



April 4, 2020
Quarterly Board Meeting
Montessori School of Englewood

Location: Telephonic

Present:

Board Members: Thom Hale, Mike Sculnick, Joe Motto, Karen Anderson, Peter Cunningham, Ebonie Townsend, Peter Talmers, Tanesha Peeples, Marcus Robinson, Jim Sulzer, Peter Cunningham

Administration: Rita Nolan, Maggie Mikuzis

University of Chicago Booth School of Business Fellows: Deanna Wiblitzhouser, Aaras Shah

Minutes taken by: Joe Motto

I. Call to Order

Hale called the meeting to order.

II. Welcome to University of Chicago Booth School Board Fellows

Anderson introduced our University of Chicago Booth School of Business fellows, Deanna Wiblitzhouser and Aaras Shah. All welcomed them to the meeting and expressed eagerness to work with them.

III. Thanks to School Staff

Hale expressed sincere thanks to the tremendous work of our school staff supporting our children and families during this crisis. Their efforts have been remarkable and deserve recognition.

IV. Required Board Training

Hale gave reminder on the new board training required by state law and the upcoming training being made available through INCS.



V. Executive Director's Report, School Status, and Response Underway

Nolan delivered the executive director's report providing a lengthy and detailed description of the current school status, response efforts, and workstreams underway to fulfill the school's mission and support our students, their families, and the staff. See Ex. A.

By government order, the school is presently closed through April. In all likelihood, the closure will be extended. CPS is moving to remote learning on April 13. Staff are working on home learning plans and resources for the students and learning Google classroom (which is already being used in some classes, with more rollout to come). Those without computers have paper learning materials. Teachers are taking attendance.

There is a great deal of additional work ongoing around food, technology, and contributions to date from a number of generous third parties, such as the Trotter Foundation, Big Delicious Planet, and Perfect Pasta. We have ~105 MAC work books and ~105 literacy work books ready to be distributed to different grades before April 13, and we are working on getting hotspots for the family for those who need it (about 20% of our students lack Internet). Additional research and consideration as to whether we have sufficient numbers of computers and possibilities for leasing or otherwise obtaining more continues.

The school was fogged on March 26 and deep-cleaned. Sanitizers were installed on each floor. Even prior to that, in February, the school started cleaning hot spots. Every rug has been steamed.

A transition living coordinator has been in contact with our ~30 families who are transient. Two weeks of groceries are being delivered to those who need it.

There was additionally discussion and brainstorming on how we can continue to fundraise in this environment.

VI. Treasurer's Report

Sculnick lead discussion on finances, primarily as to three items: (1) our current financial position; (2) developments with respect to the school's accountant and transition from Vanderloo to Quattrro; and (3) the school's pursuit of a potential Paycheck Protection Program ("PPP") loan under the CARES Act.

The latest cash projection has us breaking even at year-end under current circumstances.



The school had been using Vanderloo for accounting during the last three years. It was recently acquired by Quattro, a nationwide firm based in Atlanta. In view of the acquisition, we have been concerned about losing Paul Spector and Kanika Yacub, our two primary points of contact. Paul is leaving Quattro and being replaced by Carl Casareto. Kanika has also given notice and will be leaving at the end of the month. Quattro has been very responsive to this issue.

With respect to the PPP loan, the program seems to allow for a loan of up to 2.5 times our payroll, or around \$350,000-\$400,000. We appear to be eligible for the program. The Executive Committee has been pursuing the application process, working with Inland and Radius banks. There are no assurances we will obtain the loan, and repayment terms are uncertain at this point. Discussion was had about potential use of funds. The situation remains fluid. Following lengthy discussion, the board members present expressed unanimous support for continued pursuit of the PPP loan.

VII. Prior Board Meeting Minutes

Robinson moved to approve the minutes of the February 3, 2020, quarterly board meeting, which were circulated in advance. Sulzer seconded, all approved, none opposed. Minutes approved.

VIII. Public Participation

Opportunity was given for public comment.

IX. Adjournment

With no further business, the meeting was adjourned.

The next quarterly meeting of the board will be on June 15, 2020, at 6:00 p.m. The meeting is presently scheduled to be held at Winston & Strawn at 35 W. Wacker but will be held telephonically if necessary.

Exhibit A



THE Montessori School
of Englewood | A Chicago Public
Charter School

6936 South Hermitage Avenue | Chicago, Illinois 60636

Executive Director Report, April 4th, 2020

Academics

Distance Learning Plans by Level:

- A. Primary- Our students have new homework packets that were created on Thursday, March 26, 2020. Each teacher was asked to call their students home to inform the parents/guardians that the work can be picked up during the week between the hours of 9a.m- 1p.m. Lexia packets were also sent home inside each child's homework packet. Teachers are doing daily read alouds with their students in addition to keeping up with activities that have been placed on our weekly lesson plans. Conferences for teachers are scheduled for each Monday starting at 1:30p.m. Each week both the teacher and the assistant call the home of the children to check on the family and see if they need any resources to get them through this time of uncertainty. Also, Mrs. Vicki calls to see if our families need any support. Ms. Ebony will be meeting with the lead teachers each Monday at 11a.m.
- B. Lower Elementary
 - *Personalized Work Books (already ordered)*. Each student will receive two workbooks with activities, materials and extension lessons. Teachers selected the activities based on each child's current work and progress in the classroom. Students will recognize many of these materials, which will aid in the transition to distance learning. The workbooks will include instructions from the teacher about the sequence, timing and frequency of different activities. Elementary and kindergarten students will also receive a composition book for journaling, pencils and an eraser, as well as suggestions for level-appropriate journal activities. **These workbooks will provide 6 weeks of activities (assuming 2-4 hours of engagement a day).**

- *Streamed Literacy Block.* Elementary teachers will complete three interactive read aloud lessons and two writers workshop lessons per week, with assigned follow up.
- *Streamed Math Lesson:* Elementary teachers will record one math lesson per week per grade level (1st-3rd).
- *Family-Guide Conferences via phone:* Communication between teachers and families is more important than ever. Elementary teachers will have phone conferences with students and their parents once every other week. Primary teachers will host conferences with kindergarten students and their parents every week, as well as conferences with PK3 and PK4 students every other week. During these conferences, teachers and families can discuss the child's work, ask questions and plan next steps.

C. Upper Elementary

- *Individual Work Plans:* When school initially closed, each Upper Elementary (4th/5th grade) student was provided paper and pencil work, along with a bag of novels tailored to each student's reading level, pencils, paper, and colored pencils.

As of March 30, students will receive daily work plans, communicated by email and text. These work plans include assignments in math, language, reading, geography, science, and art. Math and language is assigned through IXL, an online platform that allows teachers to monitor student work in real-time, and respond to a student's need for support with a review lesson or phone check-in. Students submit written assignments by email or through "class dojo," a home-school communication app.

A very small number of students in Upper Elementary reported having no access to technology at home. Teachers selected reading, writing, and math workbooks and mailed these, along with some art supplies, to students' homes while MSE works to facilitate internet access to these families.

- *Upper Elementary Class YouTube Lessons:* Upper Elementary teachers will collaborate on a private youtube channel to post lessons for students to access independently. During the initial weeks of school closure, teachers at this level noted that older students were often babysitting for younger children, or competing for access to a computer or phone with siblings who also needed the device for schoolwork. Accordingly, we hope to offer instruction "on demand" rather than calling for a class meeting at a particular time of day. Teachers will post videos for students to access any time during the day or evening, and will be available to answer calls and/or will reach out to students on the phone individually as they complete their assignments.
- *Weekly family check-in:* Upper elementary teachers will call each family weekly to discuss academic work and check on every student's physical and emotional wellbeing.

D. 6th Grade Team

- Zoom accounts have been created for each student. They can either review with a student over phone call, or join the daily virtual classroom.
- Google Classroom: Daily lessons will be posted on Google Classroom to be completed on Khan Academy, CommonLit and IXL. Weekly projects will be

posted for Science and Geography. Scholars will also turn in completed work in the Google Classroom.

- Science- Students will be conducting a research project on the Coronavirus and its impact on the body.
- Literacy Focus
 - CommonLit assignments will be divided into three tier groups. Each group is based on students' independent reading level and will develop targeted Common Core Skills. CommonLit provides accommodations for students: Read Aloud, Highlight and Annotation, Language, etc. Throughout the week, teachers will analyze data to determine students' areas of growth and deficiencies; future assignments will be assigned based on assignments.
 - Students will participate in an Inquiry-Based Learning project based on the Harlem Renaissance.
- Khan Academy: Assignments will be updated daily. Educators will utilize Zoom for small group instruction as needed. Scholars will be given an ample amount of time to complete each lesson. Once completed, scholars will mark it done in Google Classroom.
- Weekly family check-in: A member from the 6th grade team will check in with families about academics and technology updates.

E. Middle School

- *Google Classroom assignments:* All students will be given assignments in math, science, ELA, African American Studies and Civics via the Google Classroom environment. Students will be given the latitude of several days to complete assignments to account for technology constraints. All students have :tmsoc accounts to log in to Google Classroom. Links with commonlit.org will allow for easier access to ELA assignments. Art and Movement will be posted weekly in a separate Google Class.
- *Google Meet video classes:* Math and ELA classes will be held 3 times per week on Google Meet. Videos will be recorded and posted in the classroom for students that were not able to attend. Science, Digital Literacy, Civics and African American Studies classes will meet once a week on Google Meet. Once again, videos will be posted in the classroom for students unable to attend.
- *Khan Academy:* Assignments will be updated on Khan Academy weekly. Students are given a week to complete all assignments. Assignments are in-line with the math assignments posted on Google Classroom.
- *Weekly Check-in:* All families will receive at least 1 call each week from a member of the Middle School team.
- *Remind.com:* The daily agenda of video classes, updated assignments and other important Middle School messages will go out to parents via Remind daily.

F. MTSS

MTSS, Tier 3, pull out is currently delivered to 1st- 3rd grade, this grade level uses Class Dojo as their online interface for primary communications and lesson delivery along with workbooks. The academic interventionist will obtain access to each classroom and provide targeted interventions and assignments.

- Per grade level, the interventionist will create an intervention group based on their learning goals. Students with similar learning goals will be grouped together, and each intervention group will receive a video lesson twice a week with an even more targeted assignment/ assessment specific to each of their learning goals.
- The students and parents will receive a notification of their videos and assignments via google classroom. Each scholar in the learning group will receive an individualized communication from the interventionist with the general targeted intervention video, and their specific assignments.
- The interventionist will hold office hours via Conference Calling and/or Google Meets, depending on parental preference communicated via google classroom, twice a week to answer questions about any work received.
 - We are in the process of figuring out exact times for office hours and days of delivery of lessons will be different based on the grade level and subject (Math or ELA)

G. Bilingual

ELLs will receive different e-learning models based on what their grade levels have decided to use for their elearning interface.

- *Kindergarten:* The bilingual teacher has added work to their initial general education packets picked up by parents between March 17th and March 20th and the packets delivered on March 26th. The bilingual teacher communicates with Kindergarten Bilingual parents twice weekly to answer questions and check on family needs. I communicate with teachers about the parental needs communicated to me via telephone. I will also contribute to the on-demand content on the general education private school youtube with a weekly lesson. As Kindergarten has decided to use google classroom, I will add supports for ELL students to each assignment on the google classroom based on ACCESS scores.
- *1st- 3rd:* The bilingual teacher has co teacher access on google classroom for all of the classrooms in 1st- 3rd. Each week the bilingual teacher will add ELL supports to the general education work provided in the google classroom. The bilingual teacher will add supports in the form of videos, interactive learning games, and work based on the students' ACCESS score and determined by general assessments and class work in ESL. The students will submit their work online or via a picture of their completed work on Google classroom. The bilingual teacher will upload a weekly video that will be linked on google classroom. Parents will be contacted twice a week, and the teacher will be available via telephone between 8 and 4 pm daily. In addition to virtual office hours on Zoom.
- *4th- 5th:* The bilingual teacher will receive the Upper Elementary teachers' weekly lesson plans and add ELL supports to each assignment based on the students' ACCESS score. The general education teacher will send out the lesson communication and I will translate any communications as needed by the teacher request/ familial needs. Parents will be contacted twice a week, and the bilingual teacher will be available via telephone between 8 and 4 pm daily. I will set up a Zoom conference with parents as needed and requested, in addition to my Virtual office hours via Google Meets twice a week on Tuesday and Thursday from 9am- 10 am.

2. If your plan depends on widespread distribution of materials (e.g., delivering work packets, Chromebooks, or other resources to be used at home), please describe how you will distribute those. Please also describe how you plan to maintain active communication with families during a long-term closure.

During the week of March 30, MSE will circulate a family needs survey via e-mail, text message and print copies. The survey will assess which families need to borrow a laptop and charger, as well as which families need access to the Internet.

From April 7th-10th, the MSE campus is open from 9:00am to 2:00pm for families to pick up the following:

- 1) their child's personalized work packet (if applicable),
- 2) Chromebook and charger,
- 3) Grocery support. Families that need access to the Internet can also sign up for Internet Essentials at this time.

Operations during the COVID-19 Response

Building

To maintain a safe school environment TMSOE has taken the following steps:

1. Preparing for the risk of outbreak before school closures.
2. Purchasing supplies in advance of the breakout.
3. Committing to a thorough deep-clean during closure.

The information below consists of our cleaning schedule and guidelines for cleaning.

Amid the COVID-19 Outbreak when school was still in session TMSOE purchased in February two hand sanitizer stations per floor (A total of six were placed in the building). Starting in mid February, one maintenance crew member was specifically designated to sanitizing "hotspots" in the building where most individuals gather.

The building was fogged on March 26th and after the deep clean is complete will be fogged one more time. (Do Right Services Company will be completing the fogging and deep clean). MSE is following CPS' checklist for the deep clean.

Support for Families STLS Program

TMSOE's STLS Coordinator is in direct contact with families. The STLS keeps a running spreadsheet with student's information, date of phone call, and record of conversation. The STLS Coordinator is required to check on families twice a week. Once the spreadsheet is

updated, the Leadership Team reviews the best way to provide the families with needed items. TMSOE's Operational Team has been directly delivering items to families.

Attendance

As attendance is a main priority for TMSOE, the School Clerk is keeping track of the top 20 students with the lowest attendance rate. During this time, it's a priority for TMSOE staff to stay in constant communication to make sure students are on task, or if any additional support is needed.

Food Program

TMSOE is committed to serving students meals during this time. TMSOE in partnership with CPS is open from 9AM-1PM Monday through Friday for families to pick-up breakfast and lunch.

Food sustainability is a goal we committed to for our community. During this time TMSOE has partnered with various organizations thanks to The Trotter Project to provide additional food to our families.

Technology

The following guidelines are informed and structured based on valued advice from our trusted technology partner, Heliox, and general industry best practices:

- Technological needs and asset deployment should be dictated by curricular demands.
- Remote Learning on a digital platform requires a substantial measure of student initiative and technological familiarity.
- As a general principle, multiple tech and non-tech solutions are available to support the Remote Learning Modality. This necessitates flexibility in our on-going efforts to support educational attainment within a Remote Learning context.
- Based on pre-extreme condition daily practice, our higher grade students (Grades 4 thru 8) are familiar with Chromebooks, have existing email accounts, and already **independently** use web-based software to track educational attainment. They are poised to effectively use provided Chromebooks daily with little to no difficulty.