
MINUTES OF A MEETING OF THE BOARD OF EDUCATION, NAPERVILLE
COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE AND WILL
COUNTIES, ILLINOIS, HELD Via Livestream
August 3, 2020 AT 7:00 P.M., CLOSED SESSION 6:00 p.m.

Call to order

President Kristin Fitzgerald called the meeting to order at 6:00 p.m. Board members present: Kristin Fitzgerald, Kristine Gericke, Joe Kozminski, Janet Yang Rohr, Paul Leong, Donna Wandke, and Charles Cush (entered at 6:04pm).

Administrators present were:
Dan Bridges, Superintendent,
Bob Ross, Chief Human Resources Officer
Frank Garrett, Counsel

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)(11) Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal.
3. Pursuant to 5 ILCS 120/2 (c)(2) Collective negotiating matters between the public body and its employees or their representatives.

Meeting Opening

Donna Wandke made a motion, seconded by Charles Cush to return to Open Session at 7:12 p.m. A roll call vote was taken. Those voting yes: Leong, Yabg Rohr, Fitzgerald, Gericke, Wandke, 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 and Charles Cush.

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, Rakeda Leaks, Executive Director of Inclusion and Diversity, Sinikka Mondini, Executive Director for Communications, Patrick Nolten, Assistant Superintendent for Assessment and Accountability, Stephanie Posey, Interim Assistant Superintendent for Secondary Education, Bob Ross, Chief Human Resources Officer, and Jayne Willard, Assistant Superintendent for Curriculum and Instruction.

Pledge of Allegiance

Led by the Board of Education

Good News

Superintendent Bridges noted that on July 28, 2020 State Superintendent Carmen Ayala recognized the work that the Board of Education and the District are doing around Equity. “Just last month, the Board of Naperville Community Unit School District 203 adopted a resolution “[Reaffirming District 203 Commitment to Equity for All Students, Overcoming Systemic Racism and Ending Racial Injustice](#)” that begins by listing significant constructive steps the district had taken in 2019.

The resolution then acknowledges “despite all of this advocacy and action, the Board and the Administration recognize that much more work remains to be done to ensure equity for all students, genuinely inclusive culture, and truly just and equitable policies, programs, procedures, hiring practices and curriculum.” The resolution concludes with a promise to pursue further steps toward equity, including a pledge to “use...our voices as representatives of the community proactively to speak out against acts of racial and social injustice as we recognize that it is not enough to support justice, we must be against injustice.”

Public Comment:

Superintendent Bridges summarized the comments and directed the community to the answered public comments to the July 13, 2020 agenda in Board Docs. A number of comments in favor of and comments from many opposed.

Superintendent Bridges summarized the main themes.

All comments are posted as part of the record.

On behalf of the full Board of Education, President Fitzgerald thanked all the parents, staff and community members for their comments and advocacy. The Board has read all the emails and comments. We share your support for a return to hybrid learning in stages.

Action by Consent:

1. Adoption of Personnel Report

	Effective Date	Location	Position
REASSIGNMENT-ADMINISTRATION			
Stephanie Posey	3-Aug-20	PSAC	Interim Asst Supt Secondary Ed
Jason Wachtel	3-Aug-20	NNHS	Interim Principal
RESIGNATION-CERTIFIED			
Laurie Opaczewski	9-Jul-20	NNHS	Mathematics
Katherine Parente	13-Aug-20	Scott	Early Childhood
Nancy Rodriguez	end of 19-20 school year	JJHS	EL Teacher
Elizabeth Simpkin	31-Jul-20	Mill St.	Certified School Nurse
Candace Weber	13-Aug-20	KJHS	Reading Specialist
APPOINTMENT-CERTIFIED FULL-TIME			
Samantha Beilke	14-Aug-20	Meadow Glens	5th Grade
Jennifer Davis	14-Aug-20	NNHS	Learning Behavior Specialist
Margaret Dolph	14-Aug-20	Scott	4th Grade
Sireen Hamarshah	14-Aug-20	MJHS	Mathematics and Language Arts

Nicole Liskey	14-Aug-20	ARECC	Early Childhood
Sarah Malik	14-Aug-20	WJHS	Learning Support Coach
Trista McNeill	14-Aug-20	Kingsley	4th Grade
Brennen Nagorzanski	8/14/20-12/22/20	WJHS	Mathematics and Social Science
Claire Noonan	14-Aug-20	Steeple Run	Learning Behavior Specialist
Kristen Pemberton	14-Aug-20	JJHS	Reading Specialist Bilingual
Cortney Sindelar	14-Aug-20	Ellsworth/Naper	Art
Karen Spina	14-Aug-20	Student Services	Certified School Nurse
Vanessa Daker	14-Aug-20	JJHS	EL
Stacey Funk	14-Aug-20	Scott	Early Childhood
Deirdre Phalon	14-Aug-20	Maplebrook	3rd Grade
Cameron Rogalski	14-Aug-20	Kingsley	4th Grade
Ashleigh Wright	14-Aug-20	KJHS	PI+ Science & Social Science
APPOINTMENT-CERTIFIED PART-TIME			
Jacquelyn Heinz	14-Aug-20	JJHS	School Social Worker (50%)
Nicole Mullenix	14-Aug-20	MJHS	FACS (72%)
Kayla Rutkowski	14-Aug-20	WJHS	Art (60.8%)
Sierra Smith	14-Aug-20	ARECC/Elmwood	Speech-Lang Path-Bilingual
REVISED CONTRACT-CERTIFIED FULL-TIME			
Christina Ghiotto	14-Aug-20	NCHS	Learning Behavior Specialist
Marianne Kelley	14-Aug-20	NCHS	504 Coordinator

Kristin Werve	14-Aug-20	MJHS	
RE-EMPLOYMENT-CERTIFIED FULL-TIME			
Eileen Hall	14-Aug-20	Scott	Kindergarten
LEAVE OF ABSENCE-CERTIFIED			
Madeline Spriggs	2020-21 School Year	Steeple Run	Kindergarten
Kim Pellegrini	9/10/20 - EOY	Elmwood	Learning Support Coach
RETIREMENT-CLASSIFIED			
Christine Michon	26-May-20	Highlands	Special Education Assistant
RESIGNATION-NON-UNION CLASSIFIED			
Michelle Alanis	7-Aug-20	ARECC	Parent Educator
Ashleigh Wright	13-Aug-20	KJHS	LC Assistant
RESIGNATION-CLASSIFIED			
Lauren Lipan	10-Jul-20	Ranch View	Special Education Assistant
Shannon A. Ford	22-Jul-20	Elmwood	Special Education Assistant
Emily Neis	22-Jul-20	Steeple Run	Special Education Assistant
Julie Perenchio	17-Aug-20	Elmwood	Special Education Assistant
Alexandra Gomez	17-Aug-20	Connections	Special Education Assistant
REASSIGNMENT-CLASSIFIED			

Emily Prodoehl	1-Sep-20	Ann Reid	Special Education Assistant
EMPLOYMENT-CLASSIFIED FULL-TIME			
Jean Long	1-Sep-20	Jefferson	Computer Support Associate
Kellie McKenzie	27-Jul-20	Kennedy	Executive Secretary
John Pfursich	19-Aug-20	Naper	Custodian
Atiya Anjum	31-Aug-20	Beebe	Special Education Assistant
Luz Sanchez	10-Aug-20	Jefferson	Senior Secretary
Colleen Joyce	31-Aug-20	NCHS	Special Education Assistant
Jennifer Bulkley	31-Aug-20	Scott	Special Education Assistant
Amy Harbour	31-Aug-20	Highlands	Special Education Assistant
LEAVE OF ABSENCE-CLASSIFIED			
Jill Sowa	2020-21 School Year	Ranch View	Special Ed Assistant

2. LEND Dues 2020-2021

Donna Wandke made a motion to approve the Consent Agenda as presented, seconded by Kristine Gericke. Those voting yes: Cush, Leong, Yang Rohr, Fitzgerald, Wandke, Kozminski and Gericke. No: None.

Dan congratulate Stephanie Posey, Interim Superintendent and Jay Wachtel as interim Principal at NNHS.

Superintendent Bridges congratulated Stephanie Posey who has been appointed as Interim Assistant Superintendent for Secondary Education and Jay Wachtel who has been appointed as Interim Principal at Naperville North High School. We are fortunate to have these leaders in these positions.

Student Ambassador Reports

None.

President Fitzgerald made comments regarding the Return to Learn plan. This is nothing that our country or district has faced before. She addressed the inaccuracies that have been shared via social media. The Team who created this plan is the same team who has led the district to have the most exemplary schools in the state. See comment. Board of Education is not elected to create educational plans but to offer governance. She stated how they were kept updated in the planning on the return to learn. This plan has been developed to meet the health and safety needs of our staff and students, ensure their academic success and help students feel supported and not isolated. School year launches on September 1 with remote learning for all students. The district will work hard to bring all students back when it is safe to do so. Promise to advocate on your behalf, to collaborate with you and to make sure that our District remains exceptional during this unprecedented time.

Superintendent/Staff/School Report

Return to Learn Update

Superintendent Bridges

The Naperville 203 community places an extremely high value on education. Our district believes and acknowledges that - we believe an exemplary school district is the result of a collective partnership of students, staff, parents, and community. I value that collaborative commitment and I take my role as your superintendent personally. Although I often counsel members of my team not to take things personally, I fail to take my own advice on this one, however. I do take this job personally. I have a daughter who will be a high school senior in our district who is looking forward to getting back to school and to enjoying all that is supposed to come with the senior year, and my family boasts four past Naperville 203 graduates. The decisions I make not only impact you and your kids, they impact my family as well.

These are unprecedented times. I am proud of our work and how the Naperville 203 team has responded to these challenges. Have we been perfect? No. Are there things we would like to have done better, done differently? Sure. Have we

learned how to be better? Absolutely. Have we worked tirelessly to solve the challenges in front of us? No question - yes. Has our work been grounded in equity and what is best for all, not just a few? For certain. And, without question, every decision we have made, we have done so by recognizing our important role in the community and with the health, safety, and wellness of our 16,500 students and 2,400 employees on the forefront of our minds.

Unfortunately, any decision that is made on returning to learn in the fall will not please everyone. We have to accept that as much as we do not like it. There are sacrifices being made by all of us. Thank you for your continued patience and understanding during these volatile times. This decision was not what any of us had hoped for, and we will continue to move forward in providing the best possible education and support for students under these new circumstances. Tonight our team will update the Board and community on the revised plans for reopening schools for the 2020-2021 school year.

- The Naperville 203 administration presented our initial Return to Learn plan to the Board of Education and community on July 13, 2020. At that time I advised the Board and community that this was a fluid process, subject to change based on guidelines from the Illinois State Board of Education (ISBE), the Illinois Department of Public Health (IDPH), and other local agencies. On Thursday, July 23, 2020 ISBE, with guidance from IDPH, released its Fall 2020 Learning Recommendations, 10 days after our initial plan was released. As the Naperville 203 team has unpacked and reviewed the most recent guidelines in relation to our plans, we have concluded that the Return to Learn plan we presented on July 13, 2020 needed to be modified based on updated guidance.
- While we are adjusting our plan, our return to learn goals remain consistent. 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 but also focused on returning all students to in-person instruction
- Additionally, we focused on returning all students to in-person instruction and creating academic and social emotional conditions to promote continuing their education.
- Our plans must continue to align and support our district mission, as that is what defines us. We also know that our plans need to align across levels since many families have students in different buildings and at different

levels across the district. All plans need to include academic and social emotional needs and promote equity for all students.

- Since I made the decision on Friday, March 13 to suspend in person instruction for Naperville 203 through the end of March, followed by the Governor's decision to suspend learning for the state, to ultimately ending in person instruction for the 2019-2020 school year, my team has worked tirelessly to make the instructional shifts necessary to continue educating and supporting our students and community.
- We have shifted from our normal school life as we know it to a short term eLearning plan, to a state mandated Remote Learning plan seamlessly and professionally always with the goal of providing the best possible experience we could for all of our students. I could not be more proud of our administrators, our educators, our support staff, bus drivers, and our buildings/grounds/maintenance staff who all rolled up their sleeves to do whatever it took - often things that were not normally part of their regular duties to make it all work.
- The Naperville 203 team has been planning for a return to learn in 2020-2021 in earnest since early May. We've relied on state and federal public health and education agencies for guidance on how we can and must provide for the health and safety of students and staff. From the onset, this guidance contained information that in many ways appeared contradictory and conflicting. Over time, these contradictions have not been resolved, only intensified, and we have continued to receive conflicting answers on vital safety questions.
- There is no script for this; there is no manual; there is no playbook. Further, it is hard to hit a target when the target keeps moving. This will serve as a good point for me to remind everyone, the plan we present tonight is our plan as of August 3, 2020. As guidance and conditions evolve, so will our plans.
- We have concluded that the Return to Learn plan we presented on July 13, 2020 needed to be modified based on updated guidance. After much deliberation, we have determined that in consideration of the most recent guidelines, the best way for Naperville 203 to support the health and safety of our students and staff, meet our and your high expectations for teaching and learning, to provide appropriate social experiences for our students, and to return to in person learning as soon as possible, **we will begin the 2020-2021 school year with an eLearning model and will slowly transition into the hybrid learning model for those who are able and ready to return to in-person learning.** In order to best prepare for this

plan, we are also recommending the first day of school for students be moved to Tuesday, September 1.

- The state of Illinois as whole, and DuPage and Will counties, have seen an increase in the overall positivity rate of COVID-19 cases. In DuPage County, for example, the most significant increase in COVID cases is among individuals who fall in the 10-19 year old age group and the 20-29 year old age group. The executive director of the DuPage County Health Department has described that trend as disturbing.
- The Governor has issued warnings related to the resurgence of the virus within our state and the possibility of reversals in the Restore Illinois phases. DuPage County has now met one of the metrics that is used by the state to place a county on a warning level.
- On July 23, 2020, The Illinois State Board of Education issued new guidance that provided new parameters for online learning and clarified some health and safety guidelines. This new guidance impacts our ability to implement the plan as first presented.
- Operational considerations that define how we separate large spaces in order to serve more students have now changed to require floor-to-ceiling physical barriers that also meet fire code.
- Updated guidelines call for at least 2.5 hours of synchronous instruction daily. We could not achieve this in our initial hybrid model under our current staffing model.
- In the event of a positive case, required quarantining for up to 14 days of those in close contact would significantly impact instruction.
- Operationalizing the required daily symptom check and monitoring, especially among our youngest students, proved to be challenging.
- Recent guidance from the Centers for Disease Control (CDC) now states that school districts should develop routines that would prevent the frequent quarantine of students. By starting slowly and intentionally, this will help reduce the community spread and reduce the need to quarantine.
- More students selected online academy than was expected based on our initial survey data. Based on those selections, and the number faculty and staff that would require health accommodations, our initial plan did not work within our staffing model.

- Dr. Christine Igoe, Assistant Superintendent for Student Services, will discuss the impact of this pandemic on all stakeholders.
- These events are impacting our overall sense of physical and social-emotional safety. As we are planning for the reopening of school we need to take this into consideration for not only students but also for staff.
- As Mr. Bridges mentioned previously, the more information that we learned, the more uncertain it was becoming that we would actually be able to start the school year with any in-person learning. We wanted to provide all students, staff and families with a plan we knew could be implemented on the first day of school, regardless of state circumstances.
- Additionally, an online start to the school year allows for us to support staff in their return to work. Staff will be able to be in the buildings first without any students to better understand how the health and safety guidelines are going to be implemented in their classroom, providing them time to teach students the new routines and regulations before students enter the buildings, and to share with students what the classroom and building will look like virtually before they come for in-person learning.
- Starting the year with eLearning allows us to implement the best practices strategies to combat the acute trauma that this pandemic has caused our students and staff.
- In preparation for the start of the year, we welcomed our new educators on July 23rd and 24th with the new health and safety guidelines in place. This allowed us to see how these guidelines were going to impact the building of relationships between the teacher and the student and between students.
- Relationships are always important, but this year they are even more important.
- We believe eLearning to the start the school year will provide a better environment for building relationships and it would benefit our students to come into the building slowly- once they had a trusting relationship with the teacher and the opportunity to learn and hear about how routines, structures, and learning specifically in their classrooms was going to look and feel different.
- Assistant Superintendent for Curriculum and Instruction Jayne Willard shared that we have broken down our return learn plan into 4 stages. For the first 6 weeks of school, we will begin in Stage 1 where every student will begin the school year in an eLearning model. During the first 6 weeks, we will evaluate our district's readiness to move to the next step.
- It is important to note for our families who have already signed up for the Online Academy, we will continue to have the option of an eLearning model through stages 1, 2 and 3. However, since all students will be in an

eLearning model to start the year, our online academy students will automatically enroll back into their home schools, original schedules and programs with the rest of the student population. Through the duration of Phase 4 in the Restore Illinois plan, students who need to remain in the online environment or initially registered for the Online Academy, may continue to learn in the eLearning model when we transition to a hybrid model. We will provide all educators with professional development in blended learning that will strengthen our ability to connect students in the classroom and online. During every stage, all buildings will be opened and staffed daily with a full administrative team on site.

- This assessment will take place approximately every 6 weeks and will consider the state metrics, IDPH, and ISBE guidelines. We will evaluate our student academic and social emotional needs while also confirming our staff and facilities readiness to transition. This information will be communicated to all stakeholders prior to transitioning to the next stage.
- Our eLearning model is much different from the **Remote Learning** (COVID-19 Spring 2020) that we experienced.
- In our revised **eLearning model**:
- students should expect to engage in at least 5 hours of instruction and/or learning daily - including at least 2 ½ of those hours being live, teacher led sessions.
- We will maintain our district grading practices and policies - which are aligned and based on age appropriate expectations and rigor.
- Student engagement and the continuation of learning occurs mostly through online structures where students will have scheduled time for synchronous instruction delivered by their teachers, and asynchronous time to access information and work independently.
- Students daily schedules will be reflective of what a typical school day looks like in our in-person setting.
- Students will be expected to log in regularly and follow the traditional start and end time for each level.
- This model provides a cohesive start to the school year with all students attending class virtually everyday as a full class. This provides the most consistency for our learners and families with the ever changing guidelines. This model also allows our buildings to better prepare and plan for transitioning students into the building. In person instruction will gradually begin for our students served in specialized classrooms in a 1:1 or 2:1 situation. Starting the year in the eLearning environment requires students

to leverage technology to receive instructions from their teachers on a daily basis. All students will have a set schedule they can count on each day.

- During the first few weeks of school, it is imperative that students build relationships with their teacher(s) and peers. We believe the eLearning environment allows this to happen with greater consistency and authenticity compared to a hybrid, in-person environment at this time with all of the additional health and safety guidelines that we are required to implement. Priorities for our teachers continue to be ensuring students feel safe and connected. There will be a high level of reliance on good digital citizenship that both our staff and families will partner to develop. In Stage 1, we are able to continue some extracurricular activities following health and safety guidelines and IHSA regulations.
- Students will follow their normal schedule with Period 1 starting at 7:45am and the day ending at 3:10pm. During each period of instruction, there will be approximately 25 minutes of synchronous time with their teacher and class, and approximately 25 minutes of asynchronous, or independent work time. Opportunities to access help will be communicated to students and will occur at various times throughout the day or week. The weekly late arrival schedule will continue as in previous school years for professional collaboration but will occur on Monday mornings rather than Wednesdays while this eLearning schedule is in place. Students will be responsible for reporting to class each period of the day.
- This middle school sample schedule for eLearning follows the same bell schedule for each day. The day starts at 8:00am and ends at 2:50pm. Similar to the high school schedule, each period of instruction includes approximately $\frac{1}{2}$ of the period in synchronous learning with their teacher and class, and the other $\frac{1}{2}$ in asynchronous, or independent work time. Students will also have an opportunity to access teachers for help and support. The middle school structure already allows for daily professional collaboration so there will be no early dismissal or late arrival for our students at this level. Students will need to report in for each period of the day.
- At the elementary level, students will start their day at 8:15 with a morning meeting and end at 2:30 with a daily closure that will be live with their teacher and class. Throughout the day, students will engage in approximately 30 minutes of live, synchronous time with their teacher for math, literacy, science/social studies, and specials, and approximately 30 minutes for independent, asynchronous work. The balance of live, synchronous time with the teacher and independent, asynchronous work will be adjusted by grade level to ensure timeframes are developmentally appropriate.

- On Monday's, the student schedule will be 8:15-1:30. This shift in end time will allow for professional collaboration on a weekly basis as staff prepares for eLearning instruction.
- Our Early Childhood students in our half day and extended day programs will begin their day at their typical time. Similar to elementary, students will start and end their day with whole class meetings, building a positive class community. Throughout the day, students will engage in live whole group, small group and individual sessions with educators, focused on social-emotional learning, early literacy, early numeracy and parent education. Instruction will have a healthy balance of live synchronous, recorded videos and asynchronous sessions and provide for parent partnership opportunities.
- To begin the day, our Connections students will meet with their advisory class for a live synchronous session focused on social-emotional skills and communication. Students will then follow their normal schedule with first period beginning at 9:10 and fourth period ending at 2:30. During each period of instruction, there will be approximately 30 minutes of synchronous time with their teacher and class and approximately 30 minutes of asynchronous or independent work time.
- Our goal after the first six weeks of school is to move to stage two which is our Enhanced eLearning Model. This model builds off our full eLearning model. However, in this stage we will begin to bring targeted students into our buildings for small group or individual learning. Students will continue to participate in learning through an online environment with their set schedules, however, staff will begin in-person learning experiences for priority groups of students. This may mean a student coming to the building in small groups to engage with a teacher or complete an assessment or it may mean a student could be asked to attend an in-person class in order to complete a lab or hands-on component of a course.
- Students in drivers education who need behind the wheel practice, students who may need to participate in a live lab session or students who need in person teacher support. This might also be the time when we bring in our primary students to become acclimated into the school environment by visiting classrooms and buildings. In person learning will take place for targeted groups of students. We will prioritize our students with IEPs, EL and preschool students as we enter into this phase. Starting out with smaller groups will help us assess our processes and procedures as we increase the number of students in the buildings during this phase. It is important to note that eLearning continues for all and those who originally selected online academy will also continue eLearning. Extracurricular activities will continue in-person or virtually as guidance allows.

- Hybrid Learning is a term we introduced in our July plan. We will continue to offer hybrid learning during stage 3 of our plan. This will allow students to spend a balanced amount of time in an eLearning model and In-person instruction. We will systematically increase the amount of in-person instruction during this stage. Students will begin to establish in person connections with teachers and peers in the physical classroom space. We anticipate about 50% of students attend in person Tuesday through Friday, provided the space and guidance allows us to transition. Monday's will continue to be an elearning day for EC-12 students. Under the current guidelines we do not anticipate having enough space for students to eat lunch at HS and JHS students resulting in the need to shorten these hybrid days. Students/families who elect to continue in an eLearning format, will continue with that learning structure as well.
- Stage 4 of In-Person learning brings us back to our normal school structures and processes. Given the guidelines that are currently in place, we anticipate we will not transition to this stage until we are in the Phase 5 on the Restore Illinois Plan. This stage resembles our school environments prior to this global pandemic. This is when we return fully to in-person, daily instruction in the school building. All activities, clubs, and sports resume all in person meetings, practices, and games. The full eLearning would become folded into our normal school structures with all students also returning to in-person learning. We will continue to offer our normal high school blended and online course that have always run under our normal course offerings.
- From an assessment perspective, teachers will continue to administer PLC/teacher created formative assessments designed to target areas of growth and challenge.
- As we move through the stages and begin to bring targeted students into buildings, students in grades kindergarten through eighth will be administered the NWEA MAP Growth reading and mathematics assessments at their home school. Additionally, students in third grade will participate in CogAT assessment to support the identification of students ready for placement into Honors Mathematics. Specific dates for these assessments will be determined based on school readiness to return in larger groups.
- Lastly, seniors will participate in the College Board SAT in September and juniors will participate in the College Board PSAT/NMSQT in October - both at their home school. It is important to note these dates cannot be changed due to the requirements of the College Board and will occur while we are in stage 1- eLearning for all.

- IEP services will be provided to students during all stages of the Return to Learn Plan. Just like there are large differences in how eLearning will look compared to remote learning from the spring, the same holds true for special education services. As of today, the state board of education has stated that students must engage in 5 hours of instruction/learning activities each day. Based on this requirement we do not anticipate making any significant changes to IEP goals or services. However, some minor adjustments made be made to how IEP goals are addressed based on the learning environment and/or our ability to maintain the health and safety guidelines established by the Illinois Department of Health.
- During the first 6 weeks, IEP teams will determine the progress each student has made towards their IEP goals, progress during remote/e-Learning, and input and feedback from family members, and make recommendations for how to support the student moving forward, While all students will begin the school year in an eLearning environment, priority for in-person instruction will be given to students who were greatly impacted by remote learning last spring and anticipate some students beginning this transition during stage 1.
- As with Students with IEPs, All 504 and EL services will be provided to eligible students throughout all the stages in the Return to Learn Plan.
- Students with 504 plans will receive the accommodations and services identified in their plans that will ensure they are able to access the grade level curriculum in the same manner as their peers.
- EL services will be provided in collaboration with the grade level or content teacher to ensure that English Learners can engage meaningfully in the curriculum as well as increase their English Language Proficiency. New students who have not already been screened for services will be contacted no later than 30 days after the start of the school year to come into their home school for the assessment.
- From March 16th to July 29th we have served 34,978 meals. We will continue with our current plans until August 31st - which allows for **any** student to pick up breakfast or lunches regardless of FRL status.
- Beginning 9/1 we will have new procedures for our meal plan. We are anticipating USDA and ISBE to release new guidance by mid August.
- Regardless of the guidance we will continue to provide grab and go meals for any eligible student during eLearning.
- We will be partnering with the YMCA and Champions to provide on-site child care to assist District 203 parents of elementary aged who may need

childcare between the hours 8:15 and 2:30. This partnership will continue until our schools are able to return to full-time in-person learning. For those families who require child care for their elementary child during our eLearning and hybrid stages, details such as schedules, pricing and financial assistance will be posted to our website in the coming days.

- Tonight a message will go out to parents outlining this presentation. As more information becomes available, parents will receive Talk 203 messages from both the District and their students' school. We will also be updating our website to reflect this change. It is very important that our families check their email regularly as we will be sending updates over the coming month. I cannot stress enough the fact that this is a fluid, ever evolving process.
- This is an extremely difficult decision that I take seriously and was reached based on many considerations. I recognize this might be welcome news for some of our families, but others will find this decision disappointing. Our primary goal continues to be to develop and implement a plan that can be flexible and responsive to the changing conditions of the pandemic and ultimately return to full in-person instruction. We all know that an exemplary school district is the result of a collaboration among students, staff, parents, and community. I am asking that we all commit and unite to make the 2020-2021 school year successful for all. I am confident that we will continue to provide the exemplary teaching, learning, and social experience for our students that our community demands, while providing a safe, healthy environment and transition for students and staff. I will update you as this continues to evolve.

Board Questions/Comments:

Thank you for the presentation and the tireless work.

Thank you and the whole team to put this plan together. A lot of work has gone into this plan.

As an educator, I am seeing the challenges of the in person approach.

Challenge for many families to accommodate full remote learning. How will we support families where the learning environment is not conducive for learning? How is there going to be flexibility for families in many different situations?

Superintendent Bridges noted that there is not one single answer. Equity and access will be at the forefront at all the plans that we make. Administrative staff will be at all buildings and will be problem solve with families on an individual basis. We will work with childcare providers. Mrs. Willard added that IT worked diligently at the end of the year last year to help families with internet access and

devices. This year EC-grade 1 students will receive iPads. Teachers are already meeting to understand where students ended the year last year.

How will we implement MTSS and work to close gaps?

Mrs. Willard remarked that teachers have met to understand the students who did not engage and to develop some assessments that can be given in an online environment. We will work to get our K-8 students in the buildings to take the MAP assessments. We need the data to show us what the learning loss actually is and will develop plans to address the learning loss. There is time built in to each day especially at the elementary level to address those gaps.

What about the SEL needs?

Mrs. Willard stated that we will engage our Psychologists and Social Workers to help give that support.

Can we talk about elearning vs remote learning?

We started on March 16 in an eLearning process that had to be approved by the ISBE. Two weeks later the ISBE gave us guidelines for remote learning that drastically decreased our instructional minutes, no work that could impact grades negatively. How will this be different?

In this eLearning, there has to be 2.5 hours of live, synchronous, teaching daily. We will follow our own grading guidelines.

Would it be helpful to the administrative team to receive feedback if the rigor is not strong enough?

Mrs. Willard stated that the feedback would need to be given just as they would if we were in person, start with the classroom teacher.

Will YMCA/Champions be there to guide with elearning?

Mr. Freundt stated that they are there to guide and help with work as they do with homework after school. They will offer assistance like a parent.

When I hear the amount of time of synchronous learning, the number seems low to me.

How can we understand this low number?

Superintendent Bridges stated that ISBE is requiring 2.5 hours of synchronous learning as a response to feedback given by parents. Every class does not have full synchronous learning when in person model.

Mrs. Willard added that some of the asynchronous work could be group work. For the younger learners, we have to cater to the learning ability. In the asynchronous learning, teachers may be working with a small group of students.

Can you talk more in depth about the Special Education kids? Concerned about how they will receive all their minutes in their IEPs and 504s.

We will be evaluating to see where the students are and how they responded. We will take feedback from parents. We will have to balance what works for each individual student. We will have to make adjustments on an individual basis.

It looks like extra collaboration time has been added to Elementary and High School; Junior High is okay without the additional time?

Mrs. Willard noted that Junior High already has two collaboration periods built into the schedule.

Our main concern is the supporting of parents. Thank you for considering the new guidance and for considering the feedback of parents. How do we support those parents who must work? Are there options for Junior High students?

Mr. Freundt responded that at the Elementary level there will be two options, 7:00am-2:30pm and 7:00am-6:00pm. During the school time, students will be grouped at home schools and by grade level. We are working on some Professional Development for the Champions/YMCA staff so they can understand how the eLearning works. They will be there to direct the students. Superintendent Bridges added that we are doing our best to identify what the biggest challenges are. We are working to address as many of these challenges as possible. We will have to problem solve together to create solutions. Will be a challenge for all of us.

Any opportunities beyond elementary?

Mr. Freundt stated that we have some but one of the challenges will be staffing so we have not at this time set anything up for Junior High.

Will we be able to accommodate all the elementary students based on the information that we have?

Mr. Freundt remarked that we would be able to accommodate the students based on the information we have now.

How are we defining essential?

Mr. Freundt noted those families who both parents have to work during the school day are considered essential.

Thank you to Dan and team. We appreciate your commitment to communicate to community on Tuesdays and Fridays. Change is hard but so necessary during these times. Thank you for your honesty.

As we include in person learning, will that possibly happen before the end of the first six weeks for some students with IEP's?

Dr. Igoe stated that yes, we will be working with our structured learning students to bring them in to acclimate to the buildings and the health and safety structures we must follow.

Whom are we acclimating to the buildings in stage 1 students or staff?

Dr. Igoe added that the focus will be on students, especially those new to Kindergarten or who are transitioning to new buildings.

Superintendent Bridges added that our facilities are open unlike in the spring. We have a number of students engaging in activities now so we will be able to bring in some small groups of students.

Will there be Staff in the buildings during in stage 1?

Yes, staff will be in the building intermittently. We are still working on those details with staff.

With childcare being an unanticipated burden on families, what is the financial assistance we can provide families with costs of childcare?

Mr. Freundt stated that YMCA and Champions are familiar with this. If families need assistance they will start with the childcare assistance provisions of the CARES act. They also provide scholarships. We are also working with other agencies to beef up this assistance.

Could we work with ALIVE to provide some assistance for Junior High students?

What are the metrics of moving from Stage one to Stage two?

Mrs. Willard responded that we will have to look at ISBE and IDPH guidelines. How are we doing at implementing our health and safety guidelines? How are our processes and procedures working? Can facilities operationalize what we are putting into place?

Superintendent Bridges added that our ability to maintain inventory of PPE supplies and guidance we get from ISBE, IDPH and DuPage County will all be factors from moving from one stage to another.

Are you evaluating during the six weeks or not until six weeks?

It is fluid as we receive guidance. We will be gathering information each week.

We appreciate the explanation of the new guidance that was received. This is a lot of loss for kids. How can we mitigate the losses in stage 1 going onto stage 2?

Superintendent Bridges noted that will be the heavy work of stage 1. Kids left school in the spring feeling that school is not safe. We will be offering structure and will be recognizing that loss. We must insure that students regain some of the things they have lost. We want to insure that when we are back, we are back and not going back and forth.

Dr. Igoe added we are working to figure out how we make sure we don't have to go back as much as possible. Slow and deliberate, we are hoping to mitigate the spread of the virus and slow down the losses of students.

Will you be laying down safe foundations for students to experience some of the things they look forward to in small groups?

Mrs. Willard responded that it is important for students to see their teachers in the buildings safely. It will be reassuring to all students.

Can You discuss D203 transportation services for the gamut for students? Will there be transportation for extracurricular activities and YMCA/Champions?

Superintendent Bridges stated that we are working on those logistics.

Can we assume that the full spectrum of course work will be available short of an impossibility?

Yes, there may be a few exceptions like Driver's Ed behind the wheel. Driver's Ed Behind the Wheel will be the only one that we will not be able to offer in stage one. Teachers are being creative; for example, the preschool class will become virtual.

This phased in plan gets them into school and will keep them there. We have talked conceptually can you talk specifically when students will be in the school during stage 1?

During tests like SAT, ACT, and PSAT.

Dr. Igoe added that specialized students will be in to preview school.

Can you talk about what we have been doing to prepare teachers and staff to be successful?

Mrs. Willard stated that there has been professional learning around the digital learning initiative for the past 6 years. For the last 3 years, we have focused on blended learning. This summer we have engaged an additional 130 educators around online learning.

Students will need to log in regularly what does that mean?

Mrs. Willard noted that in the spring students logged into a google doc. Now they will log into a Zoom and attendance will be taken then. We have a team who will reach out to any student who does not engage for two days. We did that also in the spring and found it to be successful.

Appreciate that level of follow-up.

In a synchronous environment, will there be a lot of interaction? Is the thought to try to replicate the classroom?

Mrs. Willard remarked that we have updated our license to Zoom so that teachers can break out into small groups so that students are not just sitting and listening all day. This engagement will be part of our Professional Learning. Superintendent Bridges added that we have to trust our staff to use what is best for each individual lesson.

Transition to stage two. We have two schools and a number of residents in Will County. Are we looking at all of that health data?

Superintendent Bridges noted that there is work being done with local health departments to be consistent with the messaging.

Dr. Igoe added that Will County will take the lead from DuPage County in making decisions.

What are some extracurricular activities that would be run in person?

As allowed by IHSA there are a number meeting, band and several sports.

Will there be opportunities for some to be online so students can interact?

Yes, we are evaluating which one might be held online.

Lunches will be provided, we were planning on providing breakfast in the fall, what is the status of that program?

We will stay with breakfast at the schools that have already been serving it and will phase in other buildings.

For Performing Arts students, what are their opportunities? Orchestra, Choir, theater? Where do they fall?

Dr. Igoe responded that we understand the passion. We have to move cautiously with choir and band and we have a lot of guidelines so we have to move slowly. Superintendent Bridges added that band-can meet because they are outside. Mrs. Willard added that several teachers in these area met to understand how they can provide their instruction in this eLearning environment.

Thank you for mentioning that and allowing the teachers to work at how to provide that instruction.

Appreciate the slow movement and thoughtful methodical approach.

We want the community; we all have questions about how we provide services.

The Board of Education has read every email and all the public comments.

We are working hard to get those questions answered.

People signed up for hybrid reluctantly as they wanted to get their courses.

How will families who want to remain fully remote in stage 1 or stage 2 when there are opportunities for small groups to be in the building?

Mrs. Willard responded that PLC's will work to make sure there are ways for students who want to stay home to experience the same things their classmates who may return to the building. Teachers will be innovative with cameras and will figure out how to videotape some experiences for students to view and report on. Superintendent Bridges assed that collaboration from staff will be important. Students will now be able to see facial expressions that they would not be able to see in a classroom. We wouldn't be able to break into small groups and now can with the elearning.

Mrs. Willard added that we will be thinking about how to connect all classmates. Teachers will now be able to see the whole class and students will be able to see all of their classmates. It will be so helpful for teachers and students to see each others faces and to aid in building those critical relationships.

Concern of parents who want in person five days a week who feel like this is a step back. How can we reassure families that we are moving forward?

Superintendent Bridges stated that we want to move to in person learning as quickly as we can safely do so. That is what we do best. We are setting ourselves up for greater success.

How will we help students get extra help?

Mrs. Posey reported that peer to peer tutoring will be meeting via zoom for High School students.

Mrs. Willard noted that for Junior High students, Strategic Reading and Strategic Math teachers will support students in supervised study. JJHS had jump start.

How will it work after school, we will have to identify who and what are the supports they need. This will be the same at stage 1.

All of us need more time to feel safe in the stages.

Mrs. Willard noted that in stage 1 it will only be small groups who may be brought into the schools.

How will we facilitate the relationships between parents and teachers?

Dr. Igoe noted that we have been thinking about how we can do that online to keep buildings safe.

Mr. Freundt added that Administration will be reaching out to principals as to how that will work.

Specific questions for college and career? How will they be able to support especially seniors?

Dr. Igoe stated that this process will look similar to how it does in person but will be a sign up to have a virtual conversation. Counselors will be reaching out to let students know what is needed.

In looking at the sample High School schedule sample, is the 2.5 hours still happening on the late start Mondays?

Yes, there is plenty of time for that to happen.

In stage 3, Monday will remain a remote learning day for all.

Before school begins, what is the best place for parents to get answers to questions?

Parents can go to building administrators. Give them grace to get the answers. Direct general questions to the Cabinet person of that level.

For the public comments who had specific questions, will those questions be addressed?

It will take time to get responses but we will work to get the answers to those specific questions.

KF-Will you run all courses? Can we look at reducing fees for courses where we may not be able to produce all the coursework?

Yes.

Can we look at dual credit?

Superintendent Bridges stated that we will have the conversation if the need presents itself.

For stage 3, can we stay in close communication with districts who will be going to hybrid or in person before us to see what has been successful?

Superintendent Bridges noted that we have been collaborating with districts throughout the state and nation and that will not stop once school starts.

Board of Education and administration is willing to continue to listen to and respond to concerns and questions from the community.

Lots of districts are changing their plans and are moving to a remote plan. Excited to hear that we are acquiring 1:1 devices. What are we doing to support those with apps?

Mrs. Willard stated that we have already identified apps that we use for those platforms. All iPads will have the same apps. We will have to do some training for parents and students how to use them.

Teachers are so creative. Apps may be different from in person to online. Is there room in the process if apps need to be added?

Yes, we have a process for teachers to share with us an app that will be helpful, if purchased, IT will push those out to the devices.

How will students get the hands on manipulatives?

Teachers are already putting those together and thinking of ways to get those to students.

Teachers are so critical and the community considers them as essential. They are but they do interact with students in a different way than some other essential workers. Appreciate the pace we are moving to acclimate all.

We will have more questions at the next meeting. We want to acknowledge all the care that has been put into these plans.

President's Report

None

Board of Education Reports

None

Discussion without Action

None

Discussion with Action

2020-2021 Calendar-Revision

To allow for a more thoughtful delivery of the elearning we are recommending moving the start date back to September 1.

Mr. Freundt walked thru the changes that will need to be made, trimesters, quarters and semesters. What does it mean to have the semester move to late January? Mrs. Posey will be working with the High Schools to see what the

exams will look like in this new environment so students can have a restful time off for Winter Break. Semesters now are almost perfectly balanced. Superintendent Bridges responded that we are required to include the emergency days but we can implement eLearning on any day that might be considered emergency.

Board Questions/Comments:

Is there any hope that the governor or ISBE would reduce the number of schools days required?

No

Our calendar will look similar to districts around us. Will also coordinate with the IHSA calendar.

Do we have a tentative graduation date?

Can we work with AP to see if we can move those dates that happen in early May.

We will work with the High Schools to find a graduation date.

Want to reiterate that students will have a break during Winter break and not be burdened with projects or preparing for final exams.

Was there consideration of eliminating some days, like the day before Thanksgiving?

Mr. Freundt responded that we had talked about the April days and we may not need them off for elections.

Charles Cush made a motion to approve the Revised 2020-2021 Calendar as presented, seconded by Kristine Gericke. Those voting yes: Leong, Kozminski, Wandke, Cush, Gericke, Yang Rohr and Fitzgerald. No: None.

Old Business

None

New Business

None

Upcoming Events

Superintendent Bridges noted the following:

- **September 1, 2020 will be the first day of school.**
- **Will populate as we have more clarity.**
- **Board will have to take action to move the date of the May Board of Education meeting.**

Adjournment

Janet Yang Rohr moved seconded by Joe Kozminski to adjourn the meeting at 9:48 p.m. A roll call vote was taken. Those voting yes: Yang Rohr, Cush, Fitzgerald, Wandke, Kozminski, Leong and Gericke. Those voting no: None.

Approved: August 17, 2020

Kristin Fitzgerald, President,
Board of Education

Susan Patton, Secretary,
Board of Education