



River Forest  
Public Schools

**Administration Building**  
7776 Lake Street  
River Forest, IL 60305  
Phone: 708-771-8282  
Fax: 708-771-8291

**NOTICE OF REVISED SPECIAL COMMITTEE OF THE WHOLE  
MEETING  
BOARD OF EDUCATION OF RIVER FOREST  
SCHOOL DISTRICT NUMBER 90, COOK COUNTY**

**NOTICE IS HEREBY GIVEN** that the President of the Board of Education of River Forest School District 90, Cook County Illinois, has called a Revised Special Committee of the Whole Meeting of the Board of Education at Roosevelt Middle School Multi-Purpose Room/Virtual Meeting at 6:00 PM on Tuesday, May 5, 2020. The purpose of the meeting is set forth in the following agenda:

**I. Call Meeting to Order/Roll Call**

- A. Link to Virtual Meeting: <https://us02web.zoom.us/j/88380490496>  
Telephone Dial in: 1-312-626-6799  
Meeting ID: 883 8049 0496

**II. Recognize Visitors and Invite Comments from the Public (1)**

**III. Approval of Agenda**

**IV. Board Governance, Rich Moore, Chair**

**A. Action Item:**

1. Amend Board of Education 2019-20 Meeting Calendar, 6pm Start
  2. Memorandum of Agreement Between River Forest District 90 and the RFEA - Curriculum Hours for 2019-20
- B. COVID-19 Comprehensive Transition Plan - Ed Condon  
C. D90 Strategic Planning: The Strategic Management Maturity Model

<sup>1</sup> Public Comments on non-agenda items are subject to the following provisions: Each speaker is invited to stand and provide his or her name and home address for the minutes. Each speaker will then be given three minutes to speak. The speaker will be notified when the time limit is reached. At this time, speakers should promptly finish the thought and be seated. Please note: The Board uses this time to listen to community questions and concerns, but will not respond immediately to individual requests and cannot take formal action on non-agenda items. Please include any specific request for action or response in the three minute talk and appropriate contact information for follow up, if applicable.

D. Financial Matters Related to COVID-19 and the Implications for D90 - Anthony Cozzi

**V. Personnel Report**

A. Approval - Certified Personnel, S. Shah

B. Approval, Classified Personnel - L. Mabins

**VI. Adjournment**

Rich Moore  
President, Board of Education  
District 90, Cook County, Illinois



**REVISED**  
**NOTICE OF SCHEDULE OF REGULAR MEETINGS**  
**OF THE BOARD OF EDUCATION OF RIVER FOREST SCHOOL DISTRICT 90**  
**COOK COUNTY, ILLINOIS**  
**For the School Year 2019-20**

Public notice is hereby given that two regular meetings per month of the **Board of Education of River Forest School District 90, Cook County, Illinois**, will be held at Roosevelt Middle School, 7560 Oak Avenue, River Forest, Illinois in the Library Learning Center on the following dates and times. Committee of the Whole Meetings are regularly scheduled for the first Tuesday of the month, and the Business Meetings are regularly scheduled for the third Monday of the month.

<u>Date</u>	<u>Time</u>	<u>Meeting</u>
Monday, July 15, 2019	7:00 p.m.	Business Meeting
Monday, August 19, 2019	7:00 p.m.	Business Meeting
Tuesday, September 3, 2019	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Monday, September 23, 2019*	7:00 p.m.	Business Meeting
Tuesday, October 1, 2019	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Monday, October 21, 2019	7:00 p.m.	Business Meeting
Tuesday, November 5, 2019	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Monday, November 18, 2019	7:00 p.m.	Business Meeting
Tuesday, December 3, 2019	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Monday, December 16, 2019	7:00 p.m.	Business Meeting
Tuesday, January 7, 2020	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Tuesday, January 21, 2020*	7:00 p.m.	Business Meeting
Tuesday, February 4, 2020	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Tuesday, February 18, 2020*	7:00 p.m.	Business Meeting
Tuesday, March 3, 2020	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Monday, March 16, 2020	7:00 p.m.	Business Meeting
Tuesday, April 7, 2020	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Monday, April 20, 2020	7:00 p.m.	Business Meeting
Tuesday, May 5, 2020	7:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Monday, May 18, 2020	6:00 p.m.	Business Meeting
Tuesday, June 2, 2020	6:00 p.m.	Committee of the Whole (Education, Personnel, Finance)
Monday, June 15, 2020	6:00 p.m.	Business Meeting

\*Not regular meeting day

**MEMORANDUM OF AGREEMENT  
BETWEEN  
RIVER FOREST SCHOOL DISTRICT 90  
AND THE  
RIVER FOREST EDUCATION ASSOCIATION  
CURRICULUM HOURS FOR 2019-2020**

**The River Forest School District 90 and the River Forest Education Association (RFEA) hereby confirm the following agreements related to the extended school closure and Staff-Initiated Curriculum hours teachers may accumulate and for which they are compensated through the remainder of the 2019-2020 school year.**

Due to the Coronavirus pandemic and the need for e-Learning and remote learning, some teachers were unable to avoid engaging in curriculum work hours beyond what was originally anticipated for the 2019-2020 school year, exceeding the \$2,000 stipend, as specified in the D90 Collective Bargaining Agreement (CBA).

This memorandum of agreement increases the monetary limit for the total of any pre-approved curriculum hours and remote learning curriculum hours to \$3,814.50 for the 2019-2020 school year. Increasing the monetary limit allows all teachers to access both the full, original stipend amount (\$2,000) provided in the CBA and an additional \$1814.50 connected to any pre-approved curriculum work or remote learning.

RFEA President(s) \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

D90 School Board President \_\_\_\_\_ Date: \_\_\_\_\_

D90 School Board Secretary \_\_\_\_\_ Date: \_\_\_\_\_

# COVID-19 Comprehensive Transition Plan: Near-Term (Spring 2020)

Committee of the Whole Meeting  
May 5, 2020



Administration Building  
7776 Lake Street  
River Forest, Illinois 60305



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Public Schools

Tel: 708-771-8282  
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# River Forest Public Schools

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## COVID-19 Comprehensive Transition Plan *June-November, 2020*

### Overview

#### **Key Considerations:**

Remote Learning Guidelines, Communications, Technology and  
Access

“ To inspire a love of  
learning and ensure  
educational excellence  
for every child ”



# River Forest Public Schools

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## Near-Term (Spring 2020):

- Remote Learning Planning Days
- Grading and Year End Reporting
- Identifying Essential Curriculum Modifications
- School Events/Activities
- 8<sup>th</sup> Grade Graduation/  
8<sup>th</sup> Grade Events
- Lunch Services
- Return of Student Belongings from School

“ To inspire a love of learning and ensure educational excellence for every child ”



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## Near-Term (Continued):

- Retirement and Service Recognitions
- Teacher Access to School Materials, Supplies
- Student Placement/Class Assignments
- Preparing for School Construction/Renovation
- Addressing Immediate Social Emotional Needs
- Development of *Remote Learning Action Team*

“ To inspire a love of learning and ensure educational excellence for every child ”



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## Subsequent Phases of Comprehensive Transition Plan:

Mid-Term Considerations (Summer 2020)

Long-Term Considerations (August-  
November 2020)

“ To inspire a love of  
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River Forest  
Public Schools

**COVID-19 Comprehensive Transition Plan**  
June-November, 2020

**Overview**

**Key Considerations:** Remote Learning Guidelines, Communications, Technology and Access

**Near-Term (Spring 2020)**

Remote Learning Planning Days  
Grading and Year End Reporting  
Identifying Essential Curriculum Modifications for 2020-21  
School Events and Activities  
8<sup>th</sup> Grade Graduation/8<sup>th</sup> Grade Events  
Lunch Services  
Return of Student Belongings from School  
Retirement and Service Recognitions  
Teacher Access to School Materials, Supplies  
Student Placement/Class Assignments  
Preparing for School Construction/Renovation  
Addressing Immediate Social Emotional Needs  
Development of *Remote Learning Action Team*

**Mid-Term (Summer 2020)**

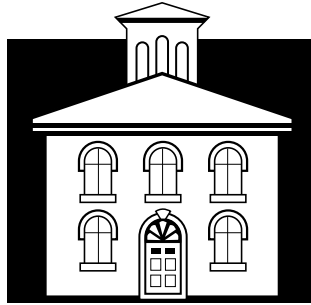
D90 Virtual Summer School Programming  
Extended School Year (ESY) Services and Programming  
Review of Staffing Needs for Fall 2020  
*Mobilize Remote Learning Action Team*  
Complementary Learning Opportunities:

- Summer Reading Program
- Optional Math Lesson Series (K-7)
- “Step Up” to High School

Internal Review/Revision of D90 Remote Learning Plan  
Curriculum Modification Teams  
Access to Social Emotional Supports  
5<sup>th</sup> Grade Orientation Planning  
District Financial Forecasting/Planning to Reflect Anticipated Revenue Changes

**Long-Term (August-Early Winter 2020)**

Health Considerations for “Return to School”  
Delivery of Modified Curriculum  
Calendar Adjustments (School Opening, Open House Dates, etc.)  
Early Student Assessment (Fall MAP Testing, Fountas & Pinnell, AIMSweb, etc.)  
Reliance on Multi-Tiered Systems of Support (MtSS)  
Ongoing Social Emotional Considerations  
Special Education COVID-19 Impact Services and Supports  
Before- and After- School/Supplementary Academic Programming  
Mid-Year Student Assessment (Winter MAP Testing)



River Forest  
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# COVID-19 Comprehensive Transition Plan

*June-November, 2020*

May 5, 2020

COVID-19 Comprehensive Transition Plan  
June-November, 2020

**Overview**

**Key Considerations:** Remote Learning Guidelines, Communications, Technology and Access

**Near-Term (Spring 2020)**

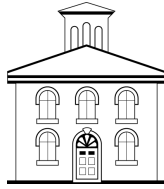
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Preparing for School Construction/Renovation  
Addressing Immediate Social Emotional Needs  
Development of *Remote Learning Action Team*

**Mid-Term (Summer 2020)**

D90 Virtual Summer School Programming  
Extended School Year (ESY) Services and Programming  
Review of Staffing Needs for Fall 2020  
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Complementary Learning Opportunities:  
- Summer Reading Program  
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Math Fluency Assessments  
Reliance on Multi-Tiered Systems of Support (MtSS)  
Ongoing Social Emotional Considerations  
Special Education COVID-19 Impact Services and Supports  
Before- and After- School/Supplementary Academic Programming  
Mid-Year Student Assessment (Winter MAP Testing)



*River Forest District 90*

## COVID-19 Comprehensive Transition Plan May - November, 2020

### **Overview**

The purpose of the D90 *Comprehensive Transition Plan* (CTP) is to guide planning and set direction for the shift back to in-person instruction from remote learning. The transition process includes not only immediate issues that must be addressed to satisfactorily conclude the current school year, but also significant elements that must be considered during the summer months and into the first portion of the 2020-21 academic year. Uncertainty in the coming weeks and months will complicate planning and decision-making and will undoubtedly lead to plan revisions and adjustments as additional information becomes available. Please consider the CTP as a flexible plan that should be adapted and refined as circumstances warrant. Because of the level of granular detail, the primary intended audience/users of the CTP are the Board of Education and administrative team. However, the document will also be publicly available for staff, family, and community access. Please note that the respective components of the CTP will be communicated to the District's various constituents via appropriate channels. These communications will be timely, clear, and provide appropriate levels of detail.

### **Key Considerations**

This plan was drafted in concert with the *District 90 Remote Learning Plan*. Essential considerations governing the development of the plan include the need to:

- Share and receive timely and relevant communications,
- Provide and maintain functional iPads and internet accessibility for students and staff,
- Prioritize the social and emotional well-being of students, staff and families,
- Ensure healthy and dependable meal provisions for students, and,
- Maintain quality teaching and learning experiences, with emphasis placed on reinforcement of previously learned content and introduction of essential standards, as appropriate.

These considerations remain instrumental in the operationalization of the Remote Learning Plan and were central to the development of the CTP, as well. Please note that the CTP is divided into three sections, addressing issues as “near-term,” “mid-term,” or

“long-term” needs. While some of the issues that must be addressed can be easily confined to these planning phases, it is also important to acknowledge that many of them will span more than one phase, and often all of them. These items will be coordinated in a scaffolded manner whenever possible.

## **NEAR-TERM CONSIDERATIONS (Spring 2020)**

### **Remote Learning Planning Days**

As provided by the Illinois State Board of Education (ISBE), District 90 has 2 remaining remote learning planning days available for use between May 1 and the end of the school year. These days will be held on May 8 and May 15, and are dedicated to teacher planning, grade level collaboration, and ongoing staff development about topics related to remote learning. In addition, the current school calendar dictates that the afternoon of May 22 will be a dedicated Teacher Institute Day (1/2 Day, PM) for teachers to collaborate on record-keeping and suggested student class assignments for the 2020-21 school year. The 2019-20 school calendar indicates that the last day of school for students will be Wednesday, June 10, with Thursday, June 11 and Friday, June 12 designated as D90 Teacher Institute Days.

### **Grading and End-of-Year Reporting**

All students will be promoted at the end of the school year to the next grade level. While this may minimize the impact that formal grades will have on decision making for promotion purposes, teachers still benefit from understanding students’ current levels of academic performance and demonstrated understanding of essential concepts. The Illinois State Board of Education (ISBE) has dictated that grading may not cause harm to students during the time of COVID-19, and District 90 agrees that is the best approach, as well. The District has implemented the suggested “Pass/Incomplete” approach that is intended to give credit to students for having completed assigned learning activities and experiences, while providing numerous opportunities for students to make-up, “re-do,” or submit work late for credit. Students who do not complete essential assignments or learning experiences will be expected to make-up, re-submit, or complete missed obligations during the summer (or fall, if necessary). At the end of the school year, students will receive either a “Pass” or “Incomplete” on the transcript for the period of “Act of God Days” and remote learning due to COVID-19 (March 16-June 10, 2020). Students at the middle school level will have their GPA frozen during that window of time, and it will be re-instituted upon the start of the school year, or the District’s return from remote learning, whichever occurs first.

### **Identifying Essential Curriculum Modifications for 2020-21**

Upon the students’ return to school in the fall, it will be necessary to address learning gaps that have occurred as the result of the modified instructional program this spring. Though remote learning has provided an acceptable level of academic instruction, it can

never replace the quality of teaching and learning that is available during real-time instruction. Fortunately, District 90 has many assets that will help us to mitigate the impact of the spring of 2020 on students' long-term academic career. Dedicated students, outstanding faculty and staff, encouraging families, and a supportive community are advantages that will assist greatly as we transition back to real-time instruction from remote learning. Yet, we must ensure that student learning gaps are identified for each child across the entire continuum of learning, and plans are implemented to address these gaps in an intentional and systemic manner. This process will begin formally during the Teacher Institute Days on June 11 and 12. During this time, teachers will collaboratively identify the content that was not taught during the spring of 2020 (or not taught as substantively as necessary to provide a strong foundation for future learning). Once the learning standards have been identified that require integration into the next grade level, District 90 teachers will collaborate over the summer months to create curriculum materials that receiving teachers will use to deliver the new learning in the fall. At the same time, teachers in receiving grades will work together, in partnership with instructional specialists and administrators, to compact the curriculum in the receiving grade to ensure that adequate time is available to accommodate the curriculum modifications. Please see "*Delivery of Modified Curriculum*" and "*Early Student Assessment*" below for related information about the manner in which individual student needs will be ascertained and the modified curriculum will be supplemented outside the regular classroom setting.

### **School Events and Activities**

With the exception of District-wide events, individual schools are making decisions either independently or in concert with the school PTO organizations about events and activities this spring. Since the Governor's school closure order extends through the end of the school year and is based upon social distancing considerations, these decisions are essentially whether to postpone the events to a later date (likely this fall), cancel them, substitute other alternatives, or coordinate them in a virtual manner. Right now, we have examples of all of these solutions taking place across the D90 schools. For District level events, we are making decisions on a case-by-case basis with the input of key stakeholders. For example, the decision about how to honor our retirees and service awardees was considered by the D90 Recognition Committee, who originally planned the recognition event scheduled for May 21. We believe that having the organizations and planning groups make decisions about the events, when practical, is superior to blanket decisions that may not take unique circumstances into account. The disadvantage to this approach is that it extends the length of time that it takes to make and communicate decisions, unfortunately. Efforts are presently being made by all groups/organizations to come to consensus about the best alternatives and communicate the details about them as quickly as possible.

### **8<sup>th</sup> Grade Graduation/8<sup>th</sup> Grade Events**

With considerable regret, the District has determined that a live graduation ceremony, scheduled either on the original graduation date or later in the summer, is not a safe or

viable option because of the restrictions related to group gatherings. We understand the gravity of this decision and the significant disappointment that it causes for students, families, staff members, administrators, and the larger River Forest community. However, we are committed to the idea that our students' hard work and the pride that our school community shares in their accomplishments be fully honored and celebrated. Plans are underway to produce a high quality "virtual" graduation ceremony video that will be aired for all families and students on the date of graduation and posted to the District website so that it can be downloaded and saved, viewed remotely by extended family or friends, and watched again at a later time, if desired. The video will feature a photomontage of every graduate, speeches from students and administrators, and student names read aloud so that families will have the chance to present diplomas to graduates in real time at home. Caps/gowns and diplomas will be delivered to graduates in advance of the graduation date to allow for photos (as well as the obligatory "cap throwing" rite of passage). There will be other surprises for the graduates that are still being finalized at this time, but details will follow.

8<sup>th</sup> Grade students will be required to return their school-issued iPad at the conclusion of the school year. iPads will be collected from 8<sup>th</sup> Grade students at the same time that Yearbooks will be distributed. The iPad collection/Yearbook distribution process will be coordinated in a scheduled manner, with students asked to report to school on the designated date and time to exchange the items. Students will also present their culminating Interdisciplinary Unit (IDU) project virtually and have the chance to view other students' presentations. 8<sup>th</sup> Grade teachers will share relevant information about this with the students directly. Please note that the last day of school for 8<sup>th</sup> Grade students remains June 3 (Graduation Day).

### **Lunch Services**

District 90 has been providing no-cost lunches for students in need since the advent of school closures on March 16. Initially, the lunches were provided on a daily basis at the District Office for students who qualified for free or reduced-price meals. This qualifier was removed on March 30, with no-cost meals provided from that point forward to students from any family indicating need. At this time, the subscription rate hovers at around twice the number of students who typically qualify under free and reduced-price meal status. Lunches are now being delivered to families on a weekly basis, in partnership with the District's transportation vendor. The company uses unmarked vehicles whenever possible to protect subscriber confidentiality. We are grateful to the Food Services Department at Oak Park and River Forest High School who assemble the lunch packages for District 90 families and manage our District 90 needs as part of their government reimbursement. This is greatly valued since D90 does not employ food service employees and is not currently enrolled in the National School Lunch Program.

### **Return of Student Belongings from School**

Procedures are being established to ensure that students/families will have the opportunity to pick up belongings from school on a scheduled basis by late May, in

compliance with social distancing requirements. At the elementary level, dates will be established for classroom teachers to enter their classrooms and place student belongings in individual bags. The bags will be tagged with student names and transported by maintenance staff to pre-determined staging areas. Students and families will be provided with dates and staggered times to arrive at the school and receive their belongings in a contactless manner. Middle school students will have their belongings bagged from lockers, tagged by name, and transported to a pre-determined staging area. Again, students and families will be provided with dates and staggered times to arrive at the school and pick up their items. Employees will be provided with PPE and will be required to work in compliance with social distancing guidelines to ensure safety. Student and family members who arrive at the school to retrieve belongings must be wearing suitable face-coverings or masks, in compliance with Village of River Forest Executive Order 20-04. School administrators will communicate procedures and schedules for the pick-up process once finalized.

### **Retirement and Service Recognition**

Unfortunately, the annual District 90 Retirement and Service Recognition Event will not be held as originally scheduled on May 21, 2020 due to social distancing requirements. The Recognition Event Committee met to discuss alternatives to this event based upon input provided by the 2020 retirees. Consistent with the retirees' wishes, the District plans to postpone the event until later this calendar year. The determination about when to hold the event will be contingent on group gatherings being allowed to convene in person. The Committee will be meeting again this summer to tentatively re-schedule the event and begin planning. School-based activities designed to honor the retirees will continue on a modified basis, and Board of Education acknowledgements to retirees will still be gifted this spring. Service recognition awards (such as 5 year increment service milestones) will likely be held until spring 2021 when they will be distributed alongside the service awards for the 2020-21 year.

### **Teacher Access to School Materials, Supplies**

Based upon social distancing guidelines, the arrangements for faculty and staff members wishing to access the school for instructional materials on designated dates are as follows:

- Principals send instructions for teachers who wish to sign up for designated time slots to access their classroom for the purpose of retrieving teaching materials.
- Available time slots will be offered from 8 AM - 4 PM on designated dates only.
- Time slots are generally 15-20 minutes in length. Teachers are asked to honor these time allocations closely to protect all individuals from unnecessary personal interactions.
- Up to two teachers are permitted to enter the building at one time at the elementary level, and up to 4 individuals are permitted to enter the Middle School at one time. These individuals must not enter or work in adjacent sections of the

building at the same time. Principals may need to adjust the times that teachers sign up to avoid possible interaction.

- Building engineers are to remain in the building at all times (8 AM - 4 PM) on designated days. However, their presence is for purposes of building security and in case of emergency. Faculty and staff should not ask for the assistance of building engineers to move materials, retrieve items, etc. This is for their safety.
- Using proximity cards, teachers may enter/exit the building through the exterior door that is closest to the classroom/office area where materials are stored. Staff members are reminded to bring hand sanitizer to use upon exiting the building and refrain from touching their face while inside. All three schools have been deeply cleaned, but individuals who have previously accessed the building may have touched high-touch areas (such as door knobs/handles). Staff members must also wear face-coverings or masks when working in the building and in the proximity of other employees.
- Staff members should not plan to access copiers or scanners in the schools without prior administrative permission.
- Individuals who are experiencing COVID-19 symptoms, are ill, or have family members who are ill are not to enter the school buildings for any reason.

The administration may need to modify, update or add to these guidelines, as additional state, Village, or ISBE directives are communicated.

### **Student Placement/Class Assignments**

Administrators are in the process of reviewing and considering student placement procedures in light of restricted availability of student assessment data. Regularly, student assessments administered in the spring yield assessment data that is used as one of several pieces of information when considering student placement decisions for fall. Administrators will be gathering student classroom performance feedback from current year teachers, along with available student assessment data that is available to make informed determinations about placement recommendations in the early summer. Families can expect more specific information about the matter of placements in the near future. Meanwhile, teachers will continue to assist in the process of developing recommended class lists for the coming year during the scheduled Teacher Institute Day (1/2 Day, PM) on May 22, 2020. Elementary principals have already communicated with parents through school newsletters about their opportunity to express input regarding students' classroom learning needs in advance of final class assignment decisions.

### **Preparing for School Construction/Renovation**

The District is preparing for the HVAC project at Roosevelt Middle School this summer along with necessary window replacements. These projects require advanced preparations for the impacted spaces. The work will be occurring at RMS throughout the building (though not in all locations), since approximately 30% of the school is presently air-conditioned. In each affected location, items need to be removed from the unit ventilator enclosures and the inside of any adjacent casework. Teachers will assist

by coming into the school to remove and secure these items. See “*Teacher Access to School Materials, Supplies*” above regarding procedures. Maintenance staff will then pack and store classroom materials in a manner that will allow for summer cleaning once the HVAC work has been completed in each classroom and common area. The window replacements will be scheduled in a staged manner, with the work effectively “moving around the building” and only impacting a few classroom locations at a time.

### **Addressing Immediate Social Emotional Needs**

Social and emotional needs are being met for the majority of our students through their daily interaction with their classroom teachers. Teachers put a great deal of time and effort into designing instruction that is delivered to prioritize student well-being, is inclusive, and remains centered around the individual needs of the learner. Maintaining strong relationships between teachers and students, teachers and families, and among students remains an essential goal for all during this extraordinary time. Designated class meeting times, responsive email and virtual communications, and small group learning experiences are examples of how our teachers continue to foster quality interpersonal exchanges with and among students. Thanks to our outstanding D90 social workers, students and families requiring social work services and supports are receiving them consistently. It has been challenging for social workers to keep their counseling schedules while delivering supports remotely, and some adjustments have been needed with the frequency of meetings. Both individual and small group meetings have continued to occur, however. Social workers have also been available to students who have not received services in the past and will continue to respond to families about situations that may be surfacing at home. The “Remote Learning and Coronavirus Update Center” webpage on the D90 website ([www.district90.org](http://www.district90.org)) offers extensive, age-appropriate social emotional and well-being resources that are intended to address a wide range of issues. Messaging has also been directed at target audiences about specific supports that are available, if needed (such as the SUPPORT4U anonymous counseling program for middle school-aged students). We benefit greatly from strong community partnerships with external agencies that can provide tailored counseling and mental health services when necessary. Social workers routinely direct families to these partners for circumstances requiring more intensive intervention.

### **Development of *Remote Learning Action Team***

To prepare for the possibility that remote learning may be necessary this fall or in the future, District 90 intends to form a team of individuals who will be tasked with evaluating the District’s Remote Learning Plan and suggesting revisions and improvements. This team will be established as a superintendent’s advisory committee, and be called the *Remote Learning Action Team* (RLAT). The RLAT will be comprised of various stakeholders that can provide perspective about the effectiveness of the current remote learning protocols, expertise regarding the academic and social emotional needs of students, management of the learning program, and the experiences of learners and families during remote learning. More information will be provided in the near future about the formation of the team and the anticipated timeframe for deployment.



## The Strategic Management Maturity Model™

Many Institute clients ask a similar question as they work to improve their strategic management at their organizations: *where do we stand compared with other high performing organizations?* Until now, there was no clear method for answering that question. This recognition of a need for organizations to assess the quality of their strategic management led the Institute to develop the **Strategic Management Maturity Model™ (SMMM)**.

The SMMM was designed by and for busy managers who need a quick assessment of where their organization stands in terms of strategic management, to monitor progress in improving maturity of strategic management, and to allow benchmarking across organizations, or departments within one organization, in order to identify best practices.

There are two basic questions to ask of management: *are we doing things right*, and *are we doing the right things?* Operational management focuses on *doing things right*, and many tools have been developed to improve this (e.g. TQM, Six Sigma, business process reengineering etc.), including many maturity models. In developing the SMMM, the Institute has broadened the concept of “performance” to add strategic management concerns, which answer the second question, *are we doing the right things*. In any organization, it is the strategy, driven from the vision of the leadership, that defines what are the right things. Process improvements alone cannot guarantee that a company will be successful, or that an agency will achieve its mission. These two aspects of management – strategic and operational – complement each other, so both must be assessed to determine the organization's total management capabilities.



The SMMM Can Be Used  
to Assess Organizational  
Strategic Management  
Performance

### Eight Dimensions of Strategic Management

The SMMM contains assessments of performance along eight different dimensions of strategic management:

- Leadership
- Culture and values
- Strategic thinking and planning
- Alignment
- Performance measurement
- Performance management
- Process improvement
- Sustainability of strategic management

Following is a description of the aspects of strategic management included within each of these dimensions:

### **Leadership**

Effective strategic management starts with leadership. Ken Chenault, CEO of American Express, said *"My role is to define reality and to give hope."* Leaders question assumptions, look at problems in new ways, and create and articulate a vision for the future. In the context of strategic management, leadership includes the following traits: a) leaders set a clear and consistent vision or "picture of the future" of the organization; b) leaders are pro-active in preparing the organization for the future; c) leaders are visible and engaged to ensure that staff understand the common vision and can translate it into terms relevant to their roles; d) leaders "walk the talk" in exemplifying the values, ethics and policies of the organization; e) leaders don't micromanage, but trust and encourage employees to contribute their ideas and grow in their careers; f) leaders "walk around" and work alongside staff to encourage teamwork.

Many employees are now considered "knowledge workers" – they are hired for their thinking skills. In this environment employees want to know *why* they are being asked to do their assignments.

Hence strategic management leads to increased employee empowerment and less "command and control" management.

### **Culture and values**

*"A leader leads by example, whether he intends to or not."* (Author unknown). This dimension refers to the culture and values inside the organization, and it addresses leaders' and employees' shared understanding and agreement with stated values. Most organizations post a values statement with a list of virtuous words. What distinguishes maturity is the degree to which those values are communicated, understood and practiced – by the leader as well as by all employees. Evidences of of mature workforce culture and values include: a) thoughtful applications of change management principles and practices by the leadership; b) the degree of ownership that employees feel for the vision and values of the organization; c) their degree of participation in shaping the organization's culture and ways of working; d) the level of trust, transparency and freedom to communicate with candor, as opposed to a culture of fear and denial; e) the degree of flexibility and willingness to change to align to new strategic priorities; f) the level of awareness and consistency of adherence to stated values and policies.

### **Strategic thinking and planning**

*"I think and think for months and years. Ninety-nine times, the conclusion is false. The hundredth time I am right."* (Einstein). Strategy development is not a "cookbook" process. It is a challenging, heuristic task that requires strategic thinking. Strategic thinking involves several traits: a) the ability to use consistent definitions of planning terms and to understand their distinctions; b) awareness of the distinctions between project planning and strategic planning; c) the ability to discuss and describe items in plans at the appropriate "strategic altitude"; d) awareness of the dynamic system effects in organizations, such as delays and feedback; e) openness to new ideas and encouragement of creativity and innovation; f) openness of the planning process to a team of employees of various ranks and functions; g) degree to which alternative strategies and scenarios are considered; h) linkage of strategic planning to budgeting; i)



ability to write and speak with clarity and simplicity. Evidence for the degree of strategic thinking can be found in the organization's strategic planning documents.

### **Alignment**

*"To be successful, you have to have your heart in your business, and your business in your heart".* (Thomas Watson, Sr.) Alignment refers to *strategic alignment*, that is, the degree to which the organization's people and resources are focused on the strategy. The opposite of alignment is "chaos", where managers, programs and projects are aiming at different goals and there is lack of a common vision, leading to wasted energy, delays, conflict and confusion. Features of the organization that can be aligned include: values, vision, mission, strategic plans, budgets, policies, procedures, functions, themes, objectives, information standards and organization structure. Alignment measures the degree to which: a) people at all levels are motivated by a common vision and strategy; b) people understand that supporting the strategy is their job; c) people are self-motivated, not merely by compliance to rules.

### **Performance Measurement**

*"Without metrics, managers are only caretakers."* (Jac Fitz-Enz). Without performance metrics or measures, managers are "flying blind". So most organizations by now have learned to measure some things, either for operational performance or for compliance with requirements of outside stakeholders. But strategic performance measures or metrics are aligned to the strategic plan – not just everyday operations and outputs, but strategic outcomes that tie to the vision of the organization. Features to look for in strategic performance metrics are a) metrics derived from and aligned to the strategy, not just "KPI's" for operations; b) metrics that focus on outcomes and results, not just money spent, tasks accomplished, or outputs delivered; c) metrics that use appropriate ratios, sample sizes and other features in order to be more meaningful; d) metrics that are measured and reported frequently enough to drive decision making; e) "team" and "organization" performance, not only individual performance is being tracked; f) a balanced set of metrics that cover a range of different dimensions including not only financial data but also customer satisfaction, internal process performance and capacities of the organization.

Performance measurement also includes an assessment of the use of technology in managing performance information. Spreadsheets and paper documents for data collection are only adequate for the very smallest, localized organizations. In most modern organizations the collection and distribution of performance data requires an IT system on a network, set up to allow appropriate users to see the data they need in time to make decisions. The degree to which end users have fast, reliable access to relevant, high-quality data thus becomes another aspect of maturity in strategic management.



### **Performance Management**

"Your most unhappy customers are your greatest source of learning." (Bill Gates). It is one thing to collect data, it is another to use it effectively. Performance management deals with the degree to which performance metrics are used in decision making. Features to look for are a) recognition of the organization as a dynamic system; b) the use of feedback loops – so managers get to see the results of their decisions; c) managers are able to change things based on timely reporting; d) strategic performance measures are available to test the strategy; e) leaders have placed the entire organization into a "learning loop" so that they can validate their vision; f) ultimately the organization is learning what works to satisfy customers and improve the organization. The degree to which leaders and managers feel they have the information they need to make decisions defines the level of performance management.



### **Process Improvement**

"The first rule of any technology used in a business is that automation applied to an efficient operation will magnify the efficiency. The second is that automation applied to an inefficient operation will magnify the inefficiency." (Bill Gates). The role of strategic management is to identify which processes out of our entire portfolio are most in need of improvement (*doing the right things*). This requires input from the strategy, which informs the allocation of resources for planning improvements of the most strategically important processes in the near term and long term.

Process improvement includes an assessment of a) the organization's knowledge about its strategically important work processes; b) how well these processes are being improved updated and documented; c) how efficiently these processes perform compared to industry benchmarks; d) skills, practices and technologies used to improve process quality and efficiency; e) knowledge of core competencies and capacities of the organization and how well they are employed in running the processes; f) the level of employee awareness of customers and their expectations; g) existence of contingency plans for future risks, such as disasters, funding shortages, and leadership succession.

### **Sustainability of Strategic Management**

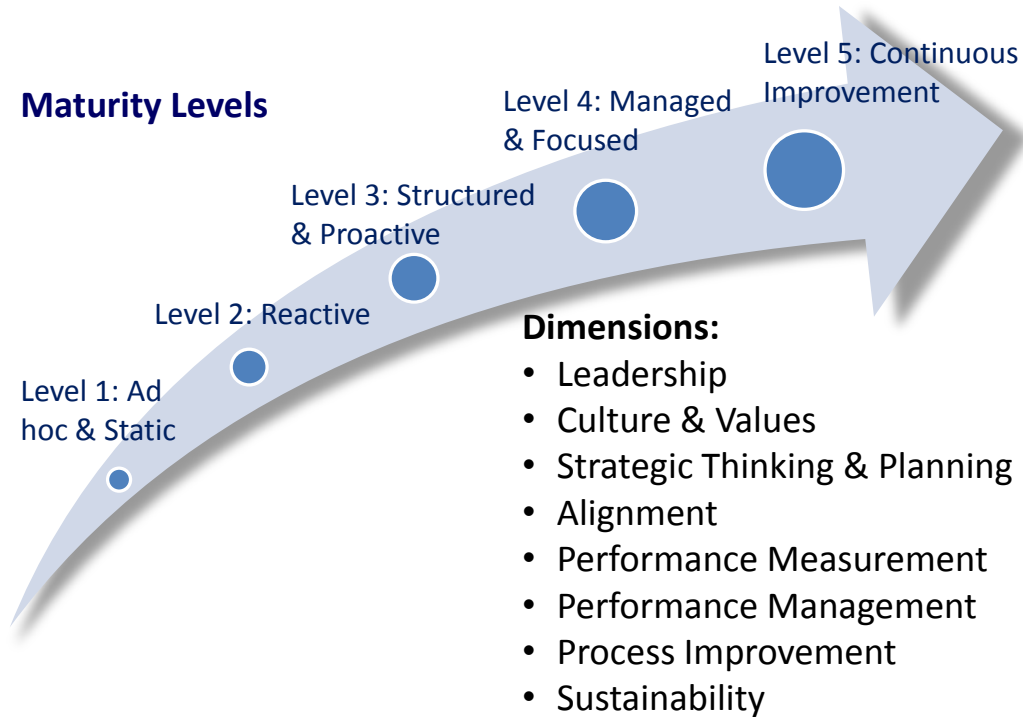
"Thought is the blossom; language the bud; action the fruit behind it." (Ralph Waldo Emerson) Sustainability of the strategic management of the organization is defined by: a) how well the organization is maintaining its focus on its strategic vision, plans and initiatives; b) people, systems, and communication activities are in place to maintain the momentum of desired change; c) a sense of urgency in the staff and workforce; d) reward and recognition systems that support efforts to motivate employees to do the right things; e) presence of "champions" to keep the workforce informed about the strategic priorities and levels of performance that are desired; f) presence of an "Office of Strategic Management" to deploy the strategy and track performance; g) degree to which strategic management has been institutionalized, so that "strategy is everyone's job". When a high level of maturity is achieved, the organization is on a journey of continuous learning and improvement.

### **Evaluate Your Organization's Strategic Management Maturity**

For each of these eight dimensions, there are five levels of strategic management maturity (see Figure 1 below): Level 1: Ad Hoc and Static, Level 2: Reactive, Level 3: Structured and Proactive, Level 4: Managed and Focused, Level 5:

Continuous Improvement. You can evaluate your organization by scoring the level of performance on each of the five levels of strategic management maturity.

Figure 1: Strategic Management Maturity Model™ Levels and Dimensions



## **Level 1: Ad Hoc and Static**

It is characteristic of organizations at this level that they currently do not do any strategic planning or management in a formal sense, tending to plan only on the tactical or operational level in an ad hoc and uncontrolled manner, normally by senior management behind closed doors. Leaders spend a majority of their time addressing operational issues and “putting out fires” and never address long-term strategy.

## **Level 2: Reactive**

It is characteristic of organizations at this level that some elements of effective planning and strategic performance management are being applied, only in an inconsistent fashion and often with poor results. Planning discipline is unlikely to be rigorous, and only happens in reaction to events or to temporarily please an individual leader. These organizations might measure performance or even use it to punish underperformers, but often these activities are done by individuals to meet a routine policy need and are not taken seriously.

## **Level 3: Structured & Proactive**

It is characteristic of organizations at this level that there are formal structures and processes in place to comprehensively and proactively engage in strategic planning and management. These activities occur on a fairly regular basis and are subject to some degree of improvement over time. Measurements are somewhat aligned with strategy and employee accountability is taken seriously.

### **Level 4: Managed & Focused**

It is characteristic of organizations at this level that strategy drives focus and decision making for the organization. Organization-wide standards and methods are broadly implemented for strategy management. Leaders formally engage employees in the process and a measurement & accountability work culture help drive strategic success for the organization.

### **Level 5: Continuous Improvement**

It is a characteristic of organizations at this level that the strategic planning and management excellence are embedded within the culture of the organization and are continuously improved in a formal sense. This means that as performance is evaluated, the organization first analyzes how it is performing towards its strategic goals and then second studies how effective the strategic planning and management processes are and adapts as necessary. Excellence in strategic management drives the organization's competitive edge or performance success.



### **Interactive Assessment**

On the Balanced Scorecard Institute website, a free [Interactive Assessment](#) survey matching Figure 2 below is available for organization's to assess their organization's strategic management maturity level. To assess an organization's maturity, simply select the maturity level that best describes your organization for each dimension. Read the descriptions and identify the most appropriate level for each of the dimensions in your organization. The median value of these is your organization's maturity level. Knowing this level will allow you to determine appropriate next steps to take your organization's strategic management to the next level.

Figure 2: Strategic Management Maturity Model™ Assessment

	<b>Level 1: Ad hoc &amp; Static</b>	<b>Level 2: Reactive</b>	<b>Level 3: Structured &amp; Proactive</b>	<b>Level 4: Managed &amp; Focused</b>	<b>Level 5: Continuous Improvement</b>
<b>Leadership</b>	Leaders dictate / command & control; otherwise disengaged	Leaders dictate but gather feedback sporadically	Leaders engage with direct reports only, but do model desired behaviors and values	Leaders empower many employees through on going engagement	Leaders & employees fully engage in a continuous dialog based on a team-based culture
<b>Culture &amp; Values</b>	Vision & values undefined or not shared	Vision & Values published, but not lived	Vision & Values communicated & understood	Vision & Values collaboratively developed	Vision & Values fully integrated into organization culture
<b>Strategic Thinking &amp; Planning</b>	No strategic planning occurs within the organization; no goals defined	Strategic planning is the responsibility of a small team and dictated to the organization	A structured and open planning process involves people throughout the organization every couple of years	Plans are developed and revised regularly by trained, cross-functional planning teams	Strategy drives critical organizational decisions and a continuous improvement planning process is maintained
<b>Alignment</b>	Work is narrowly focused based on organization structure, with little customer input	Customer needs and feedback start to influence more aligned decision making	Employees know their customer sand align strategy to those needs	Vision, Customer Needs, Strategy, and employee reward and recognition systems are cascaded and aligned	All structures and systems are aligned with strategy, and organizational alignment is continuously improved
<b>Performance Measurement</b>	No data, or only ad hoc performance measures are collected	Performance data collected routinely, but are mostly operationally focused	Strategic performance measures are collected, covering most strategic objectives	Strategic measures are broadly used to improve focus & performance and inform budget decisions	Measurements comprehensively used and routinely revised based on continuous improvement.
<b>Performance Management</b>	No emphasis on using performance as a criterion to manage the organization	Performance reviews required but not taken seriously; no accountability for performance exists	Measures are assigned owners and performance is managed at the organizational and employee level	Measurement owners are held accountable and performance is managed at all levels	Organizational culture is measurement and accountability focused; decisions are evidence-based.
<b>Process Improvement</b>	Processes are undocumented and ad hoc with evident duplication and delays	A few key processes documented, and process improvement models (TQM, Lean Six Sigma, etc.) introduced	All key processes are identified and documented, and strategy guides successful process improvement initiative and improvements	All key processes are tracked and improved on a continuous basis and new process improvement ideas are accepted	Employees are empowered and trained, and a formal process exists for improving process management
<b>Sustainability</b>	Lack of structure and champions lead to short-term focus on tasks	Strategy “champions” identified	Formal organization structure in place to maintain focus on strategy	Organization has an “Office of Strategy Management” or equivalent.	Strategic thinking and management are embedded in the culture of the organization

## Getting to the Next Level

Once you have identified your organization's current level of strategic maturity, the model suggests improvements to help you get to the next level. This information can guide leaders in identifying what specific dimensions of strategic management have higher priority for improvement initiatives.

Regardless of where your organization stands in its strategic maturity, if you are interested in getting an assessment and recommendations on next steps to take in improving strategic performance, you may contact the Balanced Scorecard Institute [online](#). An

Institute consultant will contact you to discuss further steps to achieve a breakthrough in strategic performance!



## Reading

For more information, articles and books on effective approaches to strategic management, please see the following links and references:

H. Rohm, *Is There Any Strategy in Your Strategic Plan?* (Balanced Scorecard Institute, 2008)

R. S. Kaplan and D. P. Norton, *The Strategy-Focused Organization*, (Harvard Business School Press, 2001).

R. S. Kaplan and D. P. Norton, *The Execution Premium*, (Harvard Business School Press, 2008).

J. P. Kotter, *Leading Change*, (Harvard Business School Press, 1996).

M. G. Brown, *Winning Score: How to Design and Implement Organizational Scorecards*, (Productivity Press, 2000)

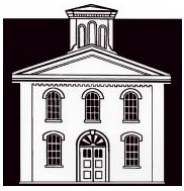
L. Bossidy and R. Charan, *Execution: The Discipline of Getting Things Done*, (Crown Business, 2002).

J. Fitz-Enz, *Benchmarking Staff Performance*, (Jossey-Bass, 1993).

W. Chan Kim and Renée Mauborgne, *Blue Ocean Strategy*, (Harvard Business Press; 2005).

For other related white papers and articles, please visit: <http://www.balancedscorecard.org/BSCResources/ArticlesWhitePapers/tabid/56/Default.aspx>

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# MEMO

**To:** Board of Education

**From:** Anthony Cozzi

**CC:** Dr. Ed Condon

**RE:** COVID-19 Financial Implications

**Date:** April 30, 2020

I am writing this memo to give you high-level information about the financial implications of COVID-19 for the remainder of the current fiscal year, fiscal year 2021 and beyond.

## **Current Fiscal Year (As of 4/30/20)**

### **Revenues –**

Property Tax collections and CPPRT (our largest revenue sources) are at 97.7% of budget compared to 98.2% at this time in the prior year. All other local revenue are well over budget projections for this time of the year due to an unusually large Interest on Investments distribution from the Township School Treasurer as well as a large distribution from the IMET case. Both of those extraordinary items were discussed at previous Board meetings and are just that, extraordinary. Total actual revenue amounts include a significantly reduced amount of Summer School Tuition due to a number of class cancelations and subsequent refund requests. It still remains to be seen what effect COVID will have on our registration fees for the 2020-2021 school year. Early bird registration opened on April 20, which was earlier than the May 15 date from last year, with the standard fee date consistent with the June 15 date from last year. Thus, the District has begun receiving registration revenues earlier than last year. We haven't received any, nor do we expect to receive any refund requests between now and June 30<sup>th</sup>. In addition, the time frame is too small to determine if there is a slowdown of activity.

Evidence-Based Funding distributions from the State have been received fully through 3/31/20. ISBE is committed to make all payments in a timely manner. The April payments have been vouchered and are with the State Comptroller waiting for disbursement. It remains to be seen if the April and subsequently, the May and June payments are received in a timely fashion. The remaining payments (including April's) total approximately \$293,000.

For all other state mandated categorical programs, only one of the three payments have been received. ISBE is estimating that it will not distribute the remaining two until the next fiscal year. While it is common for the one of the three payments to overlap into the next fiscal year, delaying two into next year will be significant as the remaining payments total approximately \$353,000.

All federal funds that have been claimed through monthly and quarterly expenditure reports have been vouchered and received by the District. No delays in these revenues are expected through the end of the fiscal year as ISBE is merely a pass through entity. The only decrease in revenues we expect to see is in our Special Milk reimbursement grant due to our lack of milk consumption from March 16<sup>th</sup> through the end of the school year. That, however, is offset by the lack of milk supply costs.

#### Expenditures –

Expenditures other than Regular Transportation, Special Education Transportation, Interscholastic Transportation, Staff Travel/Professional Development, Electricity, Water Usage and a small amount of Supplies have continued on at an approximate normal rate. Total expenditures are at 76.2% of budget compared to 77.6% at this time last year. We don't expect to see a significant savings in our expenditures through the end of the year. We have incurred some remote learning and PPE expenditures, which should offset any savings we realize from above. We hope that these costs will be considered allowable expenditures to be claimed under the CARES Act grant and/or a FEMA grant. We do, however, expect a significant increase in salaries through the end of the year as the teaching staff is taking full advantage of the Staff-Initiated Curriculum stipends for their Remote Learning lesson planning. That could be as much as a \$200,000 increase over last years' stipend payouts.

#### **Fiscal Year 2021**

#### Revenues –

After discussions with Maria Pappas, Cook County Treasurer, it seems probable that the bills for the 2<sup>nd</sup> installment of property taxes normally due August 1<sup>st</sup> will be delayed thirty to sixty days. Our cash flow is adequate to cover that time frame as long as we are able to close on our Life Safety Bonds sale by mid-July. If you remember, back in the Great Recession, property tax bills were delayed one year until December 1<sup>st</sup> and we survived. However, if we do not close the bond sale by mid-July, we will be forced to approve a temporary interfund loan from the Working Cash Fund to the Operations and Maintenance Fund to cover life safety construction costs and that, along with delayed tax collections will put a strain on our cash flow. Unfortunately, that is not the most worrisome piece. Even with a timely bond sale close, the biggest worry is not the timing of the property tax bills, but the property tax collections and distributions. According to Mrs. Pappas, due to rash of unemployment and business closures, regardless of when bills come out, collection percentages are due to plummet. Even escrow payments, which normally are the first to be paid, are being cancelled by property owners. We could see a reduction of up to 25% in the 2<sup>nd</sup> installment collection rate, which normally sits around 98%. Even the 1<sup>st</sup> installment of 2020 taxes due on March 1, 2021 could be affected. This reduction could be up to \$5,000,000 for District 90. Please note, that these percentages are being estimated county-wide. Hopefully, the demographics of District 90, without a large percentage of commercial/industrial properties and vulnerable businesses and a large percentage of affluent homeowners that may still be able to afford to pay their property tax bills, will allow for the collection rate to not drop as much.

Corporate Personal Property Replacement Taxes (CPPRT) are received from the Illinois Department of Revenue. They are collected by the State from local corporate income and other taxes received. Due to the projected reduction in sales by businesses during the closure and subsequent reduction of income taxes paid, CPPRT is projected to reduce by 40%. For District 90, that is a reduction of \$62,000 of the normal \$155,000 received.

We have already been told by our Township School Treasurer to expect a significant reduction in Interest on Investments. For other local revenues, it still remains to be seen how local registration fee collections are affected. We may see a significant increase in families eligible for fee waivers and free/reduced lunches. Our current fee waiver percentage sits around 7%.

District 90 is classified as a Tier 4 district for Evidence-Based Funding, our largest state aid revenue. According to the EBF plan, if the State incurs such a shortfall in revenues and cannot fully fund the Base Funding Minimum, Tier 4 districts would be the first to see a reduction on a per-pupil basis equivalent to the total number of the Average Student Enrollment. While it could be a political disaster to repeat this, let's not forget that the State prorated General State Aid every year between 2010 and 2016, with a low funding rate of 87.1% in 2015. Currently, District 90 receives \$1,072,000 in EBF funding.

As mentioned above, the last two installments of fiscal year 2020 state mandated categorical programs will be received during fiscal year 2021. ISBE says it's possible that is all they will be distributing during that fiscal year, thus putting them three payments behind by the end of that year.

Regardless of that projection, we remain hopeful that ISBE will still distribute the \$50,000 School Maintenance Project Grant that we were awarded to cover a portion of our Roosevelt Window project. Finally, we don't anticipate any reduction in our federal grant funding.

#### Expenditures –

Regardless of whether we are utilizing remote learning or in-person learning at the start of the next school year, Salaries and Benefits, which are approximately 70% of the total budget will not significantly change from our previous projections as all positions on the previously approved staffing plan are set to be filled. The Board should consider whether or not any additional vacancy fill requests are essential prior to approving. Most other expenditures will remain as projected, except those mentioned above in the Fiscal Year 2020 section if remote learning continues. Any decrease in the need for in person supplies and materials will be offset by the need for remote technological supplies.

If the worst case scenarios occur during this fiscal year, it would require utilizing our Working Cash funds to provide interfund loans (for delayed revenues) or interfund transfers (for permanently decreased revenues) to cover operating fund deficits. As you know, our normal projections expected deficit spending. This would exacerbate the deficit. It could get to a point where we would have to seek short term borrowing, such as tax anticipation warrants from local financial institutions.

#### **Beyond Fiscal Year 2021**

Due to uncertainty, we won't speculate too much. However, there are several items to consider without too much speculation. First, there is a good possibility that the Consumer Price Index (CPI) for December 2020 will be at or near zero, it may even be in negative territory for the first time in recent memory. That affects the amount that the District can increase the 2020 tax levy, which would be received (if property owners pay) in August of 2021. It also affects the collective bargaining agreement with the teacher's union. The current contract has salary increases tied to CPI with a percentage floor. If the CPI is zero or negative, the spread between the floor and actual will be large. Additionally, our Debt Service Extension Base increases each year by CPI. A low or negative CPI decreases our future bonding power. The District is planning for a sizeable Working Cash bond sale in 2023.

Finally, if the State does not have the dollars to fund EBF, pay mandated categorical and other obligations, it could ultimately lead to the much anticipated pension cost shift or recently discussed property tax freeze. Our projections account for a pension cost shift, but not a tax freeze.

As mentioned each year, projections are fluid. At no time was this statement more appropriate than now. New information will be coming to us on a daily and weekly basis and we will be ready to adjust and modify our decisions accordingly.

If you have any questions or comments, please feel free to contact me.