

**BOARD OF EDUCATION
SUNSET RIDGE SCHOOL DISTRICT 29
525 SUNSET RIDGE ROAD
NORTHFIELD, ILLINOIS 60093
RETURN TO SCHOOL TASK FORCE MEETING
JUNE 21, 2021
9:00 A.M.**

Please join the live open session virtual meeting at 9:00 A.m. by using the following link:

Join Zoom Meeting <https://us02web.zoom.us/j/83728484017> Meeting ID: 837 2848 4017 One tap mobile
+13126266799,,83728484017# US (Chicago)

The Board of Education Secretary will accept public comments via email at: stangee@sunsetridge29.org., until 9:00 a.m. on June 21, 2021. Those comments will be read aloud during the Public Comment agenda item and/or entered into the meeting minutes.

AGENDA

1. ROLL CALL
2. PUBLIC COMMENTS
3. RETURN TO SCHOOL TASK FORCE DISCUSSION
 - 4.1 Informational Items
 - 4.1a Summer 2021 Schedule of Meetings and Topics
 - 4.1b COVID-19 Recovery Plan Pillars
 - 4.2 Feedback Items for Administration
 - 4.2a Health & Safety
4. UPCOMING MEETINGS:
 - 4.1 July 12, 2021 from 3-4:30 p.m.
 - 4.2 July 26, 2021 from 9-10:30 a.m.
 - 4.3 August 16, 2021 from 9-10:30 a.m.
5. ADJOURNMENT



SUNSET RIDGE SCHOOL DISTRICT 29

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Cultivating a learning community that engages the hearts and minds of students, one child at a time

Sunset Ridge School District 29 COVID-19 Recovery Plan: A Living Document (Updated: 06/01/2021)

Introduction

The COVID-19 crisis has been a natural disaster with a prolific impact on students, staff, and families. However, with strategic supports and resources, we can restore our systems, rebuild our students' self-esteem, academic skills, and learning confidence.

Recovery from COVID-19 will not be attained in a six-week summer camp. Rather, it will take a full school year, or likely more, to get students back to where they need to be. The response will require a comprehensive plan that mobilizes well-trained and equipped professional staff in true partnership with the parent community, all dedicated to student growth and successes. Planning and programming needs to be flexible to respond to the ever-changing topography of the pandemic and evolving student needs.

The following “living document” was created by the District 29 Return to School Task Force to assist in the design and implementation of a variety of supports in the wake of the COVID-19 Pandemic.

Sources

Brookings Institute, Washington, D.C. Beyond Re-Opening Schools.
Brown University. Guiding Schools' Covid-19 Recovery Decisions Using Data And Evidence.
Centers for Disease Control. Operational Strategies for K-12 Schools Through Phased Recovery.
Center for Global Development. Planning for School Reopening and Recovery After COVID-19.
EdSurge. Rethinking Education After COVID-19.
Economic Policy Institute. COVID-19 and student performance, equity, and U.S. education policy. Lessons from pre-pandemic research to inform relief, recovery, and rebuilding
Georgetown University. FutureEd. Three Lesson for the Post-Pandemic Education Sector.
Georgetown University. FutureEd. The Ingredients of Successful Tutoring Programs.
Georgetown University. FutureEd. The Importance of Meaningful Relationships in Schools.
Johns Hopkins University. COVID-19: A Changing Landscape in Education.
Learning Policy Institute. Resources and Examples: Learning in the Time of COVID-19.
National Education Union. Education Recovery Planning.
National Public Radio (NPR). How Schools Can Help Kids Heal After A Year Of 'Crisis And Uncertainty.
The World Bank. Mission Recovering Education in 2021.
The School Superintendent's Association (AASA). COVID-19 Recovery Task Force Guidelines for Reopening Schools.
United Nations Educational, Scientific, and Cultural Organization (UNESCO). International Commission on the Futures of Education.
United States Department of Education. COVID-19 Handbook: A Roadmap to Reopening Safely and Meeting the Needs of All Learners.

COMPREHENSIVE COVID-19 RECOVERY IN SCHOOLS



A growing body of literature regarding the impact of the COVID-19 Pandemic provides some initial guidance relative to the design and implementation of programming and supports for schools. From this literature, the following themes are evident:

Priority One: **Plan for multiple scenarios and contingencies to ensure the health and safety of students and staff.**

Action Steps:

1. Implement a comprehensive return to school plan that adapts to emerging contingencies and guidance from health experts.
2. Implement proactive COVID-19 mitigation strategies and response protocols to ensure the health and safety of staff and students.

Priority Two: **Ensure continuing support to students and adults to address their Immediate and long-term psychological and social/emotional needs.**

Action Steps:

1. Facilitate student, staff, and family transitions across grades and schools.
2. Collected on-going data regarding the social-emotional needs of students and staff.
3. Implement comprehensive and differentiated SEL-based programming/mental health supports targeting engagement, motivation, and a sense of belonging in school.
4. Reinforce the use of self-care strategies and provide access to mental health services.
5. Facilitate student-adult relationships and connections and interactions.
6. Ensure sufficient opportunities for structured and unstructured physical activity built into the school day.
7. Provide structured mentoring and coaching programs for new staff members.

Priority Three: Provide on-going, personalized, and differentiate learning opportunities.

Action Steps:

1. Utilize growth model assessments to evaluate learning loss and match students with resources.
2. Identify key learning standards and content that are prerequisites to future learning and might not have been covered or fully mastered by students during the pandemic.
3. Maintain a core focus on learning materials at grade-level and helping students work up to that level versus trying to reteaching content from earlier grades.
4. Utilize differentiated instructional models in the classroom to support diverse learning needs.
5. Implement flexible, student-centered scheduling options to allocate appropriate instructional supports as needed.
6. Build schedules with additional direct instruction intervention time.
7. Establish a tiered, evidence-based, tutoring program linked to grade-level classroom content.
8. Implement homework support mechanisms to assist students with unmastered content.
9. Enlist the support of parents to boost literacy outside of school.

Priority Four: Ensure staff have adequate training, resources, and support to address the impact of COVID-19.

Action Steps:

1. Facilitate a range of professional development opportunities that differentiate training based on identified needs and emerging challenges.

Priority Five: Ensure on-going communication and support for all stakeholders.

Action Steps:

1. Provide regular communication regarding the status and impact of the pandemic on the school environment.
2. Facilitate opportunities for stakeholders to provide feedback on emerging needs and strategies.
3. Provide on-going, real-time, synchronous feedback and interaction between all stakeholder groups.
4. Create opportunities for student support through before-, after-school and virtual office hours.

Social-Emotional Learning (SEL)

1. The District will continue the utilization of the Panorama SEL survey to gather data on student mental health functioning and needs for students in grade 4-8.
2. Staff in grades K-8 will continue to monitor individual students daily functioning and share information regarding potential needs/concerns during regularly scheduled grade-level team meetings.
3. The District will mobilize the expertise of and additional full-time psychologist (hired for the 2021-2022 school year) to provide proactive and reactive mental health supports for students.
4. The District will implement a mentoring program to facilitate regular, individual connections between students and adults.
5. The District will continue to schedule opportunities for daily structured and unstructured physical activity through physical education class, recess periods, and movement breaks.
6. The District will mobilize the involvement of student-led groups (e.g., Dedicated Dolphins, Empathy Ambassadors) to foster relationships and support a positive school climate).

Data Driven Programming and Decision-Making:

1. The District will utilize growth model student academic assessments (e.g., Curriculum-Based Measurement, Measures of Academic Progress, Fountas & Pinnell) to assess student's learning loss and match students with resources on an on-going basis.

Identify Missed Learning Standards and Content.

1. Grade level teams will summarize content that was/was not covered during the 2020-2021 school year and report this information to "receiving" grade-level team members during curriculum articulation meetings scheduled during the August 2021 Teacher Institute Days.

Maintain a core focus on grade-level content.

1. Grade-level teachers will continue the main focus of daily core instruction on grade-level learning standards, and strategies and supports to help students work up to that level (versus trying to reteaching content from earlier grades).

Utilize differentiated instructional model in the classroom

1. Grade-level teachers and support staff will utilize differentiation strategies (e.g., learning stations, literature circles, project-based learning, varied assignments, and alternative homework) to address diverse student skills-levels and needs.

Establish a tiered, evidence-based, tutoring program linked to classroom content.

1. Grade-level teams will utilize flexible scheduling (e.g., block schedule, flex periods, supplant instruction) during the school day to offer additional instructional opportunities (i.e., tutoring) to address skill deficits.
2. Grade-level teams will organize before/after school instructional opportunities (i.e., tutoring) to address skill deficits.

Plan alternative scheduling models.

1. Grade-level teams will utilize the block schedule/flex periods during the school day to offer additional instructional opportunities (i.e., tutoring) to address skill deficits.

Establish homework support systems.

1. Grade-level teams will organize before/after school homework support mechanisms to assist students as they struggle with unmastered content.

Provide on-going, real-time, synchronous feedback and interaction.

1. Grade-level teams will organize in-person and virtual office hours to support students and families.

Support literacy work at home.

1. Enlist the support of parents to boost literacy outside of school by reading books with children and pointing out letters and words in everyday life.

Support teachers personal and professional needs.

1. Provide structured mentoring and coaching programs for new staff members.
2. Facilitate professional development through learning communities that differentiate skills development based on individual needs and interests.
3. Reinforce the use of self-care strategies and provide access to mental health services.

Facilitate on-going, two-way communication with various stakeholders.

1. Provide regular communication regarding the status and impact of the pandemic on the school environment.
2. Facilitate opportunities for stakeholders to provide feedback on needs and strategies.
3. Grade-level teams will provide weekly communication to parents/guardians regarding classroom activities.
4. Staff will disseminate information on how to contact a teacher with questions and/or concerns.
5. The District will hold Parent-Teacher Conferences in late October 2021 to facilitate communication with parents/guardians regarding student acclimation to the 2021-2022 school year. Another formal Parent-teacher Conference date will be scheduled in February 2022 to provide a “mid-year check-in” between teachers and parents.