

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

July 13, 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, July 13, 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 – 6:00 p.m. – Zoom

Ms. Albrecht called the Regular Meeting of July 13, 2020 of the Board of Education to order at 6:07 p.m., virtually, via Zoom. Ms. Albrecht then read the following statement: This meeting will be held virtually, in compliance with Public Act 101-0640, which allows for virtual meetings during a disaster declaration. On June 26, the governor extended the disaster declaration for an additional thirty days. In person attendance and physical presence at the meeting location is not feasible, safe or practical due to the disaster, and we are providing members of the public to hear the discussion and all aspects of the meeting contemporaneously via Zoom.

Roll call was taken, and all members were present, except for Mr. Robitaille. Ms. Albrecht asked for a motion to move to Closed Session. Mr. Dronen moved that the Board adjourns to closed session for the purpose of discussing the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity; collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees; and for the discussion of minutes of meetings lawfully closed, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. Dr. Glucksman seconded the motion. Upon a roll call vote being taken, the members voted as follows:

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

NAY: none

ABSENT: Mr. Robitaille

The motion passed.

II. CLOSED SESSION – 6:00 p.m. – Zoom

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

Ms. Albrecht called the Regular Meeting of July 13, 2020 of the Board of Education to order at 7:02 p.m., virtually, via Zoom. Ms. Albrecht then read the following statement: This meeting will be held virtually, in compliance with Public Act 101-0640, which allows for virtual meetings during a disaster declaration. On June 26, the governor extended the disaster declaration for an additional thirty days. In person attendance and physical presence at the

meeting location is not feasible, safe or practical due to the disaster, and we are providing members of the public to hear the discussion and all aspects of the meeting contemporaneously via Zoom. Roll call was taken, and all members were present.

IV. Minutes

Ms. Albrecht asked for any comments or adjustments on the minutes of the Regular Meeting of June 8, 2020 (open session). There were no requests for changes. Ms. Hahn moved, and Dr. Glucksman seconded, the motion to approve the minutes of the Regular Meeting of June 8, 2020 (open session). 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.

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 twenty public comments submitted and Ms. Ruston read them into the record.

Ms. Albrecht thanked those who sent in their comments.

VI. Special Orders of Business

A. Update from Campus Principals and FOIA Report

Mr. Paul Waechtler, Principal for the Northfield Campus, shared the following student events and program updates from that campus:

- He began the update from the campus principals with good news as some students have returned to campus for athletic training. Mr. Waechtler noted that almost 1,000 students signed up for these trainings.
- Specific to the Class of 2023, those students have received their freshmen adviser assignment. Freshmen will receive a letter with information from their adviser and senior helper, which will be mailed later this week.

Mrs. Denise Dubravec, Principal for the Winnetka Campus, shared the following student events and program updates from that campus:

- She started by thanking Mr. Augie Fontanetta, Athletic Director, and his staff and coaches for their forward thinking in bringing students back onto campus safely. From June 15th until June 22nd, conditioning sessions ran and on July 8th, skill development began with each of the programs. Mrs. Dubravec noted she received many emails from parents excited that their kids are back, she also reiterated what Mr. Waechtler said about seeing students on campus once again. A start date has not been determined for fall sports, but the hope is that the District will hear something from the Illinois High School Association (IHSA) later this week.
- Next, Mrs. Dubravec shared that Lagniappe-Potpourri, the student-led performance group, announced on Instagram this year's production called "From Scratch." Students gather in the spring to begin preparations for the production. The script was completed at the end of June and auditions are now taking place. Mrs. Dubravec mentioned Ms. Nina Lynn, Music and Theatre Faculty, who oversees the production for her thoughtful approach to ensure students continue to have the same experience as in years past. Ms. Lynn helped students to determine what they wanted to maintain with this performance, such as leadership, learning and tradition. It will be presented digitally, and small groups of students will begin to record pieces of the production shortly.
- Mrs. Dubravec acknowledged Dr. Joanne Panopoulos, Assistant Superintendent for Special Education, and her team for making sure those students who are graduating through the Transitions program have a special celebration. They have been doing social distancing celebrations at the student's house as well as a ceremony via Zoom.

Mr. Johnson gave the FOIA report noting that there was one request related to construction bidding since the last Board meeting, which has been closed.

B. Culture, Climate, and Equity Presentation

Dr. Sally presented on Culture, Climate, and Equity. The presentation discussed the Equity framework of the Annual

Plan for the 2019-2020 school year as well as plans for the coming school year. It also acknowledged the current events and feedback that has been received from parents, students and alumni as well as summer of 2020 work.

Dr. Sally noted that the District received a lot of feedback from students, staff and the community given the recent events that have taken place around the country. These events have re-energized people to reach out to New Trier to let the District know that they want it to do better. From the alumni perspective, they shared what they thought what could have been done differently during their four years at New Trier, particularly with the curriculum and with the climate of the school. Dr. Sally noted that the District has opportunities for those interested to become involved.

Dr. Sally then displayed the New Trier 2030 Strategic Plan Values and Beliefs along with the Plan's Goals. Dr. Sally went on to share the eight items that were done around Equity during the 2019-2020 school year. Department Equity Goals were the Action Item in the Annual Plan. Every department created an equity goal as well as an equity team and set out a plan to reach their goal. Dr. Sally provided examples of this from various departments. He spoke briefly on the school's Affinity Groups and the TrevTips line. He went into further detail about the release of a Yearbook Statement, noting a study was done on all New Trier yearbooks in Mr. Todd Maxman's, Social Studies Department Faculty, and Ms. AnnMarie de Serpa's, Social Studies Department Faculty, Civics and Social Justice class. Students from Voices in Equity also participated. Dr. Sally spoke briefly about the statement noting that it can be found on the Commitment to Equity page and the Archives page of New Trier's website. Dr. Sally noted that the District's new Director of Human Resources, Dr. Renee Zoladz, worked on hiring. She did so by extending the school's reach and relationships with colleges and universities who have highly qualified, diverse candidates who could interview with the District. Other items that were worked on from the Annual Plan included Professional Development and Leadership Development, Restorative Justice and the Power of Language, which Dr. Sally expanded upon.

Dr. Tim Hayes, Assistant Superintendent for Student Services, shared additional comments. He highlighted that several Affinity Groups were added this year and shared the positive discussions he has had with the Affinity Group mentors. He noted that hiring was the Administrative Goal under the Departmental Equity Goals. For Restorative Justice, the school brought in an outside consulting organization that is based in Chicago called Umoja. They did a two-day training for about twenty people so they could understand the basics of restorative justice and make informed decisions on how to proceed. Finally, he spoke about the Power of Language lesson, which is the product of a group of dedicated people who put the lesson together, and a larger group who implemented the lessons via their adviser room. He went on to share one part that has been heard clearly from students, and has been part of the summer equity work, was extending the lesson about how language is used for all kinds of identities that can hamper a student's ability to feel welcomed and accepted at school.

Dr. Sally noted that much of this work is internal such as the professional development that teachers engage in, some of it, students see, while the community-at-large does not see most of this work. As alumni have shared what they believe the school needs to work on, Dr. Sally noted no disagreement with that. The school has done work, with more to do. Dr. Sally then displayed the seven Summer 2020 Equity Committees. These committees are engaging those who contacted the District volunteering to share their experience and perspective in discussions. The committees cover many areas, some of which the school has heard from past students about and others are areas that need continued development. He then stepped through the committees providing brief comments on each.

Finally, Dr. Sally shared next steps, which include an August presentation to the Board of Education on the 2020-2021 Annual Plan and the Equity work that will be a part of that. New plans will be generated out of these committees along with continued plans from the 19-20 school year. The District will also continue to listen and engage its students, staff and community in the ways it is able to given the pandemic. Dr. Sally then invited questions and comments from the Board.

Ms. Hahn stated that she was encouraged by all the work going on and grateful for it. She noted that through all the pain and suffering that the community and the world are dealing with, there is some hope and cause for optimism that this may be a point where there is change. She went on to say that it was good that New Trier and the community are starting to move in that direction. Ms. Hahn made additional comments noting that she had been thinking about how culture, climate and equity impacts a student's academic learning and how in the popular press one often hears about the achievement gap. She inquired if the school keeps data on this and is aware of it, along with how much of the work being done is focused on trying to address any achievement gap that students might experience at New Trier. Dr. Sally responded that the school does have this data, but that many of the data sets have small numbers, so the District needs to look at this data over time. New Trier has an achievement gap that is familiar to many schools. The school also knows that the sources of that achievement gap are often around not only equity of

achievement, but equity of opportunity and equity of expectations. Many of the summer equity committees will focus on building a climate where there are opportunities and expectations that are equitable for all students. Dr. Hayes added that the achievement gap at New Trier looks different than it does in many other schools. This means that while there is still a gap, students at New Trier are still performing very well on most standardized measures. That is an average, the school also pays attention to those students who are performing below the state standard. Dr. Hayes agreed with Dr. Sally, what feels intractable about the achievement gap is that it is more than teaching students the right skill, it is about what obstacles are in their way because of the way things like racism work in our culture. He went on to share further comments around this topic.

Ms. Hahn noted that the work with Affinity Groups sounds exciting. She inquired if there are opportunities to work with equivalent student groups at other schools so students can hear what it is like to be a student at that high school and learn from those students. Dr. Hayes gave the example of Evanston Township High School, among others in the area who have a student group called Students Organized Against Racism (SOAR). It is a combination of Affinity Groups in other schools that work toward equity issues. They host events that New Trier students have attended in the past. He shared additional thoughts as well. Dr. Sally noted that Mr. Waechtler and Mrs. Dubravec have connected with these groups over the summer as well as before this time. Mrs. Dubravec has been talking frequently with the groups. She noted that many of the names that were read during public comments are familiar and the administration has already reached out to them or even met with them. This is a way to create space for students and to join administrators in this work and have a voice. Later this week, Mrs. Dubravec noted that she has a meeting with another group, the New Trier Alumni Coalition, half of its members are alumni, while the other half is current students. Mrs. Dubravec said that the goal is to continue to meet with as many students as possible to understand ways in which the school can continue to grow. Dr. Sally noted there is one part of the climate that needs to be made better, but at the same time, the school has had some successes, noting that students are reaching out to share their experiences. Work still needs to be done, but by developing these relationships where trust is built and where students feel that they can come and talk about their perspectives. Many of the students that have talked with Mrs. Dubravec have taken advantage of the opportunity to participate in this work, which she appreciates.

Mr. McLane encouraged continued work with recent alumni. He spent time reading through all the letters he received since June 5th, noting they were thoughtful, compelling and well written. They reshaped his view towards this particular plank, platform, strategy and framework for 2020 and beyond. He is glad to hear that this engagement is occurring and will continue to encourage it as there is a call to action about the steps the school is going to take in terms of curriculum and other questions that have been posed. He is positive and enthusiastic about where administrators are taking this. He also thanked recent alums for contextually reshaping his view.

Dr. Glucksman inquired if there is a place to slightly expand the membership of some committees, especially with empowerment in voices, whose representatives of these groups have a vested interest in the community and New Trier. Dr. Sally commented that invitations have gone out and anyone who has contacted the school has been made aware of these opportunities. He noted one of the most important parts is when the school year begins and the work with students, which is the exciting part. Mrs. Dubravec concurred and shared additional comments.

Ms. Ducommun noted that it was nice for her to think about expanding some of the new affinity-based organizations. Expanding those and providing good leadership opportunities will be a nice direction for New Trier.

Ms. Hahn then commented on the restorative justice piece. She inquired if students are brought into this and if the school is teaching students what it means as well as drawing connections for them between restorative justice and the education environment as well as its applicability in other environments by thinking about it more broadly. She went on to note that it is not only used when dealing with disciplinary and actions having to do with equity, but any student discipline issue, the school is going to try and practice this. Dr. Hayes shared his thoughts from the training with Umoja, noting that restorative justice is a cultural shift and is much more than a disciplinary consequence with a student. He shared further comments around this topic. Mr. Scott Williams, Assistant Principal for Student Services, added that restorative justice is also about a growth model, which New Trier's discipline model is based on. It is about growth, reflection and learning and trying to avoid a repeat of a behavior that led to the situation that a student might be in. He went on to share additional thoughts on this topic.

Mr. Robitaille commented that as participants are pulled together for the committees that there should be a good diversity of viewpoints around the table, to which Dr. Sally agreed. Mr. Robitaille believes there is a spectrum on which people can have different points of view on what this means to New Trier.

Ms. Albrecht noted that New Trier has spent the past few years focusing on critical thinking, which will continue through all of this as well. She then shared an anecdote regarding Seminar Day and how many young alumni have not experienced one and they are remarkable, but to build this into the everyday experience is also important. Dr. Glucksman added that from a curriculum standpoint, this is not that far in concept as the Integrated Global Studies School (IGSS) program within the school has been doing this for years and is a good model that works. This led Ms. Albrecht to ask Dr. Sally where there is flexibility in the curriculum. Dr. Sally responded that as a long-time teacher and administrator at New Trier, he honors and respects the kinds of autonomy that is given to teachers. While he acknowledged that what happens in the classroom is organic, he also commented on the standards that are kept. Mr. Tragos, Assistant Superintendent for Curriculum and Instruction, who was a social studies teacher for many years, then shared examples of differing flexibility and range of options in an American Studies class versus an Advanced Placement (AP) United State History course that is bound by the College Board curriculum. This ties to the work that is being done in the Curriculum and Instruction Summer Equity work as this particular committee is tasked with answering what kinds of core texts, content, and concepts students should experience over their four years in terms of equity through a curriculum.

Mr. Dronen asked Dr. Sally to expound on his comment that there will be concrete, measurable goals for the 2020-2021 school year. Dr. Sally shared that the goal for the 19-20 school year was departmental goals and to form department equity committees to determine department needs and how that is reflected in their curriculum. Dr. Sally anticipates an extension of this work as well as other items that have come from the committees will be in the Annual Plan. Dr. Sally noted that the District wants to recognize that there is a lot of good thinking going on, but there are also a lot of things that the school is trying to manage, so it needs to be sure that what is taken on does not exceed the bandwidth. He also shared that whatever is chosen to do, that it is done well and impacts students.

Mr. Dronen then followed up regarding hiring, noting that action steps are key, and the quicker that it can be done the better.

C. 2019-2020 Annual Plan Update

Dr. Sally gave an update on the 2019-2020 Annual Plan. He began by noting the important process with the 2030 Strategic Plan by setting big goals along with core values and beliefs of the plan. Then the District set an annual plan that has goals that work towards the big goals in the plan. In the spring of 2019, approval was given for the eleven goals that the District set for the 2019-2020 school year. While the 19-20 school year ended differently, the District still accomplished many good items and there are many action steps that have made a difference. Dr. Sally referenced the memo, which has further details on the goals for 19-20. While there will not be a presentation on each strategy and goal, there will be one on Understanding the Student Experience. A group of faculty, led by Mr. Scott Williams, Assistant Principal for Student Services and Ms. Gail Gamrath, Assistant Principal at the Northfield Campus, conducted case studies.

Ms. Gamrath thanked the Board for all their time that they have been giving to the school during the pandemic. She gave a brief introduction, noting the wonderful group of staff and faculty, who participated. She thanked Mr. Marty Laffey, Mathematics Department Faculty, and Ms. Laura Malia, Social Studies Department Faculty, who were co-leaders and helped to guide the planning. Ms. Gamrath went on to share the purpose of the study, which was to speak with students and alumni about their experience at New Trier. This was an opportunity for the school to see what it is missing, barriers that students are facing, what went well and what was difficult. This presentation was planned for the March Board Meeting but was postponed as the school shutdown for the pandemic, so the information is from 2019. Ms. Gamrath acknowledged that since then the school has received information from testimonials from social media websites. This is part of the story; the interviews were in-depth with the help from the Case Study Committee.

Mr. Williams echoed Ms. Gamrath's comments about the Board and the Committee as it has been a great process working through this part of the Strategic Plan. Mr. Williams then went through the process, noting that the group had eight full meetings and two summer workshops. The workshops were important as they centered the work and assisted in the decision to have a student focus. Test interviews were conducted in order to determine the best way to elicit a genuine student response. As the group worked through the development of beginning to interview students, it was evident that relationships mattered. Having students share their voice with someone who they had a previous relationship with helped to obtain a more genuine response. This also helped the interviewer, a staff member, to jar the graduate's memory. The decision was made to interview students who had had a full four-year experience at New Trier so they could reflect on the totality of that experience. The hope was that graduates might also draw comparisons to the work they were currently experiencing in their post-high school life. Opening statements were created to frame the interviews. Two faculty members interviewed one student, with the faculty member who knew

the student engaging them in conversation while the other person listened and took notes, so there would be a full transcript of what was shared. Mr. Williams noted that student thoughts were gathered in four quadrants: academics, extracurricular experience, school climate and New Trier community. These areas were left broad so students felt they could share however much they wanted to in each area.

Ms. Gamrath shared examples of the prompts that were used. All interviewers did not ask all the questions. The goal was to ask about the best and worst experiences to get the interviewee thinking and not off on just one strand. She then shared themes that developed, both positive and negative.

Mr. Williams then shared next steps. The stories and work will be seen by current committees, they will develop new focus groups and help to inform strategic planning areas. Another takeaway from the committee was to inform the ways in which stories can be gathered, especially the personal connection. Mr. Williams shared a list of committee members with representation from many areas of the school. He then invited questions and comments.

Dr. Sally shared that there was an open-endedness to this which helped to unearth what students' real experiences were by using already established relationships and trust. Responses were then recorded and codified. He noted that work was good as well as time consuming. Valuable information came from this and it will be interesting to see where it is used and how it is continued.

Mr. McLane tied in Mr. Williams' point of this trove of information that goes back to Culture, Climate and Equity as well as the work that Mr. Tragos' will do. It is very timely when there is a data set like this that is as much qualitative as it is quantitative and to get focus groups to unfold is informative. It will continue to build on the plan and other upcoming action items. He thanked Mr. Williams, Ms. Gamrath and the committee. Mr. Williams shared that one item that was evident to him was that there is value in the single story and to make sure it is incorporated into one's thoughts as one moves through whatever initiative is being done as a district.

Ms. Hahn noted that what jumped out to her in the comments was the appreciation for the relationships that students had with their teachers and staff. New Trier is described as an institution based on relationships and that was evident in their comments. Depending on whatever mode the District is in next year, Ms. Hahn knows that the school has the best and brightest and most creative educators thinking about this as well as how it is held onto as it is so important. She thanked everyone for the great work and looks forward to hearing how this will be done remotely if needed.

Dr. Glucksman shared that what he likes about this is that it is data based and there are a lot of actionable items. He noted that one of the more difficult decisions that will need to be made is which item the school acts on first. He went on to share additional comments, noting that thoughtful action quickly is a good thing on this. Ms. Gamrath added that she was on All School Forum for many years and one of her favorite annual sessions was with alumni who shared their perspective about what worked well for them at New Trier and what did not.

Ms. Albrecht commented that the chart provided a lot of information. She shared thoughts on a few of the positives and negatives shared on the chart.

Dr. Sally concluded by saying the memo is on BoardDocs and the presentation represents some of the good work that was done in 2019-2020 around the Annual Plan. It is an important concept for the school to continue to embrace, in the way that it can, with the difficulties of next school year. Noting bandwidth, Dr. Sally suggested that the school pick items that it knows it can do well and keep moving forward on some of these areas.

D. Report on Fall Reopening Committees

Dr. Sally then reported on the Fall Reopening Committees. He noted that there is new branding around reopening and notes the importance of keeping one's spirit and optimism high. The new branding is "Working Together to Stay Safe and Strong." Dr. Sally sent information to staff late today and there will be a staff meeting on Wednesday to talk through more of these ideas with them. It is a complicated situation and Dr. Sally shared two overarching goals, first is the health and well-being of students and staff, the second is providing the highest quality teaching and learning. A sub goal to number two is to get to in-person learning, but that needs to be done with the first goal in mind. A webinar will be held on Wednesday evening for parents. The plan will continue to be readjusted as the District receives information and feedback. It will take everyone working together, students, parents and staff, in order to have sustained, high quality learning throughout the year as much in-person as possible. It will also require patience and flexibility from everyone. The situation is fluid with information changing and the District will continually evaluate that and make the best decision for students, staff and families.

Dr. Sally noted that staff and administrators have put in an amazing amount of work to try and get this to the best place they can. He believes great progress has been made, some of the information that will be presented is not new but may look a bit different. A critical point that must be kept in mind is that teachers will be teaching everyday and students will be learning everyday regardless of the scenarios or situations the school made be in. Dr. Sally then shared the three options for reopening: all students in school, hybrid with some students learning in school and others learning at home, or all students remote learning. Having all students in school is the least likely scenario. Families will have a choice to stay home all year and will make that decision each quarter. Dr. Sally noted the commitment of the District to improve the way faculty teach and the curriculum that will be taught in a block schedule. Remote learning will look different than it did in the spring, which was emergency remote learning, this is well-planned, and a lot of time has gone into it. The hybrid option is the most likely option for early in the year. Students will follow the same curriculum and lessons. Remote learning at some point during the 2020-2021 is very likely to occur. The most important part of what has been put together with the schedule and the planning is that this will allow for a seamless transition no matter the scenario. The stability that can be provided to families and teachers is that the structure of the day and the week will be the same. The question then becomes how the District decides which scenario to be in. It will depend on the current status of the COVID-19 outbreak in the state, community and school, what the latest science is about how the disease is spread and mitigation strategies, individually, and as a school, that can be put in place as well as the ability to run the school safely for staff and students.

Dr. Sally then shared how the school year is likely to start, noting that the first day of instruction is August 26th and that is a long time from now in the development of coronavirus in the community and the country, the science behind it and the like. The District can start here while continually evaluating what is best for students, community and the staff. Dr. Sally walked through the week of August 24th, noting that August 24th and 25th will be Teacher Institute Days, with August 26th being the first day for students. That Wednesday, as well as that Thursday and Friday will be 100% Remote Learning days for students as teachers need to understand the safety and health procedures the District has in place and need to feel comfortable in their classrooms and the building. August 26th will be a Trevian Day with periods 1-9 meeting remotely, followed by the block schedule. If operational feedback and outbreak status go as planned, the following week the District will bring in 25% of students each day. This will allow the District to make sure its operational plan can keep students and staff safe. Students will learn these new procedures such as what it is like to be in school, lunch, free periods and speaking with a teacher.

August 31st is an Illinois State Board of Education (ISBE) District Planning Day. ISBE gave districts five planning days in lieu of instructional days so that they could plan for this type of instruction. Work was done with the Calendar Committee regarding these days. That committee is co-chaired by Mr. Waechtler and Ms. Michael Christensen, Social Studies Department Chair. These planning days will be seen in various parts of the calendar. The week of September 7th, the school will either repeat the previous week in terms of capacity and stay at 25% or expand to 50%. Dr. Sally noted that this will be based on data, if the school can keep students and staff safe and if everything has been thought of that needs to be. Dr. Sally gave an example provided by Ms. Ducommun, which was a question of if the passing periods were long enough. While there is a plan in place for moving through the hallways and using the restrooms, passing periods may need to be expanded, and this schedule will allow for that flexibility. By the week of September 14th, the goal is to be in full hybrid plan with 50% of students in school. Students would either be in group one or group two and attend either Tuesday/Wednesday or Thursday/Friday. The school will also prioritize and is working with Dr. Panopoulos and Special Education, to identify students who may need to be in every day as they may require in-person learning more than the hybrid schedule allows for in order to access their education.

Dr. Sally then went on to share what the school days will look like, noting a couple items of importance. Each campus will start school five minutes earlier than in years past, with adviser room beginning at 8:10 a.m. at Winnetka and at 7:50 a.m. at Northfield. The school day will end ten minutes later, 3:35 p.m. at Winnetka and 3:15 p.m. at Northfield, therefore extending the school day by a total of fifteen minutes, which will allow for more flexibility. Blue Days have periods one through five with lunch a part of period three. Lunch will be part of eighth period on Green Days and part of fifth period on Trevian Days. Each of these lunch periods will be divided into three options: A, B, or C. This will allow for a better master schedule for students with fewer conflicts and will give the school the ability to spread their schedule out in a beneficial way. Dr. Sally went on to further explain the lunch possibilities, noting that the school will determine with department leaders which classes will be best for which lunch pattern. Green Days will have periods six through nine as well as an X block. Dr. Sally discussed the 70-minute block schedule, which will provide flexibility for instruction and ample time for lunch as well as being a schedule that is easy to navigate in all scenarios. It will also allow for time for teachers to figure out how to best manage their

classroom as there will be fewer breaks during the day. One logistic that will need to be worked on is if a student has to use the restroom. Dr. Sally then shared what the school year will look like. He mentioned that Trevian Days will be remote through at least first quarter. The school is still working through the format of large events such as Parent Teacher Conferences and Freshman-Go-To-School Night. Finally, the school still needs to deal with mandated state testing that was reinstated by the state of Illinois. Seniors must take the state SAT, which is a graduation requirement. They would be in school to take the test on October 14th, no one else would be allowed at school due to social distancing requirements.

Next, Dr. Sally discussed hybrid learning. He shared an image to illustrate how it will work with a teacher in the classroom with several students in class, while the remaining students are watching the teacher via Zoom. This allows students to be on the same curriculum throughout the year and allows teachers to have one singular prep for a class. The next time the class would meet, those students who were at home will now be in the classroom, while the other students are learning from home. Dr. Sally also provided a graphic from a student's perspective. He shared that if a teacher is teaching from home, a student may be in a classroom with a substitute or be assigned to a Zoom Room at school. He went on to share further details of what a student may experience at school.

Mr. Tragos went on to share details about six different areas related to the classroom. He explained that X Block is an open period and will be used in several different ways such as for student programs, office hours for teachers and students to meet and for teacher professional development. He shared additional details about X block.

Next, Mr. Tragos shared about free periods which help students to manage busy schedules. Students will still have free periods and will have more free period time as well to work on homework, collaborate with other students, down time or to meet with a teacher. Students will be able to go to designated areas where they can spend their free period and social distance. They will also be able to go outside where they can take off their mask if they are social distancing.

Students are encouraged to bring their lunch and there will be designated areas within the Trevian Commons and other spaces around the school that provide for social distancing. Students will also be able to eat outdoors. The Logistics Committee has been working with the school's food service provider, Quest, to plan for grab-and-go meals and to plan for enhanced food safety procedures. They will also make sure that students are practicing social distancing in grab-and-go lines as well as making the lines efficient.

Extracurriculars will be maintained to the greatest extent possible as they are a crucial part of students' lives. These programs will continue to follow specific guidance from the Illinois High School Association (IHSA) and ISBE.

Mr. Tragos spoke about Kinetic Wellness (KW) and Music, both areas that see large groups of students in large spaces. Masks must always be worn in KW and students must abide by all guidelines related to social distancing, cleaning of equipment, and use of locker rooms. In Music, masks must be worn except when students are playing their wind instrument. The department leaders in these areas are working with the Logistics Committee and the Curriculum Committee to plan for safe implementation of those guidelines.

Lastly, normal grading policies will be in effect. Grades will rise and fall as they do during a typical school year and will be different from the emergency grading policies from fourth quarter. Mr. Tragos is working with a collaborative group with the association on specifics for grading guidance for next year. Details will follow. An underlying guiding principle will be flexibility, from all parties, teachers, students, parents and administrators. There will be a need for flexibility as the school adapts to the three potential scenarios it may be in throughout the year. Good grading guidance will come from the committee about what grading practices and policies look like, that are good for student learning, that emphasize student feedback, consistency of experience and growth of student learning. Mr. Tragos confirmed that homework free weekends and breaks will continue. Mr. Tragos also noted that the school is mindful of how important test days are for students and will have details on recognizing how the school can adapt its test day policy to the block schedule. Finally, with recognizing that there will be some students in school and others out, the nature of assessments, especially summative assessments such as tests, teachers have been working to redesign assessments to meet the learning environment and adapt when that changes.

Mrs. Dubravec then shared information on health and safety. This committee is working on expectations for when students are back on campus. Face coverings will be required indoors unless eating or playing a wind instrument. There will be social distancing signs indicating where students can sit and cannot sit as well as the expectation for queuing in lines. Students with an Individualized Education Program (IEP) or 504 plan that have medical conditions

that prevent them from wearing a mask or a parent asks for a reasonable accommodation, families will need to submit that information for administrators to review. Students will have to maintain a six-foot distance from others whenever possible and signs will be posted to remind students. Finally, she shared about cleaning and hygiene. Students will wash hands often, especially after using the restroom or eating. Wipes will also be available in each classroom so that students can wipe down their desk upon arrival. Physical Plant Services (PPS) staff have enhanced cleaning procedures.

Mr. Waechtler then continued the presentation, noting that the school will need to partner with families to make sure anyone who has symptoms or is not feeling well, stays home. Parents will certify that their student is free of symptoms including having a temperature of under 100.4 degrees. Details of this process will be shared later. While students are in the hallways, they need to social distance as much as possible. A video will be shared by the building principals about how to safely navigate the buildings. Some stairwells will be marked up or down and classroom capacity is limited to 50%. Restrooms are limited to about half of the fixtures and those waiting will need to social distance. Water fountains will only be used to fill a water bottle and will not be used for drinking.

Dr. Hayes then spoke about health services. The space in health services has been structured so that they can provide typical services for students and there will be a separate and isolated area for staff and students who may show COVID symptoms during the day. In terms of COVID reporting, it is important that anyone, students, staff or their families, who are experiencing symptoms, contact their primary physician. It is important that the school knows the symptoms that a person is exhibiting. The school will work with the Illinois Department of Public Health (IDPH) to determine who may need to quarantine or isolate if they are diagnosed with COVID. There are strict guidelines for anyone who has been in close contact defined as within six feet of an infected person for more than fifteen minutes. If a person meets these guidelines may need to quarantine at home for fourteen days. Anyone who has isolated at home due to a diagnosis of COVID, must stay home for ten days from the onset of symptoms and have had two negative COVID tests. The school will work with IDPH to ensure those who do feel ill are getting treatment and then IDPH will conduct contact tracing.

Dr. Sally added that the school needs people to stay home if they are sick. There is robust, well planned remote learning that students can access. If a student can keep up with work while sick, they can certainly do so, but they should rest if feeling too ill. Remote learning is available, and students should take advantage of that, so they can stay home.

Mr. Johnson added that the Logistics Committee is working on entry and exit procedures for the building, student transportation, and enhanced cleaning procedures. The committee is also looking at the supplies, signage and behaviors that are needed from staff and students in order to do them effectively. Mr. Johnson provided additional comments, noting that the school has a good plan in place to be able to social distance in a variety of spaces that students and teachers use. More specifics will be shared as the opening of school approaches.

Dr. Sally shared next steps such as consistent communication to students, parents and staff. There will be a webinar on Wednesday for families. There will be continued collaboration with teachers and staff. The District will continue to monitor official guidance and local outbreaks as well as the latest science and research on the virus. The school will continue to refine and update plans as conditions evolve. Dr. Sally asked for flexibility and patience as the District works to get the right plan and a good plan for everyone. He went on to emphasize that families will have the option to opt-in to all remote learning for each quarter. A family who starts in-person can go remote at any point during a quarter for the remainder of it. Those who opt for remote or those who start in-person and then go remote, must stay remote for the quarter, students will not be able to return in-person until the quarter. The school will need clear communication from parents around this due to the different types of attendance and student engagement. Dr. Sally noted that the District is working with bus companies and procedures are set up. Mr. Johnson confirmed that there will be bus service and it will be compliant with ISBE guidelines in terms of cleaning procedures and bus capacity. Dr. Sally noted that the District is doing its best to work with Pace and Metra, so the school understands what their situation is and makes sure they know how much students rely on their services. Dr. Sally then invited questions and comments from the Board.

Mr. McLane shared his thoughts, he also submitted them to Ms. Ruston for inclusion in these minutes:
Thank you for the thoughtful and comprehensive work which included so many contributors. You, Paul, the staff, and the committees have created a range of options that can be situationally activated six weeks from now. I truly appreciate the collective passion for in-person education. "Start Smart" is a great way to pressure test the system in

late August. After talking to friends in comparable roles in other school districts we seem to be leading the way with a well thought out approach.

I see this as a complex, and terrifying, math problem that can be assessed along three axes: Space, Time, and Load. The first two are more or less in our control. Indoor vs. outdoor classes, size of room, HVAC filtering, opening windows (or not, given new West wing), duration of classes, etc. The Load axis, how many are carrying the virus and in what concentration, is a bit murkier.

Without Load insights, I struggle with the notion of 1,500 students (plus commensurate, and older, staff) in one building for prolonged periods (current Phase 4 parameters of 50% student population, focus here is on the Winnetka campus/building). Self-certification, wearing masks, distancing in class, and one-way halls do not really provide much comfort to me. At least there is no reference to taking temperatures as that is simply too little too late given asymptomatic or pre-symptomatic contagiousness. Additionally, enforcing behavioral rules in school may be possible (hall rules, masks (and what about their quality?)), but challenging after 3:30 PM each day.

These protocols make sense to me only if we know the virus-incidence is at or near zero. Of note New Trier Township has had 440 cases as of today, and 6,778 tests (a 6.5% positivity rate). 12% of the population of 56,053 has been tested. Extrapolating from those numbers would indicate that NTT has over 3,200 infectious people. And this does not consider teachers' and staff domiciles outside of the Township. We simply do not know who or where infected people are. But we can. The way to understand if we are getting to that goal is with frequent diagnostic testing.

I think that NTHS should hold itself to the highest standard and be the exemplar for other schools and institutions to follow. To that end, I would like the administration to address the following protocols over the next four weeks:

- *Testing.* I know I would be much more comfortable if all students and staff had to take a weekly (or more frequent) test that triggers an app that then activates go/no go. Why shouldn't this be our standard? This can happen (look at our alma mater, Paul; or U of I or Northwestern for scalable swab test protocols). Yes, it is expensive, but it can be done (perhaps pool/cohort test per block schedule).
- *Contact Tracing.* Pushing "privacy" out the window, as a public school I think we should be able to ask what everyone (students and staff) is up to outside of school so we are better informed, and prepared. How do we augment our emergency phone app to better understand student and staff movement? Further, how do we compel students who go "off the ranch" to stay home and remote learn for 14 days (and staff for that matter)?
- *Athletics.* I cannot imagine how actual sports will be played (and, per my observation, it is disturbing that for-profit club programs are taking advantage of more conservative IHSA guidelines by offering games and tournaments across state borders). How are our protocols better than, say, the Ivy League's (which has cancelled all fall sports programs)?

Until these are in place, I believe we should perfect the remote learning experience.

Dr. Sally thanked Mr. McLane for his comments and noted that Dr. Hayes may have further information on contact tracing. Concerning testing, there are scalable options out there, and the District is at the very beginning of understanding how it would do that and what it might cost. He noted that the District is working with the same company that worked with the University of Illinois. Dr. Hayes mentioned that he, along with the school nurses as well as Ms. Gamrath and Mr. Williams, have been discussing how to contact trace well. The IDPH is very clear that they are formally responsible for contact tracing. It is a procedure that has been around for a very long time and is now being applied to a new disease.

Dr. Hayes then addressed a question he heard in Mr. McLane's comments about those families who travel to areas where the virus may be surging and if there is a way that the school can ask those families to quarantine for fourteen days upon their return. He stated that this is a question that should be explored. More likely than not, the school will have to rely on families being responsible and does not think that the school can track their movements. It does seem to be the socially responsible thing to do if a family travels out of state. Dr. Sally commented that the District will have to talk with its attorneys to see what it can and cannot do related to that.

He then shared thoughts on the athletics portion of Mr. McLane's statement, noting that some sports are easier or harder to manage than others. Dr. Sally stated that the school will continue to listen to what ISBE and IHSA say and is being very conservative in what it is doing this summer. When IHSA came out with their guidelines, Mr. Fontanetta, Dr. Sally, Mrs. Dubravec and Mr. Johnson met to determine if the school would allow for all the items that IHSA said and decided that they would not. Since then, IHSA has retracted some of those items. It is important to the District to engage students safely, and at this point, it believes it is doing that. The District will continue to get guidance from IHSA and ISBE but will also use its own common sense and knowledge of local contexts as well.

Mr. Robitaille noted that Mr. McLane was thoughtful and articulate in his point of view and made good points. He went on to say that there is no perfect answer and not even a good answer. There are competing objectives, each of which has consequences. Mr. Robitaille views the plan as a placeholder in the ready position to pivot in any number of different ways and to read and react to prevailing understanding of this as the school year gets closer and closer and even when it does arrive the school is ready to make pivoting decisions based on new information. He believes this is the best that can be done at this point. An all-in or all-out decision at this point has consequences as well. He noted that the plan is very balanced, sensible and the best middle path given what is known right now. Mr. Robitaille acknowledged that Mr. McLane had valid points but is supportive of the plan that has been put forward, particularly its flexibility.

Dr. Glucksman thought it important to stress that this is a plan. It is not definite, as six weeks is an eternity as far as this virus goes and the epidemiology associated with it. As of today, cases were in the 800s, the four days previously were about 1,000. That is because of Phase 3, not because of Phase 4 in Illinois. As far as testing is concerned, the state of it is abysmal and the fact that it takes three days is not going to help. As far as testing every week goes, it will not work at New Trier. With all the caution and unknowns, it is a plan and it is in place and one will see what happens in six weeks. As usual, plan for the worst, hope for the best.

Ms. Hahn echoed Mr. McLane's sentiments about testing and that it would be great to see it. She shared a personal anecdote and then noted that she was glad that testing was being pursued and looking at it as an option and not writing it off as impossible. Personally, Ms. Hahn would not put a lot of faith and hope into it working. She has observed that any efforts with social distancing are going to be futile with teenagers. She believes it is general adolescent feelings of invincibility, but also because statistically young people have been less vulnerable. It is important to tie the need for them to practice mask wearing and social distancing as a means of taking care of the more vulnerable in the community. It is a matter of character and perhaps this needs to be communicated to families as well. It is not just about keeping one's self safe and personal interest, which might not register with teens or others, but it is being done for the vulnerable members in the population and will say a lot about a person as an individual as well as about the community.

Ms. Hahn then asked if once the District receives from parents if their students are opting in or out, if that is when the school will compose cohorts. Dr. Sally answered that, for simplicity, the school will comprise cohorts that will stay together all year no matter how many people decide to come back in. The District wants to make sure it has a place for everyone so students cannot be brought in on a weekly basis, but at the quarter. Although Dr. Sally does not have all the data on this yet, Ms. Gamrath and her team as well as Mr. Lee and his administrative services team are doing great work to try and make this happen. Students will have their group assignment around mid-August. Dr. Sally thanked Ms. Hahn for her comments and explained what has been done about testing, and that the administrative team and staff have put in this effort to make sure they understand the possibilities. He also appreciated the way that Mr. Robitaille put this as well. When it comes to testing, the District has an obligation to thoroughly look at how it can possibly do it. That is the District's commitment to put the effort in for teachers, students and the community. The team has put in tremendous efforts. He then noted that many recommendations have been coming out. For instance, the Academy of Pediatrics stated that desks could be closer together and then backtracked on that. Dr. Sally took a moment to acknowledge the difference between younger children and young adults who have gone through puberty. He believes this is a different disease at many different stages, but it is not the same for young adults or teenagers and elementary school children. He would like to see more studies and work on that for better understanding. Dr. Sally noted it is important that students begin to get acclimated to wearing a mask.

Ms. Albrecht noted that there is a plan, and at least the school may go in and out of scenarios throughout the year, but at least the District knows it can be done. Dr. Sally replied that the bedrock of this plan is that the District has a strong remote learning plan, that will be robust with good curriculum and instruction through remote learning. When students can be brought in safely, that is a bonus to the plan. The school wants to do that and will do so to the

greatest extent that it can. For families who feel their student needs to be at home or for those who need to quarantine, remote learning is strong and will keep curriculum moving forward.

Mr. Dronen shared that this is a tremendous report and echoed Mr. Robitaille's comments that this is a blueprint. He noted the key thing is that parents have been given choices. He has talked with and received emails from many parents, some who want their students in school and others who do not, so the fact that they can opt-in/opt-out is extremely important. He asked that people be kept updated via the website. He thinks this is the best that can be done right now and thanked Dr. Sally for his work.

Ms. Ducommun agreed with the previous comments and thinks this is the right time, over the summer, to be undertaking all the intensive planning that the school is doing. She noted that the District is examining everything, every which way, as local conditions deem whichever way it will go. The goal needs to be, ultimately, to get students back in school. The District cannot get there without a plan and how that is instituted the school will deal in reality. She appreciates everyone's hard work.

Ms. Albrecht acknowledged, once again, that the administrative team and the Superintendent have been working non-stop and it really shows. Dr. Sally thanked Ms. Albrecht, noting that it is a lot of work and agrees with all the comments. The school needs to be safe and conservative, but also needs to have its eye on bringing students back to school. He, too, thanked the administrative team, as well as the many, many other staff members who have been working on this. Especially all those who have been working with Peter and through his office regarding the block schedule, remote instruction and standards of practice.

***E. Approval of Revised 2020-2021 Calendar**

Dr. Sally highlighted a couple of dates that the school was unaware of when the calendar was first created. November 3rd has been declared a state holiday and mandated state testing must occur in October. October 9th, which was originally part of fall break, is now a school day and October 5th, is now a District Planning Day. In February, the District is proposing to move an Institute Day. Dr. Sally noted that the District is trying to keep the schedule as manageable and consistent as possible. There are some items around the blue, green and Trevian Days that everyone will get used to and Dr. Sally suspects that students will adapt quickly. Dr. Sally then invited questions and comments from the Board.

Ms. Hahn moved, and Ms. Ducommun seconded, that the Board of Education approve the revised 2020-2021 calendar, as presented. 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.

Before moving on, Dr. Sally asked to go back to the presentation. He took a moment to thank the Board of Education for their support, inquiries, and curiosity. He also thanked them for sending information along to the school. He believes he would have done a disservice by not making sure the community hears how involved the Board of Education has been to make sure the school has the information it needs and for passing along comments that have been heard from community members. He thanked the Board for all that they are managing in assisting the school in coming up with the plans for the fall reopening.

***F. Resolution for Pandemic-related Policies and Procedures**

Mr. Johnson summarized that Dr. Sally and the team presented the reopening plan with the understanding that it is an evolving situation. The plan will change as discussed as it gets closer to the start of the school year, as information becomes available and as the District consults more with faculty, support staff and the community. The resolution authorizes the District to implement the plan as well as authorizes the superintendent to revise the plan if needed. The District will continue to communicate to the Board, the community and other groups as the plan is updated. If there are significant changes, there is the opportunity to have a Special Board meeting to review those before the start of the school year.

Ms. Albrecht inquired if this was recommended by the District's lawyers and if most school districts were doing this same type of resolution. Mr. Johnson replied that many schools implemented a resolution in the spring, but at that

time, the District reviewed the option, but felt it did not need it. With starting the new school year, if the District did not have the resolution in place, it would need to do a policy review period and potentially change several policies. This resolution allows the District to do something specific for this case that allows it to bring various pieces together to start and run the school year effectively. He added that many school districts are doing a resolution like this over the summer.

Ms. Ducommun moved, and Ms. Hahn seconded, that the Board of Education approve the COVID-19 Re-Opening Plan Approval Resolution, as presented.

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

NAY: none

ABSENT: Mr. Robitaille

The motion passed.

***G. Tentative FY 2021 Budget Approval**

Mr. Johnson presented on the Tentative Fiscal Year (FY) 2021 Budget. Each year, the Board of Education is required to adopt a budget by the conclusion of the first quarter of the fiscal year. Over the past several months, the Administration has prepared a Tentative Budget for review and approval. This has been in consultation with the Finance Committee, the Administration and the Board of Education. The Tentative Budget is based on the expectations for revenues and expenditures for fiscal year 2021. It reflects some of the significant challenges facing the District during this uncertain and unprecedented climate due to the COVID pandemic. As the District has done in the past, a conservative approach in both revenues and expenditures has been taken.

Mr. Johnson began with the revenue side. The state of Illinois has promised to hold harmless evidence-based funding allocations, which is good news, however, there may be delays in other state payments. Therefore, the District has adjusted its state payments. It also anticipates that local revenue will go down such as fees for transportation and facilities rentals. Interest income, which has been helpful to the District in the past as a revenue source, will be reduced going into next year.

On the expenditures side, the District is currently reviewing the potential contingency costs related to opening the school for students and staff in a safe environment. Some dollars have been reallocated, such as dollars typically spent to send staff to professional conferences, and instead used to prepare for remote learning this summer. In other cases, extra funds have been built in in different areas such as substitutes and other expenses that may be needed. The District will continue to adjust as necessary as it works to prepare for the reopening of school and works to prepare the final budget for adoption.

Overall, the Tentative Budget shows a projected surplus in operating funds, exclusive of transfers, of \$296,000. There are several transfers from the operating budget as is typical every year including transfers for capital projects and for debt service payments that are done out of operations rather than levying taxes for those bonds. The budget also shows a transfer of fund balance of \$6,500,000 from the Education and Operations and Maintenance funds to the Capital Projects fund, which continues the District's long-term plan of funding capital work from the fund balance. A fifteen-year plan was approved last year and year one is under construction, while year two happens next year. The Administration is presenting the 2020-21 Tentative Budget with a recommendation that the budget document be approved, and that a Public Hearing on the Final Budget be held at the regularly scheduled Board of Education Meeting on September 21, 2020. Mr. Johnson then invited questions and comments from the Board.

Ms. Ducommun commented that she and Mr. Johnson spoke earlier in the day and that this budget is betwixt and between. It is not a non-COVID budget and it not reflective of what the puts and takes will be with some expenses higher while others are lower as the school fully gets the COVID scenario. The District is partially there, but not fully, as it cannot be answered at this point, which is how much is implementing a COVID strategy going to cost. Along with unknowns that were pointed out earlier, such as if the school decides on testing. This is to be determined as the school moves into August and September. Mr. Johnson noted that Ms. Ducommun's summary was good and that the District has applied for a Federal Emergency Management Agency (FEMA) grant and the hope is to have more information in a few weeks about whether that grant will pay for items such as additional custodial supplies

and services. Even if the school determines that testing is a practical option and in everyone's best interest, it would have to be determined which funds would be expended for that.

Mr. Robitaille noted that the Finance Committee, with Mr. Johnson's help, is tracking the estimated puts and takes of the impact of COVID. At this point, it feels as though it is budget neutral and that the savings slightly outweigh the expenses, but no one knows how this will really unfold. It is being tracked monthly at the Finance Committee meeting and Mr. Johnson is doing a good job of explaining not only what is happening but forecasting what he thinks may be coming.

Ms. Albrecht inquired when the District will know about the FEMA grant, to which Mr. Johnson replied that Mr. Dave Conway, Director of Physical Plant Services, is taking the lead and working on the application. Contact has been made with the District's FEMA grant officer and he has begun to review the paperwork and discussed permitted expenditures. Mr. Johnson anticipates hearing an initial word from them in about three weeks or so. The District believes it has many eligible expenditures. There are two questions that the District needs to answer, the first is of the available pool is the application in on time to get money from that available pool and second, the District is getting a small amount of extra money from the CARES Act, \$78,000, a portion of it goes to the District, and a part of it the District must distribute to private schools in the area. FEMA wants to ensure that the District does not overlap expenditures between these two grants. The District is working through those issues and expects to have an answer in the next two to three weeks. Ms. Albrecht noted that the District does the work because it must and will see what happens. Mr. Johnson agreed and noted that the possibility of receiving a grant does not change what the school is doing as it believes it is in the best interest of the teachers, staff and students. The District is looking at partitions in offices, additional custodial services, different cleaning products and devices. This would be done regardless of whether the District gets the grant, but the grant would help cover some of those costs.

Mr. Dronen moved, and Mr. Robitaille seconded, the Fiscal Year 2021 Tentative Budget be approved and that a Public Hearing date be set for September 21, 2020. 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.

VII. Administrative Items

A. Treasurer's Report for June 2020

Mr. Johnson presented the Treasurer's Report for June 2020, which is the last month of fiscal year 20. This gives an early indication of the results of fiscal year 2020, but the District cautions that this is pre-audit and that it still will pay for expenses that were accrued last year for goods and services that were received. The District balances for all accounts were \$ 110,089,898. On the revenue side, the District continues to see regular local, state and federal payments. There was significant interest income for investments that were placed before the recent drop-in interest rates. Interest income overall will drop in coming months as the weighted portfolio yield drops to 55 basis points for short term investments and 1.73% for long term investments. One will also see \$6,000,000 in Journal Entries related to summer pay for 10-month staff. Faculty and staff earn their money between September 15th and June 15th, but many of them elect to get paid over 24 pay periods through the summer. A journal entry is made to reflect that the money is being held for them before it is dispersed through regular paychecks in July and August.

B. Financial Reports for June 2020

Mr. Johnson went on to share the financial reports for June 2020. Operating revenue was \$115,539,938 for the twelve months of the fiscal year, or 0.19% higher compared to last year. Any funds attributable to 2019-20 that are received by August 31, 2020 will be recognized in that year such as additional payments from the state or checks for services. Operating expenditures were \$121,537,000 through June. Exclusive of interfund transfers, the operating expenses of \$106,002,315 were 0.99% higher than last years. The amended budget for operating expenditures was 3.49% higher than the 2018-19 fiscal year. The expenditures total will increase. Preliminary numbers show that the District will have a surplus for last year, which is not surprising due to the last three months of the year and the pandemic. Salary and benefits continued as normal, but there were many opportunities that students did not have the last quarter of school such as field trips and athletic conferences. Faculty were not able to attend conferences and utilities costs went down during those months. The surplus will go back to the fund balance and the District will know the exact numbers once the audit is complete in October. Mr. Johnson thanked Mr. Myron Spiwak, Director of

Business Services, for his work in preparing the FY21 budget and closing out the fiscal year. Mr. Spiwak and the Business Office staff have done a great job facilitating that process.

Mr. Robitaille commented on the financial statement, noting that there is now a year-to-date unaudited actual versus the amended budget. When looking at the revenue, the District came in on target, .6 below the forecast. The expenses, on a dollar basis, were about \$3,000,000 higher and come from three areas. The first is contingencies, which were not used, and about \$500,000. The second, general instruction, was about \$2,000,000 less and the final piece comes from support services which were \$12,800,000 versus \$14,100,000. Support services did not have an explanation and Mr. Robitaille was happy to get an explanation at the next Board meeting, but he inquired why that was budgeted so much higher than actual. Mr. Johnson is going to double check with Mr. Spiwak about what specifically falls into that category. It could be utilities and professional services that were not used in the fourth quarter. Mr. Robitaille noted that, overall, Mr. Johnson and the team have done a nice job budgeting as actuals are close to budget.

Mr. Dronen shared a comment, which Mr. Robitaille discussed extensively at the Finance Committee meeting, and that is that an eye should be kept on interest. Mr. Dronen believes it will be lower, although the Finance Committee discussed a number from 2008-2009 when the country went through the recession. Rates are at 25 basis points and will not get much more than that, and even on long term investments, it might be on the high end. If the District spends down any of its reserves, it will further decrease that number. Mr. Johnson thanked Mr. Dronen for his comment and noted that the District is keeping a close eye on this. Mr. Johnson went on to share further details, acknowledging that the District understands that this could be a low interest rate environment that sticks around for a few years.

VIII. Consent Agenda

- Bill List for the Period, June 1-30, 2020
- Personnel Report (Appointments, Changes of Status, Retirement and Termination)
- Extend the contract with Infinity Transportation through June 30, 2021 and authorize the Assistant Superintendent of Finance and Operations to execute the agreement.
- Extend the contract with Aramark through August 31, 2021 and authorize the Assistant Superintendent of Finance and Operations to execute the agreement.
- That the Board agrees to open the Closed Session Records for February 18, 2020 and the destruction of the Closed Session Meeting tapes of July 2018 through December 2018.

Dr. Glucksman moved that the Board of Education approve the Consent Agenda, which includes: Bill List for the Period, June 1-30, 2020; Personnel Report (Appointments, Changes of Status, Retirement and Termination); Extend the contract with Infinity Transportation through June 30, 2021 and authorize the Assistant Superintendent of Finance and Operations to execute the agreement; Extend the contract with Aramark through August 31, 2021 and authorize the Assistant Superintendent of Finance and Operations to execute the agreement; That the Board agrees to open the Closed Session Records for February 18, 2020 and the destruction of the Closed Session Meeting tapes of July 2018 through December 2018. Mr. Robitaille seconded the motion. 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.

IX. Board Member Reports

Ms. Ducommun took a moment to thank the parents who have been meeting this summer. Mrs. Dubravec requested that, which Ms. Ducommun thought was very insightful of her to do. Parents have been offering their insights and asking questions. Their voices are important and appreciated.

Mr. Dronen noted that the **NSSD Leadership Council** met on June 10th and passed the financial model that was discussed at the last Board Meeting and will be in place next fiscal year.

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

Dr. Sally highlighted the following:

- The Board Policy Committee continues to meet.
- Dr. Sally is encouraging the administrative leaders to take some time off.
- The next Board Meeting is six weeks away on August 24th, which is also the first day for teachers.
- The District will keep Board Members, parents, students and staff fully informed as it continues to make decisions through this process.

There was one request for Staff Research and Future Agenda Items from Dr. Glucksman. He requested further information on the TrevTip Line, as there has been disconcerting information in public. He understands what it does but is interested in statistics on the calls being received and the response time, among other items.

XI. ADJOURNMENT

Mr. McLane moved, and Mr. Dronen seconded, the motion to adjourn. Upon a voice vote being taken, all members indicated they were in favor.

The meeting adjourned at 10:07 p.m.

Respectfully submitted,

Lindsey Ruston, Secretary

Cathleen Albrecht, President