happ Road, Room C234  
Northfield, IL 60093**

A **Regular Meeting** of the Board of Education of New Trier Township High School District 203, Cook County, Illinois was held, virtually, via Zoom on Monday, June 8, 2020 at 7:00 p.m.

**Members Present**

Ms. Cathy Albrecht, President  
Mr. Keith Dronen  
Ms. Carol Ducommun  
Dr. Marc Glucksman, Vice President  
Ms. Jean Hahn  
Mr. Brad McLane  
Mr. Greg Robitaille

**Administrators Present**

Dr. Paul Sally, Superintendent  
Dr. Timothy Hayes, Assistant Superintendent for Student Services  
Mr. Christopher Johnson, Assistant Superintendent for Finance & Operations  
Dr. Joanne Panopoulos, Assistant Superintendent for Special Education  
Mr. Peter Tragos, Assistant Superintendent for Curriculum & Instruction  
Mrs. Denise Dubravec, Principal – Winnetka Campus  
Mr. Paul Waechtler, Principal – Northfield Campus

**Also Present**

Ms. Niki Dizon, Director of Communications; other administrators, faculty and staff, Mr. Mike Hill, Technology Department; Ms. Lindsey Ruston, Board of Education Secretary; members of the press and community.

**BUSINESS MEETING**

**I. CALL TO ORDER – 7:00 p.m. – Zoom**

Ms. Albrecht called the Regular Meeting of June 8, 2020 of the Board of Education to order at 7:07 p.m., virtually, via Zoom. Roll call was taken, and all members were present, except for Mr. Dronen. Mr. Dronen joined a few minutes later.

**II. CLOSED SESSION – Cancelled**

**III. BUSINESS MEETING – Open Session – 7:00 p.m. – Zoom**

**IV. Minutes**

Ms. Albrecht asked for any comments or adjustments on the minutes of the Regular Meeting of May 18, 2020 (open and closed session). There were no requests for changes. Ms. Hahn moved, and Mr. Robitaille seconded, the motion to approve the minutes of the Regular Meeting of May 18, 2020 (open and closed session). Upon a roll call vote being taken, the members voted as follows:

AYE: Ms. Ducommun, Dr. Glucksman, Ms. Hahn, Mr. McLane, Mr. Robitaille, Mr. Dronen, Ms. Albrecht

NAY: none

The motion passed.

Before proceeding with public comments, Ms. Albrecht noted that she was going to move the FOIA report along with the Reports from Campus Principals to after the Consent Agenda.

**V. Communications**

Ms. Albrecht explained that, due to the remote Board meeting, public comments needed to be submitted to the Board of Education secretary by 5:00 p.m. Commenters were instructed to write their comments in accordance with Board Policy 2-230 Public Participation at Board Meetings, including ensuring a 3-minute time limit when read. There were seven public comments submitted and Ms. Ruston read them into the record.

The first was from Ms. Ava Nemerovski, a rising senior, who shared her reflection on her education at New Trier in relation to the recent events that have taken place due to the deaths of Mr. George Floyd, Ms. Breonna Taylor, Mr. Ahmaud Arbery and Mr. Tony McDade, among others. She encouraged New Trier to make several changes in order to support its Black students. They include bringing back Seminar Day, diversifying the English curriculum and incorporating more Black history into history curriculums. Ms. Ruston then noted that comments were read in the

order that they were received.

Next, Mr. Joshua Grossman sent in two questions, one was asking how the school will ensure that people of color at New Trier feel safer and he shared a few thoughts from conversations he has had with people of color. Second, he mentioned a change.org petition with the mission to bring back Seminar Day at New Trier with over 2,500 signatures. He inquired what the school will do to incorporate a rich education of African American, LGBT+, and more issues at school next year to fight the apparent ignorance of students at New Trier.

The third comment came from Dr. Carrie Mendoza who is a New Trier alum and has two children at New Trier. She asked the Board to provide oversight to ensure that her children's education is not politicized. She shared additional comments around this topic. She also shared information about unarmed Black Americans as well comments that all Blacks do not think disparities in their community are due to racism. Dr. Mendoza then shared an experience that her son had in a physics class. She concluded by extending an invitation to any Board Member, Administrator and teacher at New Trier to be her guest as a volunteer during a shift in the ER to help broaden the understanding of the real root causes in the poor Black community to provide real solutions to improve lives. Ms. Ruston noted that Dr. Mendoza's email was forwarded to the Board as it contained links.

The fourth comment was from Ms. Beth Feeley who wrote not only on her behalf, but as well as New Trier Neighbors, which is a neighborhood organization that cares deeply about its schools and community. She noted that while they appreciated parts of the video statement by New Trier High School administrators sent to parents on Saturday, June 6<sup>th</sup>, there is concern about the "equity" agenda the administrators refer to in the video. She shared additional thoughts around this topic. Ms. Feeley went on to urge the Board to keep an open mind when it comes to addressing the problems of society in dealing with justice and race, she then suggested ways to do so. She concluded by noting her thoughts on New Trier administrators' decision that some thoughts are more equal than others. Ms. Ruston noted that Ms. Feeley's email was forward to the Board as it contained links.

The fifth comment came from Mr. Alan Hatchett, who wrote on behalf of the members of HEROS (Healing Everyday Racism in Our Schools). He spoke to the death of Mr. George Floyd and the resulting protests and marches noting that the New Trier community has spoken out in solidarity. He noted on Saturday, June 6<sup>th</sup>, HEROS organized a gathering in front of New Trier's Winnetka campus, where several hundred people attended, peacefully speaking up and demanding more from their education system. The group then marched to join a similar crowd of 3,000 people in the same community. He noted that there are many petitions to the Board and Administration from parents, students and alumni. HEROS has been contacted by people from other communities inquiring how their community can form similar groups. Mr. Hatchett noted that New Trier now has the potential to stand up and be an example for others on how to respond. He noted a letter that was attached that contained eight requests the group asked for two years ago, stating they are still relevant today. He encouraged viewing the livestream from the June 6<sup>th</sup> Walk for Justice. Ms. Ruston noted that Mr. Hatchett's email was forwarded to the Board as it contained a link and attachment.

The sixth comment came from Ms. Mira Becker, class of 2020 and Ms. Maya Crystal, class of 2021. They were commenting on behalf of students, parents and alumni who signed their petition as well as those who signed Mr. Chase Hetler's petition and Josh G's petition. They noted that many students and alumni of New Trier have been reflecting on systemic racism in their community since the murder of Mr. Floyd. They noted that after reading through the New Trier 2030 strategic plan and the Equity Goals Initiative Update from September 2019, they are concerned that, as of now, New Trier 2030 is attempting to promote equity without first doing the work of unlearning racism and understanding white privilege. Ms. Becker and Ms. Crystal went on to share additional thoughts. They hoped that the Board will prioritize specific strategies to educate student on systemic racism and urged the Board to take the following actions: one, bring back Seminar Day; two, incorporate Black history into history curriculums and third, diversify the English curriculum. These are only the first steps, they encouraged New Trier to commit to a long-term strategy for addressing systemic racism and to provide a safe learning environment for all students. Finally, they encouraged the school to prioritize the voices of Black people and other People of Color.

The final comment came from Ms. Louisa Perrin, a 2018 New Trier graduate. She noted New Trier's mission statement of "committing minds to inquiry, hearts to compassion and lives to the service of humanity," but shared that it is not possible to completely fulfill this statement without incorporating anti-racist framework in every single classroom, which she encouraged. Ms. Perrin also encouraged the return of All School Seminar Day and shared her thoughts around this topic. She concluded by noting that it would be a disservice to students if the New Trier did not use its ample resources to teach its student to be anti-racist.

Ms. Albrecht thanked those who sent in their comments.

## **VI. Special Orders of Business**

### **B. Culture, Climate, and Equity Presentation**

Dr. Sally began the presentation by thanking those who submitted comments and explained that typically an Annual Review of the Strategic Plan would take place in the spring, but the current pandemic has changed the timeline. The administration wanted to bring forward some pieces of the Culture, Climate, and Equity group and what they have done. Dr. Sally then shared a statement about the events of the past two weeks, noting that the country is reeling and that hundreds of thousands of people are taking to the streets across the country to call for an end to the racial injustices in our systems and institutions. He shared that over the past year, and increasingly over the past several days, he has heard many stories that New Trier's own students who are black, indigenous or people of color have experienced in the community and at school. Dr. Sally made clear that even one incident of racism at New Trier is one too many. He then shared some comments around New Trier's Equity work and noted the 2016 and 2017 All School Seminar Days. Following those Seminar Days, the objective was to move from singular events to work that is more embedded and comprehensive throughout the school in its departments, adviser rooms and extracurriculars. Not only is Equity a framework in and of itself in New Trier 2030, but it is embedded in the other frameworks too. As a school community, New Trier first works on making the school feel safe and welcoming for everyone. While the past few weeks have focused on race, it is also important to make sure students who identify as LGBTQ+ and those of different religions such as Jewish and Muslim feel safe and welcome. While focusing on broad plans for the next decade, the school knows it has work to do now to meet the very important goal in the Annual Plan (the Annual Plan establishes goals each year and the progress being made towards them) to make students feel safe, heard and valued. In survey data and meetings with students in marginalized groups, the school knows this is still not the case. If New Trier wants to make real change, it must focus on educating all students and staff in every department and area of the school about equity. The work in the Strategic Plan and in other areas is aimed at that. New Trier is overwhelmingly white and with that the school is doing a disservice to its graduates if the school avoids openly talking about one's own identities, about racism, about how to commit minds to inquiry, hearts to compassion and lives to the service of humanity in a world that looks very different from the North Shore. In all pursuits, Dr. Sally wants graduates fueled by the emotion of what they believe to be right yet guided by the critical thinking skills needed to defend their beliefs and find solutions for progress. Work has been done around equity, but continued work is needed. Anyone who is interested in what New Trier is doing, can go to the school's website and click on the Commitment to Equity link that includes examples of the Strategic Plan, staff resources, and professional development.

Ms. Albrecht also shared a brief statement. She noted that the Board of Education represents the community as elected officials to serve as financial stewards for taxpayers and to help shape the broad goals of the school district. The Board approved, beginning with the 2019 school year, a Strategic Planning model to take the District to 2030 by setting, by the end of each school year, concrete and measurable goals for the following year based on what was learned during the current school year. Ms. Albrecht shared additional notes about how the Strategic Plan was created. She went on to note that over the past few weeks, many in the community have attended meetings, launched discussions and shown their support to end racial injustices that friends and neighbors face. One of the six interconnected frameworks of New Trier's Strategic Plan is promoting a climate of culture and equity. She went on to share the core values upon which the Equity framework was built. Ms. Albrecht said that schools are one part of the equation in developing its students intellectually and emotionally to succeed in an increasingly complex world and rely on the support of the community in modeling the same priorities. Ms. Albrecht shared her gratitude for the trust that the community puts in New Trier to educate their children.

Dr. Sally then showed the content of the equity and diversity page on New Trier's website and stepped through several pieces of the page such as the Equity part of the Strategic Plan, links to various resources. He highlighted student resources such as the Power of Language lesson, the Identity Project, New Trier's Affinity Groups and the TrevTips Hotline. Dr. Sally further explained TrevTips, which is an anonymous reporting tool required by state code. He also shared various staff resources. Dr. Sally then asked Dr. Hayes, Assistant Superintendent for Student Services, for his comments.

Dr. Hayes wanted to point out that for the Strategic Planning work, the decision of the Equity Goals Committee wanted a "race and" approach. The focus would be on what they felt is the most difficult form of identity for people to talk about in ways that feel productive and constructive and that is talking about race. The group was intentional in doing this as departments began their work. The committee included the "and" part because race is not the only

identity that students struggle with at New Trier. Some struggle with gender identity, sexual orientation, and ability, among others that can cause students to have a very different experience at school. The goal is that every single student that comes to New Trier feels safe, respected and accepted as the school believes that is a core piece of what it means to educate students.

Dr. Hayes noted that several departments undertook a very heartfelt and genuine engagement, determined where they stood and what their beliefs were and how they could talk about this in a way that was going to be constructive. All are focused on making changes in the curriculum and in their work with students, so students see those results. Dr. Hayes noted that curricular changes can take time, which can lead to the frustration that was heard in the public comments. For instance, in broadening the English department reading list, it can be a year before a student experiences the entire reading list. It does not happen as quickly as people are eager for these changes to happen, but Dr. Hayes believes the school is engaged in this in genuine ways.

He then offered comments on freedom of speech, particularly how that works with students in high school. Dr. Hayes views the mission of New Trier as the school is charged to develop young people, so they are prepared for the freedoms and responsibilities of adulthood, such as freedom of speech. Legally, students' speech is protected by the Constitution and there are only some limitations placed on that such as if it becomes substantially disruptive or hurtful to other students. The school is concerned with helping students understand the consequences beyond the law such as the social consequences. He expanded on thoughts around this topic and shared about the school's approach for when a student makes a mistake by focusing on accountability and compassion.

Finally, Dr. Hayes shared his thoughts on the place of schools in this conversation noting that New Trier has a real responsibility to students and families by ensuring that it is a safe, respectful and accepting place for everyone and when students are able to be themselves, they are able to engage in their learning. There is also a responsibility to the community to help students become engaged citizens.

Dr. Sally shared additional comments, particularly about a student's ability to think critically when they leave New Trier. He also spoke to New Trier's obligation that students feel safe at school and can learn and then shared an example about the Applied Arts department's Equity goals.

Ms. Hahn thanked those who sent in public comments and to those who presented this evening. She wanted to add her voice to the conversation and shared how she felt rejuvenated after the Walk the Stage graduation event. In fact, mental health professionals have encouraged people to turn off the news and focus on what one can be grateful for in their lives. She went on to add that her ability to be able to turn away from the ugliness in the world, if only for a few hours, is a privilege that many in the community cannot enjoy. Ms. Hahn thanked Dr. Sally and his team for their powerful statement to the community regarding the murder of Mr. Floyd and the ensuing international protests. By acknowledging the pain, anger, frustration and exhaustion of the black community and by reaffirming, as was done tonight, New Trier's commitment to work to create an inclusive and safe environment for all students and staff, Dr. Sally and his team displayed the type of leadership that has the power to heal and unite the community. Ms. Hahn went on to share additional thoughts, noting that with the COVID pandemic, most people's role was to stay home to combat the disease, but everyone has an active role to play in combating the pandemic of racism. She noted that people must face the ugly reality of racism and not just the overt, violent racism that has sparked the current movement. One must focus on systemic racism that permeates one's life and institutions. She noted she is grateful that New Trier has taken some good first steps toward eradicating racism at the school, there is still a long road to travel with many obstacles in the way. She is also grateful to face these challenges together and to work alongside this team to create a better future for all children, one in which everyone can all enjoy the luxury of focusing on the good things in one's life.

Dr. Glucksman seconded Ms. Hahn's comments. He then went on to share about a model of education that already exists at New Trier, the Integrated Global Studies School (IGSS), which is a school within a school. IGSS spent a large part of the year looking at restorative justice, cultural inequities and systemic racism. In April, IGSS had planned a trip to follow the Freedom Rider Trail of the early 1960s. Unfortunately, the trip could not take place due to the pandemic. As this program already exists with these topics, it may be a model to look at. Dr. Glucksman thanked those who commented publicly as well as privately. He noted that this is a work in progress, with the first step being acknowledgement, which is what is being done tonight.

Mr. Robitaille thanked Ms. Hahn and Dr. Glucksman for their comments. He then built on Dr. Glucksman's comments. Mr. Robitaille noted that the discussion has prompted a question from him, he commented that the

administration has acted very appropriately, very sincerely, very thoughtfully to the events of the last week or so. They have made a very strong statement, underpinning and underscoring New Trier's commitment to equity and diversity in the school as part of the Strategic Plan. It was already there, and the school is certainly committed to it more than ever. Mr. Robitaille's question, based on the comments that have been received, is where the school goes from here. He noted that on the one hand, New Trier is receiving a lot of calls for more depth and breadth throughout the curriculum and the fabric of what is done daily to educate on social justice issues and different voices, and on the other that New Trier does not have sufficient balance and diversity of thought on this topic. There is a recommitment to a path, but what the Board is hearing is that it is insufficient in two different dimensions. Mr. Robitaille inquired what does the District, Board and Administration do – stay the course and double-down on what is already being done because that is believed to be the right course or make course corrections to address concerns heard from various groups. Dr. Sally responded to Mr. Robitaille that the work in progress that Dr. Glucksman spoke about is important. He shared additional thoughts including that New Trier graduates should be able to defend and understand their beliefs, understand how to examine them and how they compare to others. He went on to speak about one's assumptions and why a person may use a certain piece of data while dismissing another set. He believes this critical thinking process brings this together in some way. He acknowledged this is an incomplete answer to Mr. Robitaille's question, but is a key component.

Dr. Hayes shared his thoughts, noting that while the community may not agree on what should be done, there seems to be consensus that something needs to be done. He briefly explained that there are multiple components to this - the head, the heart and the action. Dr. Sally then shared additional thoughts, noting that his previous answer was very curricular. He noted that what the school must double-down if students do not feel safe at school and New Trier must take care of that. There are students who do need feel like they belong and there are students who deal with racism and racist language consistently. Dr. Sally noted that the District must make that better. He shared additional thoughts. Mr. Tragos also responded to Mr. Robitaille's question, noting the strong voices that were heard this evening from students as well as those students who the administration has heard from in the past week and a half. Mr. Tragos shared what he has learned during his twenty-five years in education and it is to say two things to students – “I see you” and “I hear you” and mean it. He believes an immediate next step is to engage these students. Mr. Tragos acknowledged the gap between what the school thinks it is doing with curriculum and what students are experiencing. Students need to build the bridge to close this gap, it cannot be an adult solution. Students need to be included in these conversations and as co-creators of curriculum to empower them and value who they are and their experiences.

Ms. Ducommun commented that there is a lot to think about and is pragmatic in wanting to figure out a good plan. She shared that there has not been an answer to Mr. Robitaille's question of where the school goes from here and noted that this is happening in the context of COVID and faculty and administrators are working on figuring out how to get students back to school. Ms. Ducommun is concerned that the District says these things, which she appreciates, but wants to know what the plan is. She inquired if there will be a parallel path this summer where some people are working on getting students back in school while others work on curricular changes. On top of that, there is also needing to understand how students feel in walking down the hall, that needs to be peeled back so one understands how to go about changing that. She commented that there have been a lot of conversations at school, but wants to know how the District continues to really impact the ways students feel at New Trier as well as manage all the other items that are on the school's plate.

Dr. Sally responded by noting that what has been missed in April, May and June is evaluation of where the District has gotten in its first year of an Annual Plan. Dr. Sally noted that presentations will happen in July as well as initial thinking about where the District will head in different areas. It will not be until August, which is not the usual timeline, when there will be a 2020-2021 Annual Plan. Dr. Sally anticipates that by August some items will be figured out such as how students will be brought back to school. He noted that just like this year, the District will need to keep bandwidth and priorities in mind and will hopefully be able to set those priorities. Ms. Ducommun noted that some students are frightened to walk down the hall, others are concerned about saying something that might get blown out of proportion or misinterpreted. She noted that there is a real challenge in dealing with this aspect, to which Dr. Sally responded that a compassionate culture is needed.

Mr. Dronen mentioned Mr. Tragos' comments about seeing and hearing students. In reading the student emails that Mr. Dronen received, he noted a lack of minority mentors, specifically teachers and administrators. Mr. Dronen, in conversations, has not heard a recommitment to hiring more teachers and administrators of color. He noted that perhaps a directive from the Board is needed about this, if appropriate. He went on to share additional thoughts and noted that this is a conversation that should happen. Dr. Sally commented that the District has worked on this and it

will be another piece presented at the July Board Meeting. Dr. Renee Zoladz, Director of Human Resources, has led this work to ensure that the District is reaching out to and interviewing a broader audience, so that the District makes those connections at schools and historically black colleges. New Trier wants a highly qualified, diverse staff, and that was not only one of Dr. Zoladz's goals this year, but is also part of the Strategic Plan. He noted that it is a process as it takes time to build relationships and to show that New Trier is a place that teachers who are not white want to come work. This will be discussed further at next month's Board meeting.

Mr. McLane shared Ms. Ducommun's concerns as a fellow pragmatist. For him, it is complex and a lot to digest with no clear answers in mind. He also noted that it seems as though there is some cycling through similar feedback loops. He also noted that there did seem as if the school has chartered a middle course and more forward momentum than he is seeing, ultimately, he would like to see this evolve and coalesce where strategies and programs are grudgingly and respectfully accepted just across a broader spectrum of stakeholders. This would also imply that the school would have to simplify as there are so many different parts around this topic, and he would like to simplify it, focus it and go. Dr. Sally responded that perhaps it needs to be simplified, but first the school needs to connect all the different pieces, such as student work and other work taking place within the school. This will allow Dr. Sally to create an Annual Plan for the Board that builds off the current one, making sure it is feasible and states how it moves the work forward. He went on to share additional thoughts. Dr. Hayes added that that is the work for over the summer – how to take more direct action. He went on to share additional thoughts including reflecting on Ms. Ducommun's comments about how this will look next year given the uncertainty of being in-school, learning remotely or a hybrid approach. Dr. Hayes noted that the school's responsibility is to come up with direct action steps for next year. Ms. Albrecht also noted how it is so much harder to do this type of work remotely.

Dr. Sally thanked the Board for their discussion and noted that there will be more to come in July.

Ms. Ducommun had one more question as many correspondences included thoughts on Seminar Day. She inquired whether New Trier could have a Seminar Day in February 2021. Dr. Sally responded that there was not an answer for a variety of reasons, one being the pandemic. The other, is the work this summer and work with the Board and how the District effectively make change. He also spoke about the goal of the Strategic Plan in regards to this work in departments as well. He noted it was a conversation for the summer. Ms. Ducommun shared additional thoughts including acknowledging that the District has heard these comments and that they are part of its on-going conversation. Mr. Robitaille noted that there were inaccuracies mentioned such as Seminar Day being an annual event, which it was not. It was also not solely about civil rights, that over the decades, the day has been on various topics. Ms. Ducommun responded it was an opportunity to have some good communication about what has been done in the past for Seminar Day. Dr. Sally responded to Mr. Robitaille's comments. Dr. Hayes shared his comments on Seminar Day and gave historical background as well.

### **C. Report on Fall Reopening Committees**

Dr. Sally began the report on the fall reopening committees, emphasizing work that has been going on within the school. There are eight areas where work is being done, Dr. Sally and Mr. Waechtler will focus on schedules, while Mr. Tragos will discuss teaching, technology and professional development. The memo that was shared with the Board updates the other six areas as it was determined that it was most important to focus on the schedule and on the development of teaching and learning in a block schedule and remotely. The committees are keeping these two considerations in mind: the health and well-being of students and staff and effective teaching and learning regardless of the scenario. Dr. Sally shared the four possible scenarios for the 2020-2021 school year: 1. All in-school (some students and staff at home), 2. Some in-school (based on individual/state guidelines), 3. All remote, and 4. Switching between 1, 2, and 3) and details about each.

Mr. Waechtler then presented on the daily schedule. There were twenty people who were part of this committee that met eight times over the past several weeks. The traditional nine-period day during remote learning was difficult to maintain which was discovered early on as the school transitioned into remote learning prior to spring break. The committee had goals as they reviewed different schedules, which included retaining student opportunities for courses, academic and social emotional supports, meet the needs of students with Individualized Educations Plans (IEPs), promote overall well-being for students and staff, ensure the schedule meets the needs of commuting teachers and students when in-person, professional development for faculty as well as retain and facilitate the culture of individual student/teacher interactions. Dr. Sally added that department chairs will work with their part-time faculty to ensure they are able to teach in this new schedule. Commuting students will also be taken into consideration. Mr. Waechtler then shared the new schedule, noting that there would be a Trevian Day every Monday, which is similar to the traditional nine-period day. Adviser room would start the day, but would meet for a shorter amount of time,

followed by 35-minute classes. Fifth period would be 110 minutes so as to accommodate for lunch. All students would have lunch every day, therefore minutes needed to be taken from adviser room and the other periods throughout the day. During fifth period, not only would students have lunch and class, they would also have part of the time free allowing them to make-up a test, among other things. The Blue and Green Days look very similar to what was done during remote learning. Early Bird would meet prior to Adviser Room as usual, with Adviser Room then meeting for 25 minutes. For half of the schedule, classes would meet in 70-minute blocks. Third and eighth periods on their respective days would be the periods in which lunch would take place along with class for part of the period. With this 5x2 block schedule, it allows for a 70-minute bonus period referred to as X block. This time would allow for professional development or office hours for students, among a variety of possibilities that are in discussion. This schedule allows for a rich and rigorous curriculum and the ability to provide a deeper curriculum while meeting the needs of students.

Mr. Waechtler then stepped through examples of student schedules highlighting various details. Dr. Sally touched on the minutes of science class with lab, moving from 80 to 105 minutes, noting that many discussions were had with science department leadership with them concluding they can make good use of the additional time.

Dr. Sally then focused on Trevian Days, noting that the weekly schedule would start with a Trevian Day and then go Blue Day/Green Day/Blue Day/Green Day. This establishes a nice pattern where students and teachers would have contact with each other at the start of the week. Dr. Sally is working with Assistant Principal for Administrative Services, Mr. Mike Lee, and his team to determine the exact length of the day. By having Trevian Days, student/teacher contact days are increased by about 20%, these days support building communities, while also establishing a weekly pattern and providing consistency for student supports.

One aspect that has been discussed at New Trier for many years is student stress. Dr. Sally described a common student schedule, noting that a student with seven classes will have an average of 24 minutes free per day outside of lunch. This does not leave much time for accomplishing what a student might need to during the day such as making up a test or seeing a teacher. With the new daily schedule, there are more embedded minutes within the day to take care of these sorts of items. It is believed that this will help to reduce student stress. Dr. Sally acknowledged that no matter how the year goes and what scenario the District is in the situation will be stressful for students and teachers, but the block schedule will help.

Dr. Sally then went on to discuss the embedded lunch explaining that the school would not assign a lunch period, but rather it is embedded within one period. Due to New Trier's size, the school needs to have three lunch times available within one period. One lunch time will split a class up into two 35-minute sessions, so work is being done with department leaders to determine which classes this might match nicely with this particular schedule. He then went on to explain that the block schedule will extend the day by fifteen minutes but noted that this still requires much more conversation. He further explained that the start of adviser room would be five minutes earlier than it currently is and the end of the day would be ten minutes later. There is concern on both ends of the day for this shift. Dr. Sally noted there are many options available for timing throughout the day that are being investigated, he went on to confirm that the start and end time will be the same every day. Dr. Sally spoke about the X block schedule and how it provides certain unique opportunities that were not previously available with 40-minute periods.

Next, Dr. Sally displayed the school year calendar with the Trevian/Blue/Green Days. Most of the days off that are embedded in the calendar fall on a Monday, when that happens in a week, Trevian Day would not occur and the week would begin on Tuesday with the usual Blue Day and follow the usual weekly pattern. There are a few days that the Calendar Committee still needs to consider, which Dr. Sally briefly spoke on. One reason that there is an approval for the yearly calendar on the agenda as it is highly likely that Election Day, November 3<sup>rd</sup>, will need to be a non-school day. This day will have to be made up elsewhere in the calendar. The Calendar Committee will discuss this and bring a recommendation to Dr. Sally as well as the Association President. There are teachers and staff on the Calendar Committee, which is co-chaired by Mr. Waechtler and Ms. Michael Christensen, Social Studies Department Chair.

Dr. Sally then shared next steps, which included determining the length of the day and the bell schedule. The master schedule needs to be built and class conflicts for students need to be resolved. The embedded lunch will reduce conflicts for students resulting in more students getting into their classes. The District needs to determine student and staff programming for X Block, finalize the yearly calendar, as well as develop curriculum and instruction for block schedule and remote learning and implement that professional development.

Mr. Tragos then presented on the work being done on teaching and learning. He shared the work of the Teaching, Technology and Professional Development Committee including introductory thoughts and what the committee had been tasked with. Mr. Tragos shared that not only was the committee following the principles outlined by Dr. Sally for all eight re-opening committees, but there were principles that were specific to the particular work of this committee, such as innovative and student-centered solutions, integrity of curriculum and flexible enough to adapt to different instructional models. The committee created seven deliverables, three of which Mr. Tragos focused on – Remote Learning Standards of Practice (RLSOP), Professional Development Plan to support the implementation of the RLSOP and the RLSOP interactive website. Mr. Tragos also noted that the committee consisted of 25 faculty and staff who represented various departments and areas of the school.

The committee decided on seven Standards of Practice, which make up the foundation of the support for the transition to remote learning and articulated the practices that teachers will adopt in remote learning. These came from the lessons that were learned throughout remote learning and what makes high quality instruction in that environment. While the fundamental characteristics of effective teaching will not change, the way these characteristics are implemented must change based on a remote or blended environment. He went on to share additional thoughts around this topic and the document itself. It gives teachers a toolbox by providing consistency of development for them and consistency of experience for students. It is also a practical document; it is instructive about what to do and how to do it. Mr. Tragos then walked through the first standard of practice as an example. If the Standards of Practice are “what” to do, then professional development is “how” to do it and is the foundation for making the transition to remote learning. Mr. Tragos then acknowledged the relentless work of the Instructional Technology team, who were a part of the committee that designed this professional development strategy. It is an alignment of instruction, technology tools and professional development resources, with form following function. A teacher will determine what they want to accomplish in their classroom, the next step is finding the right tool that supports the function, with the final piece showing teachers how to use the tool to meet their objective. A professional development plan has been built out for each strategy. Another component of the professional development plan is that it is ongoing, embedded and iterative. The block schedule will allow for this embedded time. He expanded on the block schedule and how many components need to be re-thought in this type of schedule, such as homework and assessments. Mr. Tragos briefly explained the District Planning Days occurring from June 8 – 11, noting that the school has partnered with the Bureau of Education and Research to complete professional development around the block schedule. Curriculum revisions and planning will be needed to meet the 70-minute periods, while maintaining the integrity of the course. There will also be a new round of summer grants to support the work being done by teachers in preparation for next school year. Dr. Sally shared that the summer grants will not only pertain to remote learning, but block scheduling and curricular work. Mr. Tragos shared a bit more about this professional development document that is being built out by the Instructional Technology team and teachers.

The third piece that Mr. Tragos shared was the interactive website. One item that was discovered to be important in both remote environments and any transition to significant shifts in curriculum and scheduling, based on best practice research, was to have a learning hub for teachers that is easy to access and interactive. It also brings together New Trier’s Standards of Practice and Professional Development in one interactive website. Mr. Tragos then stepped through the website.

While the committee has done much of the work, there are still a few items to finalize, such as Zoom expectations for students and teachers, blended/hybrid learning models, block schedule research summary, and substitute planning for 2020-2021. Next steps include convening student focus groups, creating a robust summer professional development plan, defining how Trevian Days will be used for teaching and learning, as well as determining grading, homework and assessment policies.

Dr. Sally added that the focus groups will stem from volunteers who took the student survey. He went on to share additional thoughts based on the feedback from both the student and parent surveys. Dr. Sally noted that about 75% of parents want their students back in school. All of the work with the schedule and professional development is so that there is a comprehensive plan with a schedule that will work for the school year that will allow for not only curriculum planning, but planning for families as well, and will allow for flexibility as the situation changes. He then invited questions and discussion from the Board.

Dr. Glucksman commented that a key component of this is the wellness of students, teachers, staff, and administration. He inquired how this will be monitored as the school may not know otherwise when it starts to fall apart in terms of engagement and academics. Dr. Hayes, who is overseeing the Health, Well-being and Screening Committee, responded. He noted there are two tracks for this, monitoring and contact tracing, which will determine



who is ill with COVID and what the appropriate response is for how long they will need to be out of school. In terms of social-emotional health, the Student Mental Health and Supports Committee is working on this piece, which is chaired by Mr. Scott Williams, Assistant Principal for Student Services, and Ms. Gail Gamrath, Northfield Campus Assistant Principal. They are determining how to continue to check-in with students and monitor those students who are disconnected. Dr. Sally noted that having in-person connections as much as possible is the way that the school manages this, he then went on to share additional thoughts.

Ms. Ducommun noted New Trier's statistics, that the school has proportionately fewer students who are disconnected with the learning process in the remote mode than other school districts that she has heard and read about. She then asked Dr. Sally to speak to that. Dr. Sally commented that he thought the school had a lot of students who were engaged, but there is a question as to the level of that engagement, especially given the grading policies that were in place, as third quarter grades were the floor for any grade for a student. Moving into next year, that practice shifts, and grades will not be like they were during fourth quarter. The guess is that this change will increase engagement along with the concern being an increase in stress as well, especially if school is all remote. He noted that there were students who did disengage. What is known from adviser chairs and other support services, is that the school must work hard with those students, some of whom are special education students, to get them engaged in person. With the hybrid models, there will be some priorities that will need to be met, such as having those students who are not engaging in school in order to help them.

Ms. Ducommun inquired about logistics, particularly getting students to school and managing them once they arrive. She wanted to know the concerns the school has about this, to which Mr. Johnson, who is chairing the Logistics Committee, replied. Mr. Johnson shared that the committee has focused on several areas such as transportation, getting students in and out of the building, common areas such as hallways, the capacity of classrooms to social distance, and the cafeteria, among others. On Friday, the Illinois State Board of Education (ISBE) released new guidelines, and while focused on phase three and summer school, the expectation is that some of the guidelines will carry over to next year. The District is procuring supplies that it needs to re-open and has applied and been approved for a Federal Emergency Management Agency (FEMA) grant, which will help to pay for some of these necessary supplies. Ms. Ducommun then inquired, if the state got to phase four, would school resume as normal. Dr. Sally replied no, that there would be additional guidance, and he went on to share other thoughts and concerns, particularly with classrooms and bathrooms. The District is problem-solving around this, but more definite guidance is needed. Dr. Sally hopes that by July the District has the direction it is going in. The Board will receive updates prior to the July Board meeting as well.

Next, Ms. Ducommun commented that while on parent group phone calls, which also included Mrs. Dubravec, parents have inquired about how much latitude the District has. Their response to parents was that the District must work under the auspices of the governor and ISBE and there is no ability to go around their directives, to which Dr. Sally agreed. He went on to share additional thoughts. He also noted that there were technical questions that the school is solving around the master schedule and the hybrid model. Analytics are needed and that is what Mr. Lee's and Mr. Marassa's, Chief Technology Officer, teams are doing. Dr. Sally shared additional thoughts regarding the hybrid model and how that might look if 50% of students were allowed on campus. There will be a remote learning hybrid aspect to teaching and learning over the next school year.

Mr. Dronen followed up to Dr. Sally's earlier comment that special education students may need in-person instruction. He inquired what the school needs to do to make sure there is not a regression with some students, particularly those with more significant needs, by not having that daily contact with peers and teachers. Dr. Panopoulos responded, noting that case managers have been working closely with parents to monitor current progress as the year ends and students move into Extended School Year (ESY). The department is going to continue with their remote learning plans identifying and outlining which goals will be focused on. The difference with ESY is that the aim is to maintain goals and not necessarily progress. Communication with families is important so that student goals are clear, and the level of engagement is what is expected. There are certain students who are not engaging like anticipated and because of that the department is reaching out through other means which is beyond what would be done if school was in-person so as to keep an eye on how students are doing. A survey for parents of students with IEPs will be sent, so the department can enhance practices or approaches that were done during remote learning for when the school year begins. Dr. Sally noted that the initial parent survey had a question on it about the level of support their student with an IEP received. Dr. Sally noted that the responses were positive with the support being appropriate, while others noted that it was significant but that their student needed more. That is where this additional survey will help the school dig into this sort of response. Dr. Sally noted that special education teachers had a lot of contact with students and were working hard, but remote learning can be a tough hurdle for some

learners.

Ms. Hahn commented on grading, noting that one cannot live in a bubble where there is no grading, though it was nice to have the ability to reduce student stress. She inquired if the school anticipates if grading will look different than typical grading and if faculty will be guided on how to approach grading. Mr. Tragos noted that it will be different, but that he is waiting on any new guidance from ISBE. As of yet, grades and grading policies have not been developed, but will be done in collaboration with teachers. This work will be done by the Teaching, Technology and Professional Development committee. Mr. Tragos does anticipate changes, noting that learning has taken place on how to give feedback for growth that is not necessarily tied to a grade. He also noted that there will be consistency across practices that the school currently does not have. Dr. Sally shared that it is something that needs to be worked on as grading and assessments are important, he then continued with additional thoughts.

Ms. Hahn mentioned that Mr. Tragos had shared earlier, tools to help build relationships with students in the remote environment. She noted that this school year, there was the luxury of students having been in school for three quarters of the year and had relationships with their teachers and classes. Her concern is the start of this year, particularly for freshmen, who have never been on campus. She inquired what the plan might be, if in phase four, to have students meet one another in person as it seems vitally important. Mr. Tragos agreed that it is vital and is what concerns teachers the most as they want to get to know their students and have students get to know one another. The tools can only go so far and there has been discussion about bringing students in on a rotation so they can meet their teachers. He shared additional thoughts on this topic. Dr. Sally noted that a move to phase four does allow for more flexibility and went on to share more comments, particularly about what could be done over the summer to bring in adviser groups to start to build community, especially at freshmen and sophomore levels.

Mr. McLane thanked Mr. Tragos for his level of detail. Mr. McLane said that it still seems that it is driven from within. He noted that there was no need for an answer this evening, but he would like to see what has been learned from cohort schools and neighboring high schools. One would then take these best practices and synthesize them. It seems as though the school is inventing everything, but the school is in this with a myriad of school systems. From there, the Board would know best practices and the work would be framed and the Board would trust the administrators to do the detailed work. Mr. Tragos noted that further details would be provided about Mr. McLane's request as this was part of the school's planning in working with peer districts, colleges, universities and online high schools.

Ms. Albrecht shared her observations, noting that it is amazing what has been put together with such detail. It is important to note that whatever phase the state is in, it is not linear, as the state could be in phase four or five, and the virus hits in a different way, requiring the state to reverse the phase it is in. Ms. Albrecht noted how important it is to stick to this one schedule for the entire year. She then stated that she is aware that the school is trying to keep consistent the learning hours and how helpful it was to have the homework free days prior to holidays or long weekends. She inquired if there was the ability to still have those. Dr. Sally replied that the school should be able to have those opportunities, and this is part the calendar committee's work. Discussion then continued between the two. She also noted that the school is waiting on guidance from ISBE, to which Dr. Sally confirmed along with sharing additional comments. Ms. Albrecht thanked administrators for the incredible detail and noted that this presentation included the next agenda item, which was no longer a voting item, the approval of the revised 2020-2021 calendar.

Dr. Sally thanked everyone for the support as teachers and departments need to move forward and have been thinking about this schedule. Hearing no objections to the block schedule, the District can now move forward committing summer time and money to this work. Dr. Sally confirmed with the Board that the District could keep pursuing this as the way that next year will be approached, to which Ms. Albrecht confirmed, noting that the school will receive more guidance and continue to refine.

#### **D. Approval of Revised 2020-2021 Calendar**

This topic was changed to a nonvoting item and was discussed in the previous agenda item.

#### **\*E. Public Hearing FY 2020 Amended Budget**

Ms. Albrecht called to order the public hearing on the Fiscal Year (FY) 2020 Amended Budget. Mr. Johnson then presented on this topic noting that occasionally, the District amends its budget due to unexpected events or changes that occurred after the budget was adopted. This year the District will amend the budget to reflect several changes, including shifting some capital funds from FY 21 to FY 20, as several projects were able to start earlier, and equipment was also able to be purchased earlier. The amended budget reflects that as well as other changes. The

Tentative Amended Budget was reviewed by the Finance Committee and adopted by the Board in April. Tonight, is the public hearing, though no public comments were submitted. Mr. Johnson will also answer questions from the Board. A motion will then be read to close the public hearing and then another one will be read to approve the amended budget.

Ms. Albrecht confirmed with Ms. Ruston that there were no public comments, which Ms. Ruston validated.

Ms. Albrecht had one question about the projects that were originally in the FY 21 budget that were moved forward, she inquired if the total was \$640,000 or so with the Education Fund and Operations and Maintenance Fund. Mr. Johnson replied, in detail, to Ms. Albrecht's question and discussion continued between the two.

Ms. Ducommun moved, and Dr. Glucksman seconded, that the Board adjourn the Public Hearing on the FY 2020 Amended Budget. Upon a roll call vote being taken, the members voted as follows:

AYE: Mr. Robitaille, Mr. Dronen, Ms. Ducommun, Dr. Glucksman, Ms. Hahn, Mr. McLane, Ms. Albrecht

NAY: none

The motion passed.

#### **\*F. FY 2020 Amended Budget Approval**

Ms. Ducommun moved, and Dr. Glucksman seconded, that the Board of Education approve the Resolution to Adopt the Annual Amended Budget for the 2019-2020 Fiscal Year and the School District Budget Form. Upon a roll call vote being taken, the members voted as follows:

AYE: Mr. Dronen, Ms. Ducommun, Dr. Glucksman, Ms. Hahn, Mr. McLane, Mr. Robitaille, Ms. Albrecht

NAY: none

The motion passed.

#### **\*G. 1-Year Contract Extension with NTESPA**

Mr. Johnson presented on the 1-Year Contract Extension the District is recommending the Board of Education approve with the New Trier Education Support Professionals Association (NTESPA). The Education Support Professionals Association includes approximately 190 staff members, who play an important role in supporting students and the operations of the District. They include instructional assistants who work with teachers and students, security staff that keep the campus safe for students and visitors, office staff who assist with parent and student issues, scheduling, and other work, technology staff members, nurses, athletic trainers and others who provide important work that keeps the school running. The teams met to begin collective bargaining using the Interest Based Bargaining (IBB) process this winter, and due to the shift to remote learning, the parties agreed that it was in their mutual best interest to negotiate a one-year extension, and then resume a complete bargaining process next year.

Mr. Johnson then asked Dr. Glucksman, who represented the Board of Education during negotiations, for his comments. He went on to thank the New Trier Educational Support Professionals Association negotiation's team on behalf of the Board as well as thanked the members of the NTESPA for ratifying the one-year extension as a stop gap for a full negotiation that was halted by the pandemic. Dr. Glucksman believes a good working relationship was established that will be helpful when the teams meet to negotiate a multi-year contract. He summarized that the goal was to add certainty and stability in times that are anything but, especially since it is increasingly uncertain about what is going to happen. They wanted to make certain that the valued and crucial members of the academic community were more reassured going forward. Mr. Johnson then noted those on each team. Mr. Johnson, Dr. Glucksman, Ms. Shelli Anderson, attorney, Mr. Waechtler, and Dr. Renee Zoladz, Director of Human Resources, who did a great job on her first New Trier negotiations, made up the administrative team. The NTESPA team included Ms. Cathy Sulkowski, Mathematics Department Assistant, Mr. Jean Cayamitte, Security, Mr. Eric Johnson, Instructional Technology Specialist and who also assists with the audiovisual during Board meetings, Ms. Ursula Gruber, Instructional Assistant in the Special Education department and Ms. Sarah Kropski, Project Specialist in the Music and Theatre department. Mr. Johnson noted that it was great to work with each of them to get the issues outlined and looks forward to resuming with them next winter. Ms. Albrecht asked if there were any Board member questions, of which there were none.

Ms. Hahn moved, and Dr. Glucksman seconded, that the Board approve the 1-year extension to the Educational Support Professionals Association contract as presented. Upon a roll call vote being taken, the members voted as follows:

AYE: Ms. Ducommun, Dr. Glucksman, Ms. Hahn, Mr. McLane, Mr. Robitaille, Mr. Dronen, Ms. Albrecht

NAY: none

The motion passed.

**\*H. Public Hearing: Resolution Authorizing Transfer of Funds from the Education Fund to the Operations and Maintenance Fund**

Ms. Albrecht called to order the public hearing on the resolution Authorizing Transfer of Funds from the Education Fund to the Operations and Maintenance Fund. Mr. Johnson then presented on this topic. Last fall, the Board adopted a 15-year facility plan, part of that plan was to use some of the accumulated fund balance in the Education Fund and the Operations and Maintenance Fund to complete long-term facilities work. The amended budget that was adopted tonight includes a transfer of funds from the Education Fund and the Operations and Maintenance Fund to the Capital Projects Fund. The move makes this money available for capital projects next year and beyond, by placing it in the Capital Projects Fund. Mr. Johnson noted that public comments on these transfers will be read, followed by a motion to approve the two transfers, \$3 million from the Education Fund to the Operations and Maintenance Fund and then \$3.25 million from the Operations and Maintenance Fund to the Capital Projects Fund, so together it lines up \$6.25 million in the Capital Projects Fund to fund facilities work that has been or will be approved by the Board. Ms. Albrecht inquired if there were any public comments, to which Ms. Ruston replied that there were not.

Ms. Ducommun moved, and Mr. Dronen seconded, that the Board adjourn the public hearing on the Resolution Authorizing Transfer of Funds from the Education Fund to the Operations and Maintenance Fund. Upon a roll call vote being taken, the members voted as follows:

AYE: Ms. Hahn, Mr. McLane, Mr. Robitaille, Mr. Dronen, Ms. Ducommun, Dr. Glucksman, Ms. Albrecht

NAY: none

The motion passed.

**VII. Administrative Items**

**A. and B. Treasurer's Report and Financial Reports for May 2020**

Mr. Johnson did not present the Treasurer's Report and Financial Report for May 2020 as the reports are not yet complete for May. Traditionally, New Trier has its Board Meetings on the third Monday of the month, which gives the Business Office adequate time to close the month and prepare the reports. This meeting is the earliest possible, so the reports will be completed on the normal timeline and posted to Board Docs when they are complete.

**C. NSSSED Financial Model**

The District has been a member of the Northern Suburban Special Education Cooperative (NSSSED) since the 1960s. NSSSED provides services to New Trier and 17 other member districts in the northern suburbs. Some of the services New Trier uses include sending students to North Shore Academy who need a highly structured environment, as well as speech, OT/PT services, and augmentative communication devices support. The cooperative has reviewed and proposed a new financial model for districts. The model is not projected to significantly change what New Trier is charged for services but should provide more transparency to the Board and the District about the costs of being in the cooperative. New Trier's total NSSSED costs are made up of a membership fee based on total student enrollment and then a fee-for-service model for tuition at North Shore Academy and consulting services. Mr. Dronen serves as the Board representative on the NSSSED governing board, which is their Board of Education. He will be asked to approve the model later this week. Typically, the District uses about \$1.1 million in NSSSED services per year, which fluctuates, while the membership fee is relatively fixed. The fee-for-service model changes depending on how many students attend North Shore Academy or need the a la carte services. Dr. Panopoulos noted that the District does use NSSSED as they offer unique services that often cannot be met by New Trier's current staff. Mr. Dronen shared additional thoughts. The Leadership Council will meet on June 10<sup>th</sup> and Mr. Dronen asked for direction as well as input or questions from his fellow Board members. His recommendation is to vote yes on this model.

Ms. Ducommun presumed that the lawyers have approved the District keeping the IDEA funds and not flowing them through with the students. Mr. Johnson replied that this was based on state guidance and provided additional details.

Mr. Dronen confirmed that he will vote yes at the NSSSED meeting with Dr. Sally noting there were no objections. Ms. Albrecht also noted that the cost would stay about the same, which was confirmed.

#### **\*D. 15 Year Facility Plan – Year 2**

Mr. Johnson provided a brief update on the facility work being done right now on both campuses. He shared photos of the pool roof and Gaffney Auditorium roof replacements at the Winnetka campus as well as the roof replacement of the B building at the Northfield campus. He went on to share photos of the new Social Studies and English office on the third floor of the North building. Pictures were also shared from the construction of new classrooms in the Tower building. Finally, Mr. Johnson displayed pictures of the renovation work taking place in the library at the Northfield campus.

Last year, the Board approved a 15 Year Facilities framework in order to continue to invest in each campus for the benefit of students and community. The first year of work is occurring now as was just shown. The Year 2 work is proposed for the summer of 2021. The goal is to approve this work during the May/June timeframe to allow for design time and to get the work out to bid earlier. The District will bid on this work in the fall which is a good time in the market to do so, according to the construction manager, especially with where the economy is right now. The purpose of the work is to refresh the campuses and renovate in place using existing funds. Buildings at the Northfield campus date back to the 1960s with some parts of the Winnetka campus dating back to the 1930s and 1950s. The purpose of the work will be phased renovation of the North and Tower buildings as well as classroom improvements at the Winnetka campus. Classrooms in the D building, on the second and third floors, at Northfield will be modernized with current technology and furniture. Mr. Johnson discussed the scope of the proposed summer 2021 work as it was divided up into different categories: academic, mechanical and security/environmental. Academic highlights include continued third floor renovations, creating four new standard classrooms, and updating nine classrooms with technology and furniture standards at Winnetka.

At Northfield, as previously mentioned, the D building classrooms will be renovated. The backdrops and partitions in the gym at both campuses will be replaced. In the mechanical category, a significant portion of the Tower building roof will be replaced at Winnetka while the spalled concrete at the Northfield campus will be worked on. In the security/environmental category are the G110 windows at Winnetka which are not in the study zone for the potential long-term Gates Gym and east campus project. They are in the Bickert building and will be unaffected by any future work. Mr. Johnson then shared a map of the third floor of the Winnetka campus showing where work is currently taking place and where it will occur next summer. Mr. Johnson went on to share about financing, which was reviewed with the Finance Committee and the plan remains the same, \$4.2 million in bonds backed by debt services extension base to be issued next February. The remaining balance will come from the fund balance, partially funded by the transfer that occurred this evening. This is consistent with the long-term plan reviewed by the Finance Committee, which they will continue to review as the District takes specific financing actions in the fall. Lastly, Mr. Johnson shared the schedule for the year two work and then invited questions and comments from the Board.

Ms. Albrecht inquired if the orange area on the map, that is not being done yet, is the stairwell. It was difficult to determine on the map and Ms. Albrecht said this could be answered another time.

Ms. Ducommun moved, and Mr. McLane seconded, that the Board of Education approve the 15-Year Plan Year 2 projects as presented. Upon a roll call vote being taken, the members voted as follows:

AYE: Ms. Hahn, Mr. McLane, Mr. Robitaille, Mr. Dronen, Ms. Ducommun, Dr. Glucksman, Ms. Albrecht

NAY: none

The motion passed.

#### **E. Board Liaison Assignments**

Ms. Albrecht noted that the Board Liaison Assignments for this school year will be left mostly as they are for next year. The exception is that Dr. Glucksman will move from the Board Policy Committee to the Finance Committee and Ms. Ducommun will move from the Finance Committee to the Board Policy Committee. Ms. Albrecht thanked both Board members for agreeing to these changes.

## **VIII. Consent Agenda**

- Bill List for the Period, May 1-31, 2020
- Personnel Report (Appointment, Change of Status, Leave of Absence, Resignations and Retirements)
- IASB Annual Dues – 2020-2021
- ED-RED Membership Renewal
- Resolution Directing the School Treasurer to Permanently Transfer Moneys from the Education Fund to the Operations and Maintenance Fund
- Resolution Directing the School Treasurer to Transfer Funds from the Operations and Maintenance Fund to the Capital Projects Fund

Dr. Glucksman moved that the Board of Education approve the Consent Agenda, which includes: Bill List for the Period, May 1-31, 2020; Personnel Report (Appointment, Change of Status, Leave of Absence, Resignations and Retirements); IASB Annual Dues – 2020-2021; ED-RED Membership Renewal; Resolution Directing the School Treasurer to Permanently Transfer Moneys from the Education Fund to the Operations and Maintenance Fund; and the Resolution Directing the School Treasurer to Transfer Funds from the Operations and Maintenance Fund to the Capital Projects Fund. Mr. Dronen seconded the motion. Upon a roll call vote being taken, the members voted as follows:

AYE: Mr. McLane, Mr. Robitaille, Mr. Dronen, Ms. Ducommun, Dr. Glucksman, Ms. Hahn, Ms. Albrecht

NAY: none

The motion passed.

### **FOIA Report and Update from Campus Principals**

Mr. Johnson gave the FOIA report noting that there was one request related to student attendance during remote learning days since the last Board meeting, which has been closed.

Mr. Waechtler gave a brief update on the Northfield campus. It was disappointing to end the year with no students on campus. He noted that students used the Academic Assistance Center (AAC) virtually quite a bit during fourth quarter. Preparations continue for next school year as adviser rooms are put together with administrators trying to figure out how to get students on campus to welcome them. iPad distribution starts this week and students will complete the orientation at home. He noted that Mr. Marassa has been helpful in making sure students have what they need, and everything has been well organized. Finally, Mr. Waechtler noted that the campus is working on building the master schedule so students know what their schedules will be.

Mrs. Dubravec gave a brief update on the Winnetka campus. First, she thanked students and parents for their thoughtful emails over the past few days, and she appreciates the discussion on this very important topic of equity. She then shared about Trevian Walk the Stage and providing closure for the graduating class of 2020. She thanked the Board for their support and their patience as the school worked through the event. Mrs. Dubravec noted that the day would not have been possible without the New Trier Parents' Association (NTPA). She went on to thank Ms. Terri Lorenz, Ms. Becky Stilp, Ms. Cynthia Cata, Ms. Ami Campbell, and Ms. Sally Pofcher for their work. She thanked the administrative team, which included Ms. Niki Dizon, Director of Communications and her Communications Specialist, Ms. Lia Kass. She thanked the Winnetka Police Department and New Trier's Physical Plant Services department for their work. Finally, she thanked Dr. Sally for helping to take her idea and make it happen. A New Trier parent, Mr. Terry Maday, came forward with the idea to put a video together of the May 31<sup>st</sup> event and Dr. Sally shared the celebratory video. Dr. Sally then congratulated Mrs. Dubravec as she was the driving force behind this event and thanked her for shepherding the class of 2020 through the end of their high school career.

Although not in attendance, Mr. McLane said peoples' reactions were stunning and described the event as extraordinary.

Mr. Dronen thanked Mrs. Dubravec, Dr. Sally and the administrative team and everyone who participated, noting it was a fantastic event. He said students and parents were thankful and everyone followed the rules. He noted how much fun he had.

Mr. Robitaille noted that it was such a touching day, filled with around 900 special moments for families and students. He told Mrs. Dubravec that her leadership was phenomenal, and he applauded everyone who worked hard

to pull it off in such a high-quality way. He was happy to be apart of it.

Ms. Albrecht said it was incredible and that students and families were so happy. She shared additional thoughts including the excellence in planning. Dr. Sally noted that it worked so well too because parents stuck to what the school said and wanted it to be a good experience for everyone. Mrs. Dubravec congratulated Dr. Glucksman on his graduates.

**IX. Board Member Reports**

Mr. Dronen noted that there was a virtual coffee meeting on June 3<sup>rd</sup> for families new to Educational and Life Skills (ELS). It was hosted by Ms. Julie Schrage, Ms. Betsy Crosswhite, Ms. Kristen Endre and Ms. Ann Dronen. While not in attendance, Mr. Dronen reports it was a nice meeting with six parents from five families and four sender districts. Meeting topics included transitioning to New Trier, the Parents Group, social life, activities and remote learning.

Dr. Glucksman noted that he will miss the **Board Policy Committee**, especially since the committee is marching through a review of the entire Policy manual. Discussion took place amongst Ms. Albrecht, Dr. Glucksman, Ms. Hahn and Ms. Ducommun. Ms. Hahn went on to share that the Policy Committee met, as it has been doing every two weeks, and is now working on the student section of the policy manual. Dr. Sally suggested a pause on the committee's next meeting to get Ms. Ducommun up to speed on the committee's past and current work.

**X. Calendar of Events & Board Members' Requests for Staff Research and Future Agenda Items**

Dr. Sally highlighted the following dates:

- District Planning Days are coming up and those will be successful.
- The Illinois High School Association (IHSA) has distributed guidance relating to small groups doing non-skilled based conditioning work. Dr. Sally will update the Board this week so they know how the school is approaching that, what the guidance is, and the rules that will have to be followed. He noted that these are wonderful things as the school works to figure out how to get some students engaged in the things that they love, which the District will continue to work towards.
- For the next Board of Education meeting, the District will have to make sure it reviews the guidance for the Open Meetings Act (OMA). If the state is in phase four, the District will work through what the restrictions might be and how the group will operate as a Board. If all else stays the same, the Board will meet again via Zoom.

There were no requests for Staff Research and Future Agenda Items.

**XI. ADJOURNMENT**

Ms. Ducommun moved, and Ms. Hahn seconded, the motion to adjourn. Upon a voice vote being taken, all members indicated they were in favor.

The meeting adjourned at 10:20 p.m.

Respectfully submitted,

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Lindsey Ruston, Secretary

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Cathleen Albrecht, President