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MINUTES OF A MEETING OF THE BOARD OF EDUCATION, NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE AND WILL COUNTIES, ILLINOIS, HELD AT NAPERVILLE CENTRAL HIGH SCHOOL 440 AURORA Ave, NAPERVILLE, IL 60540  
October 5, 2020, AT 7:00 P.M., CLOSED SESSION 6:00 p.m.

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### **Call to order**

President Kristin Fitzgerald called the meeting to order at 6:00 p.m. Board members present: Charles Cush, Kristin Fitzgerald, Kristine Gericke, Joe Kozminski, Janet Yang Rohr, Paul Leong and Donna Wandke.

Administrators present were:

Dan Bridges, Superintendent,  
Michael Frances, Chief Financial Officer/CSBO  
Brian Hextell, PMA Asset Management  
Fenil Patel, PMA Asset Management

### **Closed Session**

Donna Wandke moved, seconded by Kristine Gericke to go into Closed Session at 6:00 p.m. for consideration of:

1. Pursuant to 5 ILCS 120/2(c)(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District.
2. Pursuant to 5 ILCS 120/2(c)(7) The sale or purchase of securities, investments, or investment contracts.
3. Pursuant to 5 ILCS 120/2 (c)(2) Collective negotiating matters between the public body and its employees or their representatives.

### **Meeting Opening**

Charles Cush made a motion, seconded by Kristine Gericke to return to Open Session at 7:05pm. A roll call vote was taken. Those voting yes: Leong, Gericke, Fitzgerald, Wandke, Yang Rohr, Cush and Kozminski. No: None. The motion carried.

### **Welcome and Mission**

Kristin Fitzgerald welcomed all and read Naperville Community Unit School District 203's Mission Statement.

### **Roll Call**

**Board members present:** Kristin Fitzgerald, Donna Wandke, Paul Leong, Joe Kozminski, Kristine Gericke Janet Yang Rohr, Charles Cush and Kristin Fitzgerald via phone.

**Student Ambassadors present:** None.

**Administrators present:** Dan Bridges, Superintendent, Roger Brunelle, Chief Information Officer, Michael Frances, Chief Financial Officer/CSBO, Chuck Freundt, Assistant Superintendent for Elementary Education, Christine Igoe, Assistant Superintendent for Student Services, Sinikka Mondini, Executive Director for Communications, Patrick Nolten, Assistant Superintendent for Assessment and Accountability, Stephanie Posey, Assistant Superintendent for Secondary Education, and Jayne Willard, Assistant Superintendent for Curriculum and Instruction. Absent: Rakeda Leaks, Executive Director of Inclusion and Diversity, and Bob Ross, Chief Human Resources Officer.

### **Pledge of Allegiance**

Led by the Board of Education

## **Good News**

Superintendent Bridges noted that since 1994, the world has celebrated World Teachers Day on October 5. Thank you and congratulations to teachers you are putting in supporting our students, you are doing a great job.

President Fitzgerald offered a thank you and congratulations from the Board of Education.

## **Public Comment:**

Paige Sawatzky-

Senior at NCHS. She has always been so proud to say that she goes to school here. One of the best in the country. Grateful for all the classes and sports teams that I have been able to participate. Then the pandemic struck. I went from being able to kayak at school to watching videos from my bedroom. I was supposed to be an intern at an elementary school for my Intro to Teaching class, how is this supposed to work over Zoom? The way teachers teach has been profoundly impacted by the response of this district. It does not need to be this way. Other districts across our state are beginning hybrid classes in the coming weeks or today. Naperville used to be a leader and a role model for other districts. The district is now serving as a warning of what other districts should not do. Source of pride is now a source of disappointment. We do not get these years back. What you have done will affect us the rest of our lives. Naperville is capable of so much more. Please let us return to school.

Adam Russo-

I am speaking as a parent of the district who happens to be a mental health professional. Today, high schoolers had to watch a slideshow presentation on Zoom about Zoom fatigue. Flew on a plane with people elbow to elbow. How can airplanes fly full but we cannot get 20 students in a classroom? Board needs to have the backbone and focus on data and not emotions. What is the plan and why? The district needs to have a clear plan and share that plan and clear timeline with parents. Children should be back in school immediately. Substandard remote education. Ruining their mental health. Why should this be such a fight? No one wants any kids to get COVID. We should not let any kids do anything if it because of the fear of being hurt.

Charles Stone-

Thank you to the senior in high school who did a wonderful job. Parents begged you to reopen your schools. Lockdown is making this much worse. Mental health issues are increasing during this time. We have been in phase 4 since June 26, 101 days ago. In person, learning has been allowed for the past 100 days but not in Naperville 203. Apparently, we know better than the other people who have reopened. Thank you to the Board for your service but can we ask better questions like why school districts with fewer resources than 203 have been able to return to the classrooms. What will the learning losses be? How much wider will our gaps be? You have put the students in a bad position. Get the kids back in school.

Amy Vogelsang-

Teacher at NNHS-My perspective has been underrepresented. These plans in stage 2 are not in the best interest of students, staff or community. We do need to look at the data. The data shows that the number of COVID cases are not that much different that they were when we began the school year. Suicides are not a result of students not being in school Teachers have to choose between the health and welfare of their family or lose their jobs. We are about to lose a number of great educators because teachers are being forced out of the classrooms by these decisions. The community has a different view of what hybrid will look like. Teachers will not be able to be close to students, students will not be able to congregate. Does not lead to improved learning outcomes. Need to be transparent about hybrid learning will look like and about the COVID spread in this community.

Lauren Persin-

Advocating getting out students back in school with a well thought out plan that should have been ready in August. I have educated myself on this disease. Private schools and day cares are open. Districts around us are back in school. Every day and every decision matters. Children and teachers are burnt out, as the current plan is not sustainable. Frustration and more education minutes missed because of connectivity issues. Teachers are telling us they do not have any information on reopening plans and only find out at the same time as parents. Children who do not know how to read are expected to submit things on their iPad or Chromebook. 206 days and this is where we are. How many days do our children? Mr. Bridges, every minute does matter.

Scott Persin

Never thought I would ever speak at a BOE meeting with so much disappointment. Thank you for lighting a fire in me for something I did not know I had. My issue is not with the teachers or principals. This is not sustainable. This does not fill the needs of my students or other parents. This a leadership problem. You have chosen to not put the work in. Parents are no longer patient. Prove me wrong and tell me you are getting students back in school. No talking about phases or unprecedented times. Time to make tough decisions. You have no idea how we live. Earn your salary and pension. Prove me wrong. This should be criminal. This is America, what a mess this is.

Rachel Simner

Here to speak about IASB gun storage resolution #2. This will strengthen the child safe gun storage laws in Illinois by increasing the age to 18 these laws apply to. Currently the safe storage law only applies to age 14. We need stronger safe gun storage. Earlier this year my son lost a friend to suicide at age 12. The rate of firearm suicides has increased, mostly by firearms that are in the household. Young people have the largest percentage of firearm suicides of any age group.

Jam Riventa

Thank you Board of Education and the Administration. Children should be in school but there are arguments on both sides. Here to speak about the quality of education my daughter, a senior at NNHS is receiving. I am not talking about chrome books, access to internet or connectivity; I am talking about the quality of the content, methods and curriculum. There is a right way to provided online learning. This requires a different set of skills, skills to engage and interact with students. Teachers have not had time to develop the skills needed. There has been no indication that these teachers have been prepared to teach online. I am asking the Board to better train and equip teacher to provide online education. Help teachers convert materials to work better online.

President Fitzgerald thanked all who spoke. On behalf of the whole board, we appreciate the public comments and your advocacy for your children Concerns have been heard by the Board of Education. We read and review each email and try to respond in a timely manner. Thank you for keeping us informed as we consider you a vital part for the process of reflecting the views of our community. As a reminder, our Designee to respond is the Superintendent.

**Action by Consent:**

**1. Adoption of Personnel Report**

	<b>Effective Date</b>	<b>Location</b>	<b>Position</b>
<b>RESIGNATION-CERTIFIED</b>			
<b>Amanda Ficht</b>	<b>6-Oct-20</b>	<b>NCHS</b>	<b>Occupational Therapist</b>

<b>APPOINTMENT-CERTIFIED FULL-TIME</b>			
Sarah Murray	5-Oct-20	NCHS	Occupational Therapist
<b>LEAVE OF ABSENCE- CERTIFIED</b>			
Alma TanTorres	9/14/20 - 2/12/21	Maplebrook/Meadow Glens	Occupational Therapist
<b>RETIREMENT-CLASSIFIED</b>			
Mary Robinson	27-Nov-20	NNHS	Executive Secretary
<b>RESIGNATION-CLASSIFIED</b>			
Martha Guerrero	5-Oct-20	NNHS	EL Assistant
Jacob Liss	23-Sep-20	Transportation	Bus Driver
John F. Pfursich	15-Oct-20	Naper	Custodian
Jennifer VanHeest	October 7, 2020`	Kingsley	Special Education Assistant
<b>EMPLOYMENT-CLASSIFIED FULL-TIME</b>			
Jennifer Blackmar	31-Aug-20	Ann Reid	Special Education Assistant
Jacqueline M. Brinkman	29-Sep-20	Scott	Special Education Assistant
Susan Brown	2-Oct-20	NNHS	Attendance Specialist
Susan Guerrieri	6-Oct-20	Administration	Accounts Payable Clerk
Traci Pahl	5-Oct-20	Meadow Glens	Special Education Assistant
Sabrina Seaman	5-Oct-20	NNHS	Auditorium Manager
Kimberly Venardi	21-Sep-20	Madison	Special Education Assistant
Jeffrey Wickman	18-Sep-20	Kennedy	Special Education Assistant

**2. Administrative and Non Union Classified Compensation Report**

**3. Contract Amendment with Sunrise Transportation**

Joe Kozminski made a motion to approve the Consent Agenda as presented, seconded by Donna Wandke.

President Fitzgerald ask if there was a Board member who wished to pull something from the agenda or just want to vote on the agenda. Paul Leong asked to pull item 6.02 to be voted separately.

Joe Kozminski moved to approve items 6.01 and 6.03 from the Consent Agenda, seconded by Donna Wandke.

Those voting yes: Kozminski, Leong, Wandke, Gericke, Yang Rohr, Fitzgerald, and Cush. No: None.

Donna Wandke made a motion to approve item 6.03 from the Consent Agenda, seconded by Kristine Gericke.

Those voting yes: Kozminski, Fitzgerald, Cush, Gericke, Yang Rohr, and Wandke. No: Leong.

## Superintendent/Staff/School Report

### Return to Learn Update

Superintendent Bridges gave an update on the Return to Learn plan. The building of a sense of community with and among students.

- We kicked off this school year with the theme of 203 Unites. In uncertain, challenging times like we are facing now, we are stronger together.
- We are better as a community than to turn to name calling, attacks, and finger pointing. Let's focus on how we, as a community, can unite to move forward. What can you all do? Wear your masks. Watch your distance. Practice good hygiene. Limit the size of gathers, especially things not essential. Respect that this virus has impacted families and that there are neighbors who are counting on you. Our ability to move forward with our plans to return to learn depend on a partnership that involves all of us. That is what makes an exemplary school district.
- As educators, we recognize the great need for students to get back to in person learning, therefore, as a committee we set 2 goals for our work:
- the first was to develop a plan that can be responsive to changes in safety and health needs created by the pandemic
- focused on returning all students to in-person instruction
- Our plans must continue to align and support our district mission, as that is what defines us.
- **During the week of September 21, parents and guardians were invited to complete the Fall 2020 Return to Learn Survey. Our purpose was to understand perceptions around eLearning and technology/resource access, instructional rigor and associated expectations, student engagement and motivation, access to instructional support and peer relationships. In addition, we sought input concerning willingness to send students to school for in-person instruction and use of district transportation. It should be noted that we sought a general sense of parent and guardian sentiment around these issues.**
- **Parents/guardians were asked to complete the survey for each of their students individually. When the survey window concluded, there were over 15,000 respondents. A process of data cleaning is provided within the Executive Summary.**
- **Ultimately, approximately 7 out of 10 responses indicated a willingness to send students to school for in-person instruction. Additionally, of those eligible for district transportation, approximately 63% are willing to use this resource.**
- While **ALL** districts must follow health department and ISBE guidelines, there are factors that impact each **individual** district or school's ability to transition to in-person learning.
- Factors, such as district size & structure does impact the transition to in-person learning. Naperville 203 has about 16,000 students across EC-12 grade levels and Connections at 23 instructional sites.
- Transportation, lunchroom spaces, and the ability to source technology during this time creates additional logistics that play a part in the moving through stages of return-to-learn.
- For health metrics, we will be monitoring the community spread across the county as well as within the D203 community. For operational metrics will be monitoring our supply and ability to refill necessary PPE as well as our ability to appropriately fill daily absences due to COVID-19 related illness and quarantining requirements.
- IDPH and DCHD have developed a framework to help schools make decisions about how and when to shift between educational models by identifying the level of community spread and providing guidance on what CDC mitigation strategies to apply.

- Each week the DCHD reviews the metrics, and makes an overall determination of the level of community spread. In order to move from moderate to minimal, all indicators would need to fall into the minimal range for 2 consecutive weeks.
- The community data will include the number of new cases per 100,000 within the last 14 days and the positivity rate (a 14-day rolling average) of all the zip codes within our school boundaries.
- While the health metrics are extremely important, we also need to make sure that we have what we need operationally to support students when they attend in-person instruction. The 2 areas we are monitoring is our ability to maintain and refill the necessary PPE and our ability to fill the daily staff absences due to illness and/or COVID 19 quarantine requirements.
- We currently have several months of PPE in stock based on what we estimate we will use on a day-to-day basis.
- We will also be closely monitoring our daily staff absences and our ability to fill both our certified and noncertified positions.
- While there are many unknowns related to the pandemic, one thing we are confident about is that we will have positive cases within our school community.
- All families and staff are required to complete a daily symptom check to ensure that they are not experiencing any symptoms prior to arriving at school or work.
- As an added precaution, we will be taking temperatures as students arrive at school each day. Any students that displays a temperature during this process will be sent to the health office for further evaluation. Should the student have a fever, over 100.4 they will be required to go home.
- To help families see how we will be applying the health and safety guidelines we have created videos that demonstrate how we are maintaining a healthy environment within our schools. They will be available on our district website by the end of the week.
- Unfortunately, due to the pandemic, families should expect that students would be sent home more frequently this school year than in the past. As you already know, the list of COVID 19 symptoms is long and are common in many other illnesses. We are required by IDPH to exclude any student who is experiencing one or more of the COVID symptoms unless we have a letter with an alternate diagnosis from a physician or a negative COVID 19 test.
- If a student displays symptoms at school, they will be immediately sent to the school nurse and guardians will be called to pick them up.
- Once the school nurse has been notified they will contact the family to do an inquiry into when the last time was they were in the building, where were they in the building, and did they have any close contacts. The school nurse will also review the student's schedule and seating charts to see if there are any additional closes contacts that need to be considered.
- The locations where the student has been in the building will be closed and undergo a deep cleaning process,
- Any individual that was in close contact will receive a phone call from the health office, informing them of the contact and the need to quarantine for 14 days. Following the phone call, the family will be provided with a letter or email that outlines the requirements and steps to return to school.
- For anyone who has been in limited contact, defined as within the same indoor location for a prolonged period of time or typically all students in that classroom, families will be provided with a letter informing them of the low-risk exposure and be asked to closely monitor for symptoms. These individuals will not need to quarantine.
- Should your student find themselves in any one of these categories you will be provided with a letter related to your specific circumstances that outlines the requirements for returning to school.
- We are encouraged by our health metrics, staff and community excitement for increased in person learning, and are ready to welcome more students in person during this Stage. Our goals during Stage 2 remain focused on the social emotional wellbeing of students, rigorous



teaching and learning, meaningful student engagement and support, transitioning students into the buildings safely while practicing and implementing health and safety protocols and to ensure that each students who chooses, has the opportunity to engage in in-person learning during this Stage.

- As we increase in person instruction during Stage 2 we will leverage a hybrid and online only learning model.
- Beginning with Early childhood and Elementary first, students will attend in person, synchronous instruction with their teacher and peers while the Online Only students engage in real time, live-streamed instruction at home. All students will have a blend of synchronous instruction led by the teacher and asynchronous work that will be assigned and completed at the time and pace of the student. Students/families will continue to have the option to keep their learning fully online through Stage 3. The Online Only learning group allows for students to keep their current class schedule and remain in class with the teacher they started the school year with, keeping consistency for students/families.
- At the Junior high and high school levels, we will begin by transitioning to an eLearning, block schedule for all students and will begin bringing students into the buildings for targeted support, performance based/hands on activities, and small group instruction. Monday will be a remote learning day for all students where students will engage in synchronous and asynchronous instruction. As we transition to the latter part of Stage 2, every student will have the opportunity to attend in person learning with their teachers and understand the health and safety guidelines to prepare for Stage 3 learning.
- The Live Stream technology is the backbone of our Stage 2 and 3 learning models. Teachers will communicate with all students when live instruction will occur. We are currently in the process of setting up our early childhood and elementary classrooms first and will transition the JHS and HS teachers and classrooms as we increase in person instruction. The October 12 Remote Planning Day will be devoted to preparing for live stream instruction, planning for new schedules and welcoming students into our buildings.
- Planning for stage 2 has been ongoing since last spring. While we have developed, modified and shared various schedules our focus has remained on returning students to in-person learning. The stage we are currently in puts a premium on health and safety as we transitioned staff and some limited numbers of students back into schools. In Stage 2, we are prioritizing in-person learning for our youngest learners but must keep health and safety as a top priority as well.
- Beginning on October 19, we will implement a new schedule, which continues with eLearning for all students each Monday. Then, on October 20, we will begin welcoming back early childhood students to in-person learning on a staggered basis. Each of these smaller cohorts will have the opportunity to return in-person through an alternating day schedule for the first few weeks. One half of each class will come to school on Tuesdays and Thursdays while the other half of each class will come to school on Wednesdays and Fridays. This alternating day schedule will continue through November 6. The following week, we plan to end the alternating day schedule and return all early childhood students to their classrooms together.
- Our half-day early childhood students will remain in the AM or PM session they are already assigned. On Mondays, half-day early childhood students in AM classes will meet with their teacher virtually from 8:30-9:30am. Teachers will provide 90 minutes of learning activities for students to complete in a self-paced manner outside of the time with their teacher. PM students will also meet with their teacher for an hour from 12:15-1:15pm. They, too, will have 90 minutes of learning activities provided that will be self-paced.
- Families that choose the Online Only option for the half-day early childhood program will follow the same schedule. However, they may be assigned to a new teacher. Grouping early childhood students by learning option will be most effective for supporting our youngest learners.
- On Mondays, full-day Early Childhood students will attend virtually with an early childhood teacher from 8:30-11:00am. Then, on Tuesdays-Fridays students who are returning in-person

will attend school from 8:30am-12:00pm with an additional 90 minutes of learning activities provided for self-paced learning throughout the afternoon/evening. Again, we will use an alternating day schedule from October 20-November 6.

- Families that choose the Online Only option for the full-day early childhood program will follow the same schedule. However, they may be assigned to a new teacher. Grouping early childhood students by option will be most effective for supporting our youngest learners.
- For elementary students, we will also begin a new AM/PM schedule starting on Monday, October 19. As this timeline shows, Mondays will be designated as eLearning days for all elementary students as well. Monday eLearning days will continue throughout Stage 2. Elementary families will have the choice of an In-Person option or an Online Only option.
- Beginning on Tuesday, October 20 kindergarten students who will attend in-person will return to school for a half-day in the morning or in the afternoon. Then, on each subsequent day, another grade-level returns to school culminating with fifth graders on October 28. All elementary students will remain with their current class whether they are participating in-person or online only.
- Beginning on Monday, October 19 all elementary students will meet with their teacher virtually from 8:15-10:45am. On Mondays, students will also have two and half hours of learning activities to complete outside of their time with the teacher. Most of these activities will be asynchronous or self-paced.
- Tuesday thru Friday students who will return in-person will attend school in the AM session (8:15-10:45) or the PM session (12:00-2:30pm). Students will be assigned to AM or PM sessions by the building principal. As mentioned, families also have the option of having their student attend Online Only. These students will follow the same schedule as their in-person classmates. They will continue with their same classroom and, as Mrs. Willard described earlier this evening, access the classroom instruction via live stream. These students will likely be grouped, by class, in the AM or PM.
- Coordinating all of this to ensure learning remains connected, meaningful, and supported is complex. Our educators need the time to collaborate and plan in teams. This is another reason we have designed the weekly schedule with Mondays as an eLearning day for all students in the morning as it provides this essential collaboration time for educators in the afternoon.
- As we move into Stage 2 at the JHS and HS levels, each building will increase in person learning with the goal of inviting each student into the building during this time. Each school has developed a process for providing targeted support for students who need extra help, who experience connectivity issues, to engage in project based learning and labs, or are having a hard time engaging in elearning. All junior high and high school students will transition to a block schedule Tuesday through Friday where they will attend less periods a day for an extended time. Monday's will be an eLearning day for students where they will engage in asynchronous and some synchronous learning for all of their classes.
- During Stage 2 we will:
- Implement eLearning every Monday
- Install Live Stream technology in classrooms
- Implement a Block Schedule with A & B Days to allow for longer instructional periods
- Create a process to facilitate targeted in-person opportunities for interventions & hands-on learning
- Practice health & safety protocols and familiarize students to these processes
- Block scheduling is a learning model where students attend half their schedule every day for an extended period of time. During the block, the majority of the learning is done in a synchronous model of instruction with some asynchronous time to allow for small group, targeted instruction and student collaboration time. Block scheduling allows educators to better respond to students' mental, physical and emotional health, including workload and time on screen. By expanding the class period, teachers can better serve each population, moving purposefully within synchronous and asynchronous structures, Students can learn deeply, focusing attention



on a smaller scope of subjects at a time. The block schedule allows students to learn at a reasonable pace in a face-to-face and online environment.

- It is important to note that students will engage in a block schedule Tuesday, Wednesday, Thursday, and Friday. The start and end times during these days is also different due to the need to transport all our students to and from school following a condensed schedule once we move into the latter part of Stage 2 when 25% of students will be in the buildings.
- Transportation availability with an am/pm bus run places limitations on when our students can be transported to/from school. We also do not have the capacity to house and supervise students for long periods before the school day begins.
- Breakfast will be available for students upon arrival and a staggered snack break will be in place each day allowing students to go to the cafeteria/designated spaces to eat following safety guidelines.
- Regular end of the day planning/collaboration/student support time allows for additional student support such as: department/course alignment, student check in and support, communication time with students and families regarding student performance, attendance at IEP/504 meetings, mentoring of students, small group student collaboration
- Helps unsupervised and unstructured time at start of day - aligning start time closer to when students are dropped off on campus
- During the week of October 19, we will also begin to provide identified students with targeted instruction and support, or enrichment in specific courses, through in person instruction. These recommendations for additional support will come from PLC teams and Student Services assessments based on academic and social-emotional needs.
- On approximately November 16th, both the junior high and high schools will increase the number of students receiving in person instruction and support. The junior high schools will concentrate on transitioning students back to the building to understand the health protocols, acclimate to the new processes to follow, and interact with staff and peers in person on a gradual basis, allowing all students to participate in transition and in person learning. The high schools will focus on bringing students into the buildings for courses that may be more difficult to provide instruction through eLearning and to provide intervention and extension for identified students.
- When we enter Stage 3, both levels will continue the Tuesday through Friday block schedule utilizing an A/B rotation based on an alpha split, but also assigned by principal for balancing class sizes. Monday will continue to be an asynchronous/synchronous eLearning day for all students.
- As with the junior high schedule, we will gradually increase the number of high school students accessing the building for in person learning, prioritizing those classes that have hands on labs or performance activities, need access to specific resources or demonstrations, or students who are struggling with the eLearning structure.
- Students will be offered a grab and go meal at the beginning and end of the day, as needed.
- For both junior high and high school students who are choosing to remain fully in our eLearning structure, they will continue the block schedule through live streaming up to and through stage 3.
- Students enrolled in our Connections program will participate in an alternating day hybrid model, when we enter into stage 2. Students are currently receiving instruction in five cohorts; these five cohorts will be reallocated into 2 groups- an "A" and "B" group.
- On Tuesday and Wednesday, the A group will attend in-person from 8:30 - 11:15 and the B group will attend in-person from 12:15 - 2:30. On Thursday and Friday, the B group will attend periods 1 and 2 in the morning and the A group will attend in -person for period 3 and 4 in the afternoon.
- This schedule allows all students to receive in-person instruction each day of the week, providing students with in-person instruction across all of their courses while also ensuring that

social distance can be maintained to the greatest extent possible. With half of the students' in-person at a time, each class group will be able to learn in their own classroom space, while still allowing additional space within our school for small groups, break rooms, and independent work.

- For the time being, all Connections coursework will be taking place either online or in-person at the Connections site as community based instruction is not currently recommended.
- Students will continue to receive their IEP, or 504 services regardless of the stage of the R2L plan. As we move into stage 2, teams will review student progress and make decisions about when and how to provide those services. Whenever possible teams will prioritize providing services during the self-paced activities, but there may be times when it is best for the student to receive services during in-person instruction. Additionally, there may be times when a student will be asked to attend outside of their scheduled in-person instruction to receive services.
- For our EL students, at the elementary level, the EL teacher will collaborate with the general education in order to provide support within the classroom during in-person instruction. However, there may be times when a student requires additional support outside the classroom and this will occur during eLearning portion of the day. JH/HS students will continue to receive their services within their scheduled classes.
- Students in the Dual Language program will continue with their current classroom teacher and will continue to implement the district curriculum following the language allocation plan to the greatest extent possible.
- Our students with IEPs who are served in our specialized classrooms will continue to be prioritized for in-person instruction. If health and operational metrics allow, students will enter stage 3 the week of 11/9, and participate in in-person instruction T-Friday. Specialized students will continue to receive daily self-paced learning activities.
- We are continuing our ongoing partnership with the YMCA and Champions to provide childcare at our elementary schools. Schools, which service as childcare sites will continue to be based on enrollment within each school community. We are expecting a majority of our students to return in-person starting the week of October 19. Therefore, this will further limit the available space we have in our schools to provide childcare during the school day. However, we will be in frequent touch with the YMCA and Champions and provide as much space as possible based on the enrollment need. Families will be able to access childcare registration information for Stage 2 on our district website tomorrow morning.
- The USDA has provided an extension on the provision for emergency meal services to families through the end of the calendar year. Our food services vendor, Aramark, will continue to provide free meals to any child 18 years of age and younger. We continue to provide updated information regarding pick-up times and locations on our district website.
- The community will continue to be updated about our Return to Lean plan via our Talk 203 system, social media outlets, as well as website update at [naperville203.org/returntolearn](http://naperville203.org/returntolearn).
- As stated in the beginning of this presentation our ultimate goal is for all students and staff to return to full, in person learning. Our number one commitment is to keep all people in our organization safe and healthy while modeling and staying grounded in our district mission.

#### **Board Questions/Comments:**

**Thank you for the report and all the effort that has been put into the plan. Can you talk about the mask breaks?**

Chuck Freundt, Assistant Superintendent for Elementary Education noted that wearing a mask for 2.5 hours could be a long period. Teachers will be encouraged to build time to go outside and remove masks as long as students remain socially distanced. If going outside is not possible, there would be no mask break with the exception of when eating or drinking.

**Will parents have the option to switch between the AM and PM session?**

Mr. Freundt stated that yes, parents will be able to ask for changes and will be encouraged to reach to the building Principal out after October 13 if they need to switch.

**Mrs. Posey, can you walk us through the Junior High and High School schedules?**

Stephanie Posey, Assistant Superintendent for Secondary Education noted that the schedules shown this evening are to be an example of a student following the block scheduling. Until we change, students are following their regular schedule.

**I think that Jayne mentioned a block schedule for Junior High and High School. Can you offer the community more detail on the advantage of block schedule?**

Jayne Willard, Assistant Superintendent for Curriculum and Instruction noted that this is what a couple of districts around us have leveraged. This will also help us when we return to in person as it will allow for fewer students in the buildings at one time to allow for easier transitions between classes. Instructionally, it gives our teachers time to be asynchronous with students at home and more targeted support to the students who are in the classroom at that time. The extended amount of time allows for more robust asynchronous and synchronous teaching. Allows teacher to create small groups with the students in person.

**Will online students have access to teacher?**

Mrs. Willard responded that teachers would have extra time for student support. More flexibility to meet with students in an online setting. This will also give a teacher an opportunity to bring in small groups of students.

**In terms of grouping students in AM/PM at the elementary level, how will this be done?**

Mr. Freundt mentioned in the presentation, that principals would look at a number of things like transportation, children onsite for childcare. Principals can be strategic to group students based on needed support and SEL support. Also depends on how many students sign up for in person or online. We also want to group the online only students into either the AM or PM session so that teachers are not having to livestream the whole day.

**If a student has to be quarantined, can a student jump into the online section?**

Mr. Freundt responded that yes, students who are quarantined can easily fit into the online only group. We may have to work with the family to see if it will work to move them to the online group if it is in a different session form when the student attends in person.

**How do you see grouping students in families who are in the Junior High and High School?**

Mrs. Posey noted that both Junior High and High School are adhering to the Alpha split and will make exceptions if possible. Principals will have to balance classes as well.

**I do not see any details around lunch in the High School schedule. Can you explain how that works?**

Mrs. Posey remarked that we would be offering breakfast for those who want it and will be offering lunch at the end of the day for students to take home with them.

**Can you explain how transportation by bus with be made safe for students?**

Michael Frances, Chief Financial Officer/CSBO, stated that seats would be assigned seats and loaded back to front and disinfected after each route. The windows will also be kept open. There is a video from our Director of Transportation that will be shared this week. While we are allowed to have 50 students on a bus at one time, our numbers will be much lower than 50.

**Do we have any updates regarding COVID 19 testing of students and staff?**

Superintendent Bridges read information from the DuPage County Health Department that they received from the CDC. Testing of asymptomatic individuals without known exposure to a person with COVID-19 and testing of all students and staff in school settings has not been systematically studied and has not been proven to mitigate any spreading. The CDC does not recommend universal testing.

**I hear we are not considering testing at this time.**

Superintendent Bridges responded that is correct and we will continue to monitor the situation.

**There is some concern that families who chose online will receive a lower level of engagement form their teacher. Can you talk about how we are going to try to mitigate that concern?**

Mrs. Willard responded that teachers would be livestreaming. We have been doing a lot of demos to ensure that the online students can both see and hear what is happening in the classroom as well as

the students in the classroom can see and hear them. Online students will also be able to participate as if they were in the classroom. They will be able to collaborate with their peers who are in the classroom. **The Connections schedule is confusing. Is there a reason that students come in two days in the morning and two days in the afternoon?**

Dr. Christine Igoe, Assistant Superintendent for Student Services stated that this schedule allows students to have access to all classes. It also allows students access to in person instruction daily.

**Thank you for the presentation. What lessons have we learned from the first six weeks and how have we adjusted with that learning?**

Mrs. Willard noted that many of our educators want to welcome students back to the building. We have changed to schedule because of feedback from our educators. WE heard that this was a lot of online everyday so we looked at some ways to look at the schedule differently to allow for more flexibility for educators and students. We have thought through our asynchronous time to allow for more targeted instruction to small groups.

Superintendent Bridges added that in talking to educators and parents, screen time has been very challenging. This change is responsive to feedback we have received. Bridges recognizes that any change to the day affects family schedules but this is responsive to a lot of feedback that we have been hearing from our educators, kids and parents.

**How did survey done back in the beginning help us change and mold our return to learn plan?**

Superintendent Bridges noted that the survey gave us an overall view as to how eLearning is going in case we have to go back to phase one. We were looking for a general impression of what our families wanted. From the beginning of the time the survey went out to families to when it closed there was a 70/30 split. Dr. Patrick Nolten and his team went through the data and were able to remove duplicate responses.

Dr. Patrick Nolten, Assistant Superintendent for Assessment and Accountability added that there have been very few issues with technology in terms of logging in and accessing resources. In the area of initiating and sustaining relationships online is a challenge.

**Can we have a little insight into discussions about single and working parents handling this schedule change?**

Superintendent Bridges acknowledged that this schedule is tough especially for our youngest children and families who may be facing challenges and difficulties. Principals will work with them for what schedule works best for them.

**Families who are struggling with this new schedule should reach out to their principals to see if there are options available to them.**

**How will we disinfect the classrooms between sections of AM/PM in the elementary and who will be doing that?**

Mr. Freundt reiterated that all high touch areas are touched multiple times throughout the day. Between sessions, the custodial staff will disinfect classrooms. There is also a video coming out this week that shows how buildings are being disinfected.

Pat Dolan, Director of Building and Grounds added that the goal is to make sure that a complete disinfection is done between changes of classes. We will not disinfect in the presence of any students. Head custodians will be ready to mobilize a crew. We will be utilizing new products and equipment.

**It is great to know that at the EC-early elementary levels we have the ability to clean between sessions. What about as we head into the junior high where we have, five minutes built in for changing classes?**

Mr. Dolan noted that it depends on the classroom configuration and the number of desks and surfaces in a classroom. Will likely have multiple sets of desks in classrooms so when one is being cleaned, the other is ready to be used. We may also collaborate with teachers and aids to help us.

**You are continuing to work out details and work with staff in terms of expectations.**

Mr. Dolan responded yes, absolutely.

**Can the classroom be able to see the students who are online at home? How will they be able to participate with their classes?**

Mrs. Willard noted that yes that is what the second monitor is for. The second monitor will be able to highlight the students at home as well as the students in the classroom.

Superintendent Bridges added that it has been exciting to watch how with multiple monitors and large screens there are many different formats the teach can use based on what is the appropriate for the type of instruction.

**Will we be testing that first?**

Superintendent Bridges responded that the tech department has been setting up demo rooms in each school.

Mrs. Willard added that we have the tech center set up to be a virtual classroom. LSC's have been using it and developing training. By October 9, the EC-elementary classrooms will be ready for teachers to use. Teachers are using a lot of the equipment now. The microphone puck will be new. On October 12, teachers will be learning how to use it.

**Will they be using students to test this?**

Mrs. Willard noted that yes, the week of October 12, teachers will be testing it all out. We will be sure that there are many tech staff on hand to support teachers and are able to troubleshoot any issues.

**What about parents who chose in person but might want to change?**

Superintendent Bridges noted that we could respond to changing needs of families. Principals will work with families as issues arise.

**Mentioned that there will be 10% capacity moving to 25%? What is the criteria to choose those students?**

Mrs. Posey stated that the 10% could change daily or weekly. It will be determined by what students are struggling with material or standards or with engagement or attendance. Some students may need a small amount of support. As we, increase the number of students, the buildings, especially the junior highs want to get all grade levels in to do some acclimating to the building. They will also be looking at lab classes, hands on classes, performance based classes. Even at 10%, we are looking at 500 people moving thru the buildings. This will take some time to get everyone used to the different ways to navigate the buildings.

**So is the 25% more of a target than an actual number?**

Superintendent Bridges noted that it is not a specific group, it is a capacity limit. The who can change based on needs.

**Can you describe some of the success metrics and what we are going to put in place to kind of track how well this is working? Besides health and safety, how will we measure socialization, quality of instruction?**

Mrs. Willard noted that we would measure as we would in our regular setting. Teachers will look at the essential standards and will create their formative assessments and then their summative assessments. What does that data look like for in person students and those who are at home. Are students meeting standards and if they are not, how do we help those students. Need to be aligned to our curriculum. Discussions will be held in their Professional Learning Communities to look at whether or not students are meeting standards and if any differentiation in instruction is necessary.

Dr. Nolten stated that we are proceeding as if we will be administering the accountability assessments. Ready to administer the NWEA Map assessment once students return to school.

Superintendent Bridges added that attendance and engagement are also being reviewed.

Mr. Freundt added there is a qualitative component to the feedback we have received from our teachers, as they are in involved in bringing our students back. There will be many changes four our students so we will want to listen to our educators to be sure we are supporting our students in those ways as well.

**In reference to the videos that have been mentioned, will they be available on the website?**

Superintendent Bridges remarked that these are external communication pieces that will be available on the website.

Sinikka Mondini, Executive Director of Communications noted that we wanted to use real people in our community to create some talking points for families. There is a video that walks through transportation, one for health and safety and one that highlights our cleaning and sanitization processes.

Superintendent Bridges add that these are not a step by step orientation but offer an overview.

**Eliminating any anxiety will be helpful.**



**Are we okay with staffing? Do we have enough substitutes, teachers, bus drivers and custodians?**

Superintendent Bridges noted that we are concerned about that and are ensuring that we do have adequate substitutes in the event that individuals have to quarantine. We are going to need an increased pool. If any in our community are interested, please go to the Human Resources page of our website and apply.

Dr. Igoe added that we are working to increase our sub pool and increase our numbers of permanent subs. We also have plans to move and shuffle staff around to help support the process.

**Will there be any opportunity to train any subs that do come in?**

Superintendent Bridges stated yes, principals would work with them on our procedures and protocols.

**Slide 15 shows symptoms set forth by IDPH. Student with a runny nose will be sent home.**

Dr. Igoe responded, yes unless we have an alternate diagnosis on hand.

**Slide 17 protocols can you give some clarification?**

Dr. Igoe noted that if a student is exhibiting one or more symptoms of COVID 19 without an alternate diagnosis, we will treat them as a student with COVID 19 and they will have to quarantine for 10 days and until the symptoms are gone and the individual has been fever free for 24 hours without medication. **Will be reminding families about symptom monitoring.**

**Without a doctor's note, they will be out for 10 days.**

Correct.

**Are the release from isolation letters easy for people to get?**

Dr. Igoe responded that these letters come from the DCHD. Once there is a positive case, the DCHD health department begins contact tracing, so please answer the phone or return the call if they call you. Once the DCHD releases you from isolation, you will receive the letter.

**That will be important for us to share with families as we set expectations with families and students.**

**What kinds of metrics will be reported to the community? Will these be on the website?**

Dr. Igoe stated that the plan is report these metrics at each Board meeting so everyone is aware of where we are.

Superintendent Bridges added that they would be posted on the website and available through Board Docs.

**Elementary schedule, science is only in the asynchronous part. How will students make progress toward the next generation science standard goals, especially the fifth graders who have to take the ISA?**

Mr. Freundt stated that we could not prioritize everything. They will get a licensed teacher teaching a weekly lesson as a minimum that will be aligned with the standards. They will also get asynchronous activities similar to what they are receiving in the other core subjects. We will be utilizing our Learning Commons Directors and teachers who are very familiar with our STEM instruction. Prioritization of what we can accomplish in person.

Mrs. Willard added they are accessing our curriculum. They will be using the new curriculum not just STEM activities. They are implementing what they would have received from their teacher; just the teacher will be different.

**No change in the calendar. Does this plan allow us to teach quality curriculum in the time we have and how might that affect AP courses and tests that might occur in May?**

Mrs. Willard responded that our teachers would be utilizing that asynchronous time. They not only have the extra day but also will need to utilize the asynchronous time so students will be engaged in learning every day.

Superintendent Bridges added that yes, the schedule will be able to accommodate our curriculum and our essential standards and the AP courses.

Dr. Nolten added that both High Schools are taking advantage of the resources the College Board has made available to support AP instruction. We collaborate closely with the College Board and are making sure we take advantage of all they offer.

**What is the staff development around adjusting lessons, monitoring two sets of students at the same time?**

Mrs. Willard responded that some of what we are doing has been ongoing. We had a number of educators participate in a Career 203 course. We have looked at best practices in online environments and asynchronous and synchronous learning. Some pieces are job embedded implemented in the PLC time for elementary, every Monday at the High School and at the Junior High has it one block every day. LSC's will continue to have lunch and learns. Teachers are leaning on each other. We have a number of teachers who are trained in blended learning and are sharing tips with their peers. There may be some bumps along the way.

**COVID dashboard, can we included previous and current data so we can see the changes?**

Dr. Igoe stated we could make that happen. We may have to pull it off the chart.

**What is budgeting for all the new technology?**

Superintendent Bridges remarked that for all the new technology it has cost about \$300,000.00 for total spend.

Roger Brunelle, Chief Information Officer stated that the cost was about \$347.00 per classroom to supply all the tech that we needed. Some of the costs can be absorbed by our budget but there is a good portion that is new spending.

**Is this money coming from our COVID contingency or where does this money come from?**

Mr. Frances noted that some is coming out of different grants that we are receiving, our original CARES money, DuPage and Will Counties CARES funds as well as some from the ROE CARES fund. We have will also be receiving some FEMA money as reimbursement for PPE that has been purchased. We do have contingency. Some costs are not being utilized and can be reallocated. We do not have enough information yet to see if we will need to amend the budget. We will be monitoring this on a monthly basis.

**Wanted to make sure that we are going to be informed if there is any use of the contingency fund?**

Mr. Frances responded yes.

**How is the lunch time built in? Can they leave early and come in late?**

Mrs. Posey noted that this is built on our exam schedules, which allows for early release or late arrival. This will alleviate some of the numbers of students in the buildings as well as passing periods. Yes, students will be allowed to leave early or arrive late based on their schedule.

**This is a big change. How have you worked with teachers to develop this plan and the feedback you received?**

Superintendent Bridges stated that this plan began with feedback received from teachers.

Mr. Freundt added that several weeks ago there were conversations with teachers about how we welcome students back in stage 2 to stage 3? We talked about what they needed in terms of technology and other items. Educators have shaped quite a bit of this plan. We also took the idea and plans to principal groups for further consideration. There was a lot of conversation about technology and what would be needed to make this work.

Mrs. Posey added that there as a similar process at the Junior High and High School levels. Same kind of discussions of working outside the box.

**Glad to hear that we are hearing from teachers.**

**Those who are disappointed at how long they have to wait to get back into the classroom. What kinds of things they can do now to support their students?**

Mrs. Posey stated that we are keeping track of all kinds of data. Those students who are struggling will be brought in sooner. This is especially more difficult for younger students. The health metrics are also more difficult for the larger schools.

**What conversations can families have at home to ensure that we do get back into schools?**

Superintendent Bridges stated that all of this relies on our local metrics and slowing community spread. We are guided by DCHD. Sacrifices have to be made. We cannot have large gatherings with no masks or social distancing; we have to avoid travel to areas of high occurrence. Plan allows for students who have to quarantine will be able to still participate. Symptom monitoring.

Dr. Igoe added that it is easy to lose track of 6 feet. Stay conscious about the distance between others.

## **President's Report**

**President Fitzgerald reminded the Board of the IASB Division Dinner to be held on November 4, 2020. Virtual Summit will be held on November 20, 2020 instead of the Triple I conference. There are some great speakers so let Susan know if you would like to attend.**

### **Board of Education reports:**

None

### **Discussion Without Action**

#### **IASB Resolutions**

Superintendent Bridges mentioned that the resolutions are a collaboration among the Illinois Association of School Boards and Illinois Association of School Administrators and the Illinois Association of School Business Officials. Recommended resolutions are posted in Board Docs. Cabinet has reviewed these and supports the recommendations of the resolutions committee based on the rationale that is provided.

There are resolutions that the Board may want to have conversation about. Resolution #2 was the subject of public comments. Historically these have dealt directly with issues that happen within a school district whereas #2 does not specifically.

President Fitzgerald did some research on the process. If there is a resolution that is recommended do not adopt, there will not be a vote on that resolution unless a majority of the districts say they want to vote on it.

The Board held discussion on some of the resolutions that are marked as do not adopt. Some already have been marked as having an appeal.

### **Board Questions/Comments:**

**The board discussed at length Resolution #2, Gun Storage and whether it is really a school issue. All sides to this resolution were discussed at length. There was conversation regarding resolution #7, Local Control-Pandemic. President Fitzgerald noted that this is the beginning of our conversations and we will vote on these at the October 19, 2020 Board meeting.**

### **Discussion with Action**

#### **IASB Resolutions Delegate**

Superintendent Bridges commented that at the last meeting the Board had brief conversation regarding appointing a delegate. We have moved up the voting on a delegate so the delegate can be registered for the virtual summit. The Board informally agreed at that meeting to appoint Joe Kozminski as its delegate.

Charles Cush made a motion to approve Joe Kozminski as the IASB Resolutions Delegate, seconded by Donna Wandke. Those voting yes: Yang Rohr, Cush, Fitzgerald, Wandke, Kozminski, Leong, and Gericke. Those voting no: None.

### **Old Business**

None

### **New Business**

None

### **Upcoming Events**

**Superintendent Bridges noted the next Board of Education meeting would be held on Monday October 19 at 7:00pm.**

**Monday October 12 will be a Staff remote planning day and a nonattendance day for students. October 19 will begin the new schedule for students.**

**We do not have to make up the remote planning day as we have been given five to use throughout the year.**

**Adjournment**

Donna Wandke moved seconded by Janet Yang Rohr to adjourn the meeting at 10:27 p.m. A roll call vote was taken. Those voting yes: Gericke, Fitzgerald, Kozminski, Cush, Yang Rohr, Wandke, and Leong. Those voting no: None. The motion carried.

Approved: October 19, 2020

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Kristin Fitzgerald, President, Board of Education

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Susan Patton, Secretary, Board of Education