
MINUTES OF A MEETING OF THE BOARD OF EDUCATION, NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE AND WILL COUNTIES, ILLINOIS, HELD via Livestream
December 21, 2020 AT 7:00 P.M., CLOSED SESSION 5:00 p.m.

Call to order

President Kristin Fitzgerald called the meeting to order at 5:00 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,
Bob Ross, Chief Human Resources Officer,
Michael Frances, Chief Financial Officer/CSBO
Joe Perkoski, Attorney

Closed Session

Paul Leong moved, seconded by Kristine Gericke to go into Closed Session at 5:00 p.m. for consideration of:

1. Pursuant to 5 ILCS 120/2(c)(21) Discussion of minutes lawfully closed under the Open Meetings Act, for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 11/16/2020, 12/07/2020.
2. Pursuant to 5 ILCS 120/2(c)(1) Appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District.
3. 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.
4. Pursuant to 5 ILCS 120/2 (c)(2) Collective negotiating matters between the public body and its employees or their representatives.

Meeting Opening

Kristine Gericke made a motion, seconded by Joe Kozminski to return to Open Session at 7:04 pm. 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, Charles Cush, Paul Leong, Joe Kozminski, Kristine Gericke and Janet Yang Rohr.

Student Ambassadors present: Shay Doshi and William Ma.

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, Bob Ross, Chief Human Resources Officer, Stephanie Posey, Assistant Superintendent for Secondary Education.

Pledge of Allegiance:

Led by Board of Education

Good News

Sinikka Mondini reported the Good News for tonight's meeting:
The Holiday card is posted on the agenda in Board Docs.

- Announcement of holiday card winner - Aditi Patel, 6th grader from Kennedy
- NCHS "All State" winners for the Illinois Music Education Association includes the following students:

Dane Engman	Band	Bb Clarinet
Anna Fosco	All-State Chorus	Soprano I
Isabelle Hornig	Honors Chorus	Soprano II
Colette Mouton	Orchestra	Double Bass
Timothy Park	Band	Oboe
Annabel Punzel	Honors Chorus	Alto I
Alexander Simmons	Band	Tuba

- Individual Awards went to:
 - Arranging 1st place - *Disney "Go"* by Simeon Lee, Naperville Central High School
 - Instrumental Large Ensemble 3rd place - *Avalanche* by Matthew Felbein, Naperville Central High School

Public Comment

We have reached the point in our agenda for public comment. The Board of Education welcomes comments from the public at its meetings.

President Fitzgerald stated the parameters of public comments, comments by individuals would be limited to three minutes. If an individual submits multiple comments, they will be combined and read with a limit of three minutes. The public comments are included as a part of the record of our meetings and can be accessed under public comment on our website. Mrs. Mondini read each of the submitted public comments aloud. We want to thank all those who submitted public comments by email or have contacted the Board of Education. Reading your comments is a vital part of understanding the challenging issues faced by our community. Due to the volume of email, there are times where we are unable to respond in a timely way however, all emails are read and valued greatly by the Board of Education

Issues raised in public comment will be taken under advisement by the Board of Education but will not be discussed this evening. Issues raised during public participation may be added to future agendas or addressed by administrative staff. The Superintendent is the Board's designee to coordinate response to public comment and will apprise the Board accordingly.

As has been communicated by our Superintendent, answers to questions raised in public comment will be posted on our website under Frequently Asked Questions.

All public comments are posted in Board Docs under Public Comment.

This will conclude our public comment period.

Monthly Reports

- Treasury Report- The Board received the October Treasurer's Statement
- Investments- The Board received the October Investment Report
- Insurance-The Board received the October Insurance Report
- Budget-The Board Received the October Budget Report

Board Questions/Comments:

In the Budget report, the month to date expenses in non capital equipment were higher than usual. Can you help us understand that?

Mr. Frances explained that it is a new object based on a change at State Board of Education that we are adopting this year. Some of those expenses had been previously charged to supplies. You will see a negative amount in that line item. The report will be this way going forward.
Thank you.

Action by Consent:

Superintendent Bridges responded to a question regarding the professional learning contract that is included in the Consent Agenda. This will be a professional learning series and some community engagement sessions in the coming weeks to address topics like social connections, anxiety, stress and resiliency. There will be more information about that in the coming weeks.

1. **Bills and Claims** from Warrant #1029799 thru Warrant #1030246 totaling \$19,338,654.62 for the period of November 17, 2020 to December 21, 2020.
2. **Adoption of Personnel Report**

	Effective Date	Location	Position
REASSIGNMENT-ADMINISTRATION			
Jeffrey DiOrio	9-Aug-21	NNHS	Dean
Stephanie Posey	1-Jul-21	NNHS	Principal
Jason Wachtel	1-Jul-21	NNHS	Assistant Principal
RESIGNATION-CERTIFIED			
Rachel Fruin	13-Dec-20	NCHS	Mathematics
Melissa Seithel	9-Dec-20	Scott	School Psychologist
APPOINTMENT-CERTIFIED FULL-TIME			
Kimberly Garcia	1/6/21-6/10/21	Connections	Learning Behavior Specialist
RETIREMENT-NON-UNION CLASSIFIED			
Theresa Fisher	31-Dec-20	Administration	Senior Support Analyst
RETIREMENT-CLASSIFIED			
Jean Vetrovec	19-Feb-21	Beebe	Executive Secretary
RESIGNATION-CLASSIFIED			
Alma Binkwoski	31-Dec-20	JJHS	Special Education Assistant
Connor Boray	22-Dec-20	NNHS	Special Education Assistant
Alisa McCoy	30-Nov-20	Steeple Run	Instructional Assistant
Lisa Obert	25-Sep-20	Connections	Special Education Assistant
TERMINATION-CLASSIFIED			
Nidya Sanchez	17-Nov-20	Kingsley	Special Education Assistant
EMPLOYMENT-NON-UNION CLASSIFIED			
Yingsuan Huang	11-Jan-21	PSAC	HR Generalist
Neli Parquette	5-Jan-21	PSAC	HR Generalist
EMPLOYMENT-CLASSIFIED FULL-TIME			
William Blackman	21-Dec-20	NCHS	Special Education Assistant
Chiung-Wen Chang	10-Dec-20	KJHS	Special Education Assistant
Angelica DiBenedetto	21-Dec-20	Beebe	Instructional Assistant

3. Professional Learning Contract

4. Minutes 11/16/2020, 12/07/2020

Joe Kozminski made a motion to approve Warrant #1029799 thru Warrant #1030246 totaling \$19,338,654.62 for the period of November 17, 2020 to December 21, 2020 and the remaining items on the Consent Agenda as presented, seconded by Charles Cush. Those voting yes: Kozminski, Leong, Wandke, Gericke, Yang Rohr, Fitzgerald and Cush. No: None.

Written Communications

Freedom of Information Requests:

Wong-Human Resources Information

LB-CFO Information

Proton Mail – Business Office Information

Acme Research-Business Office Information

McBroom-Student Information

Tribune –Curriculum and Instruction Information

Forster-COVID Dashboard Information

Student Ambassador Reports

NNHS-Shay Doshi-

Shay reported that there is usually a winter assembly at Naperville North but this year we are unable to do it as usual. This year it was held in the parking lot and was well attended. The success is a testament to all staff to get engagement from students as well as giving us all a sense of normalcy. The last couple of weeks, we have seen lots of work from staff to reach out to students.

NCHS-William Ma-

William reported that early college application decisions are coming out for seniors. There have been no sports. Freshmen, Sophomores and Juniors have been doing course selection thru School Links. In January, there will be an orientation for eighth graders for courses and extracurricular activities. Experience with online learning this far in the school year.

We have gotten more used to the routine and where to find links. All has gotten easier. Peer to peer interaction has also gotten better. We still miss the in person learning. We seem to be covering less material during the week than when we are in person. The lack of engagement has been obvious. As a senior, this has not had a huge effect on me but I do see the quality of learning is harder for younger students.

Shay added that we have not become resigned or complacent, we have become accustomed to it. We have made some nice progress since the beginning.

Superintendent/Staff/School Report

- This evening District Administration will update the Board of Education and community on our implementation of our return to learn plan.
- While we continue to update and adjust our plan, our return to learn goals remain consistent.
 - 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
 - returning all students to in-person instruction and creating academic and social emotional conditions to promote continuing their education.

- Currently, we are in the Enhanced eLearning stage 2 of our plan. We expect to transition to stage 3 in the coming weeks and to be in hybrid learning beginning the week of January 25.
- Our community metrics are trending down and the positivity rate falling within the high moderate range. We continue to see a low number of student and staff cases, with student cases remaining stable and staff cases seeing a significant decline.
- The COVID dashboard has the most up-to-date data, and can be found on our website if you'd like to review
- We have been utilizing the DCHD Return to School Framework, which was released on 8/28/20, to guide our decisions about when and how provide in-person instruction.
- The framework is built on the assumption that all mitigation strategies outlined by the IDPH and ISBE are in place and are not dependent on the level of the community spread. The DCHD also encouraged districts to consider other local metrics in their decision making.
- When we compare the DCHD to the CDC framework we see that that there is a heavy reliance on the metrics that evaluate the community spread, and less of emphasis on monitoring the ability to implement the key mitigation strategies.
- We have been reviewing research as it is released, consulting with districts who are providing in-person instruction, and reflecting on our own experiences with in-person learning, to help inform our practices moving forward.
- Evidence continues to support that schools do not appear to be a focal point of the spread of the virus;
- The evidence has continued to build that COVID poses a low risk to school age children.
- JH and HS students are more likely to be diagnosed with COVID than elementary students.
- We know that there are many questions about why we are able to safely and successfully transition to the hybrid model now, with the health department still recommending 100% remote, when it was not possible in October. October was the first time our community/state had seen the virus spreading so quickly, with health metrics that were exceeding those from the spring when there was stay at home order issued.
- Since that time, we have learned more about the virus, and how to best mitigate the transmission of the virus in our schools.
- With the addition of the surveillance testing and our efforts to increase contact tracing, we feel confident that we can keep the transmission of the virus low within our schools.
- During the adaptive pause, students and staff have successfully implemented the mitigation strategies and we are not aware of any cases of transmission within our schools.
- Our community metrics are trending downwards.
- Earlier this month, we requested feedback from junior high and high school students, certified staff, and parents to gain an understanding of aspects of the block schedule that were strengths and challenges.
- Overall, student sentiment toward aspects of the block schedule were positive.
- Student perceived strengths - the block schedule supports academic success, facilitates access to personalized academic support, allows for a more active, independent and responsible role, and a less hectic school experience.
- Identified areas of relative weakness included no significant reduction in homework load, amount of screen time, less meaningful interactions with peers, and a limited feeling of connectedness with school.
- Parent/guardian feedback was mixed concerning the block schedule.
- Identified strengths included increased ability to receive personalized academic support, increased depth of instruction, and more time for students to complete homework.
- Relative weaknesses included limited peer interactions, difficulty with sustained engagement virtually across the day, and limited break time between classes.

- During Stage 3, we will increase in-person instruction with the goal of getting 50% of students choosing in person learning into the building on a daily basis.
- In person, learning is always the preferred method of instruction for students however; we know that this pandemic has not made it possible for all. We will continue to offer the online only option. With two learning groups (Hybrid & Online Only) there will be instruction happening for both groups throughout the day or week at the same time.
- Elementary students will attend synchronous learning following an am and pm schedule for both in person and online only students. Students will also engage in asynchronous learning planned by the classroom teachers. All students will participate in Art, music, PE and Learning commons lessons and activities.
- At the secondary level, we will continue to implement the block schedule with synchronous and asynchronous elearning on Mondays.
- We will run fully remote learning January 6-8th. January 11 is an elearning day for all. Our staff will be back into the buildings on January 12 and over the next two weeks, we will begin to transition students into the building to tour the schools, meet teachers, and become familiar with the health and safety protocols. Our full hybrid model will begin on January 25 for all students.
- At the Elementary level, our plans are to greatly increase the opportunities for in-person learning with opportunities to re-acclimate to learning in school for those that are returning.
- Our IEP students at the early childhood have been provided in-person learning for weeks now. In January, early childhood students will all be fully remote the three days following the plan for K-12 students. Then, starting the week of January 15 IEP students at the early childhood level will increase to four days of in-person learning. Students in the preschool for all program will begin their in-person learning with an alternating day schedule the week of January 19 followed by our community early childhood students the week of January 25.
- For elementary students, we will transition to an AM/PM schedule the week of January 25. Dividing our students in half is necessary for two reasons:
 - decreases the number of students in a classroom to ensure staff and students have the necessary space to socially distance 6 feet from one another.
 - when there is a positive case of COVID, appropriate social distancing will minimize the number of individuals who will be required to quarantine.
- Mondays will be designated as eLearning days for all elementary students.
- Beginning on Tuesday, January 26 all elementary students will transition to the AM/PM schedule and kindergarten students who will attend in-person will return to school for a half-day in the morning or in the afternoon. Grades 1 and 2 will return on Wednesday, January 27 and grades 3-5 return on Thursday, January 28.
- To provide continuity of instruction, all elementary students will continue with their current teacher this school year. All students returning in-person, whether AM or PM, as well as all students who are continuing Online Only will receive live remote instruction on Mondays from 8:15-10:45 just as they are now. This opportunity to stay together as a class once per week is an important element to maintain relationships and classroom community.
- Students returning in-person will attend school in the AM session (8:15-10:45) or the PM session (12:00-2:30pm) Tuesday thru Friday. Students will be assigned to AM or PM sessions by the building principal.
- Families also have the option of having their student attend Online Only. These students will follow the same schedule as their in-person classmates. We are requiring a commitment for Online Only through the end of the second trimester (March 11).
- The focus of their time with the classroom teacher will be English Language Arts with integrated social studies, mathematics, and social-emotional learning.
- An additional learning will occur outside of the two and half hours an elementary student attends with their classroom teacher. This is during the remote learning part of the day.

- This additional two and a half hours is a blend of independent learning, asynchronous (or self-paced) learning, and synchronous (or live) instruction. This part of the elementary school day will include application and practice of skills in reading, writing, math and SEL. Scheduled lessons will occur with the Art teacher, music teacher, physical education teacher and Learning Commons teacher on a weekly basis with additional activities provided for students on the days they do not meet with these teachers.
- Classroom teacher will share their specific schedule with families before we transition the week of January 25.
- As we return to school in January, each building will increase in person learning with the goal of inviting students into the building to engage in transition activities for students new to each building.
- All junior high and high school students will continue in a block schedule Tuesday through Friday where they will attend less periods a day for an extended time. Mondays will continue to be an eLearning day for students where they will engage in asynchronous and some synchronous learning for all of their classes.
- The Monday schedule allows an entire classroom community to interact one day per week, while the block schedule will allow for less students in classes when we are in person, fewer passing periods and less changing of class groups to support our mitigation strategies.
- Much time will be spent with students acclimating them to the health and safety procedures surrounding everything from entering and exiting the buildings, expectations during passing periods including staggering releases from classes when needed, how to access the restrooms, eating and drinking expectations, and other building specific details like directional hallways and securing belongings.
- There will continue to be access to grab and go breakfasts and lunches each day in both the JH and HS buildings. While water fountains are not accessible, the water bottle filling stations are still available for students and staff.
- Junior High Students will begin with an eLearning day each Monday that follows a traditional 1-9 period day from 8:00am to 2:50 pm, which will include both synchronous and asynchronous learning.
- Tuesday through Friday, all students will begin attending this block schedule, four class period blocks each day beginning at 8:35 and ending at 12:50. Office hours for targeted student support are built into the end of each day.
- After the student's assigned lunch period, students resume working on asynchronous activities assigned by their teachers, receive additional support as needed, and finish their school day at 2:50.
- **Online only** students attend school through live stream technology allowing for continuous real time synchronous and asynchronous learning as in-person learning is being implemented.
- High School students will begin with an eLearning day each Monday that follows a late start schedule with an 8 period day from 10:25AM to 3:00PM. During the Monday schedule, each student will attend every class synchronously at the regularly scheduled times for a check in and various activities, then staff members have the flexibility to keep students in the session for synchronous instruction.
- Tuesday through Friday, ALL students will attend the block schedule, four class period blocks each day. Office hours for student support and collaboration are built into the end of each day and will have access to teacher support, small group learning, and student services assistance.
- The high school block schedule will follow an A/B schedule of Tues/Thurs periods 1, 2, 3, 4 will be held and Wed/Fri, periods 6, 7, 8, 5 will be followed in that order. Lunch periods, early releases and late arrivals are built into the beginning and end of the split days to accommodate less students in the building by allowing those students to arrive late for classes or leave early when academics are completed.

- Not every student receives individual support from all teachers during the afternoon time slot every day. MTSS is designed to be responsive to student needs and can look different each day and for each student.
- Our students in the Connections program have been participating in in-person instruction using an AM/PM model. Students attend school T-F and this will continue when we transition into the hybrid model. Our students with IEPs who are served in our specialized classrooms will transition from an alternating day hybrid model to attending in person instruction 4 days per week, for 4 hours each day. Students will continue to receive an hour of asynchronous instruction each day as well as participate in a remote learning day on Mondays.
- Our kindergarteners will be invited in with a parent to visit the school and their classroom in small groups. A similar opportunity will be provided to students new to their elementary school in other grade-levels on a more individual basis as the number of these students can vary greatly from grade to grade and school to school.
- At the Junior High and High School levels, transition activities will also be prioritized for our 6th grade, 9th grade and transfer students at each building. This will provide opportunities for acclimation to the site, building of relationships with each other and the staff, creating a connectedness to the new school, and a familiarity with the mitigation strategies employed at specific buildings. Each school will be communicating their own unique plans for these activities prior to our return of students to the schools. All processes will be reviewed with every student.
- There have been many questions and concerns that students with IEPs and 504s are not receiving their services and that the district is no longer completing evaluations to identify students who need services. Students are receiving the services that are outlined in their IEPs and 504s, although those services may be provided differently. The federal law that guides services explicitly states that they may be provided in a virtual environment, even pre-pandemic. Additionally, The Office of Special Education has provided guidance to all school districts, that IEP services must be provided consistent with the need to protect the health and safety of students with IEPs **and** the individuals providing the services.
- During school closures last spring, over the summer and this fall, evaluations to determine eligibility for IEP/504 services have continued.
- Federal law requires that all special education services are individualized and aligned to the unique needs of the student. All IEP teams began the year by reviewing each student's progress towards their IEP goals and grade level standards, following school closures in the spring. Based upon this review, teams made recommendations about the types of services each student needed to meet their annual goals. The IEP team will be able to explain the decisions that were made, and make adjustments if appropriate.
- Prior to our transition to the hybrid schedule, families will be receiving one schedule that outlines when all special education and related services will be provided.
- Teachers will communicate with all students when live instruction will occur. All classrooms have been equipped with the necessary technology and educators
- The community will continue to be updated about our Return to Learn plan via our Talk 203 system, social media outlets, as well as website updates at naperville203.org/returntolearn. The COVID-19 dashboard is updated weekly and the frequently asked questions after each Board meeting.

Board questions/comments:

Thank you for the detailed report that addresses some of the questions of the community, others will be addressed by the Board of Education's questions. These questions will also be addressed in the FAQ's on our website.

The Board of Education submits many questions received from the community before the meetings so they can be addressed in the presentation and during the question and answer period. We value your communication. In early January, district administrators and the board of education will be meeting individually with Home and School and SFCP leadership of each school to hear specific concerns of each school community. This feedback will help us as we develop specific student and parent supports.

Thank you for that report. It had a lot of detail. It is obvious that you are trying to be responsive to many of the concerns around safety and risk mitigation.

Can you talk about where issues have been seen with self-monitoring compliance as well with mask wearing and social distancing?

Dr. Igoe responded that we have not seen a lot of noncompliance with symptom monitoring. We have had significant compliance with mask wearing and social distancing. We do have students who need many reminders but we have not seen many concerns in that area.

What happens when we do not see compliance, how do we manage that?

Dr. Igoe stated that we are teaching students how to wear a mask. We will isolate the student who will not wear a mask. We will give additional PPE, i.e. a face shield if there is a student who will not wear a mask.

Mr. Freundt and Mrs. Posey both added that they are not seeing a lot of noncompliance. Masks and other PPE is available to be provided if needed. We do speak with parents and see compliance going forward. If there have been any issues, once parents are spoken to, the issue resolves itself. Superintendent Bridges also reminded the community that it is a state mandate but we will work with families to make sure this is followed. Students will be placed in the online model if they cannot comply.

Can parents go back to online if they are uncomfortable with the mitigations?

Superintendent Bridges responded that we want to limit that as much as possible but will work with families. We will have these families speak to principals. Parents can also check our website as many of these questions have been answered in our FAQ's or the Return to Learn plan. There are also videos that have been posted regarding safety mitigations.

Very informative presentation. Regarding students who have to quarantine, can they slip into the online if they need to quarantine? At the elementary, will there only be online in one of the two periods, a.m. or p.m.? Would they have to switch to the other schedule?

Superintendent Bridges responded to the first question that with the technology we have, any student who needs to quarantine can access the class via online.

Mr. Freundt added that the teacher and principal would work with families to accommodate the learning for any who have to quarantine. Families would not be forced to change their schedule if

Is there any move to break out the Dashboard by level so that families know the levels in each grade level?

Superintendent Bridges noted that we would look at it as we bring more students into the buildings. We will look at it and consider other options.

Thank you for this report it is very detailed. For months, the answers have been that the DCHD has been guiding the decision making. Who are we following now? Can you restore my faith in the process?

Superintendent Bridges responded we do follow many agencies. We understand more about the virus and the transmission. We understand that schools are not super spreaders. All numbers in our area and in our zip codes are improving. We have some additional mitigation strategies as well as being better about contact tracing. We are looking at surveillance testing.

I did not hear any specific sources that we are following. Can you share those so that we can follow them ourselves?

Superintendent Bridges noted that in addition to the DCHD, we are following the Illinois State Board of Education, the IDPH and the CDC.

Dr. Igoe added that evidence is beginning to mount to support the decisions we are making. There are not studies with large districts so we have been looking at trends in the data. These trends are supporting the decisions we are making.

It seems arbitrary or has the Superintendent and his staff become epidemiological experts deciding when to follow the DCHD and when not to?

Superintendent Bridges noted that the recommendations from the DCHD gives us the ability to look more locally at metrics and issues within our own district. If our metrics are trending differently than the county, we can make different choices.

Thank you for the detailed report. Thank you for the Talk 203 giving parents all the links for the plan and videos. We talked about the technology, what Professional Development has been provided to support teachers?

Mrs. Willard responded that we worked with IT to be sure we could get the equipment into all of the classrooms. We set up a test classroom to test the equipment, we then went into classrooms to have teachers use it to be sure we had the right equipment. We worked with the LSC to create professional learning for teachers. The learning and support has been ongoing. Some teachers have been using it when they have students in the classroom. We have provided some scripted some professional learning but the best learning has been the teachers being hands on. It will be a learning curve as we move forward.

Thank you, I know early on it was a concern with both parents and educators.

If there is need for additional staff to help support students with IEP's that Superintendent Bridges would bring those needs.

Superintendent Bridges responded that we would have more information at the January 4 Board of Education meeting. Our legal counsel is working with the services legal counsel on finalizing a contract. We will run a pilot so that all the information can be read. We are hopeful to be ready to go on January 25.

Can you give some clarification on the safety protocols of small spaces and school busses, how are we going to maintain peace of mind for parents, what will be put in place?

Dr. Igoe stated that our students would be wearing masks, sit in assigned seats, sit with family members and windows down when possible.

What about cleaning? Will they be cleaned after each run?

Mr. Freundt stated that the busses would be disinfected after each run.

We have enough staff to get that done?

Mr. Freundt noted that was why the schedule is the way it is so there is enough time and work force to get them cleaned between runs.

At the building level, will they be cleaned after the morning and afternoon sessions?

Mr. Freundt responded that Buildings and Grounds actually ran some test runs in the summer to be certain that there was enough time for them to disinfect. They use a tool, an e-mist machine, which sprays the disinfectant efficiently and effectively.

Dr. Igoe added there is a video that shows that on our website.

Mrs. Mondini added the videos are on the website on the Return to Learn page.

Thank you for the detailed report. Videos are very well done. Can we share them at a Board of Education meeting? There seem to be people who have hesitations as to what the policies and procedures will be.

Are we planning to give parents any information as to how different school will look like? Have we considered giving parents supplemental information?

Mrs. Mondini indicated that information would be rolling out daily beginning January 6. Elementary schools also have individual information on their web pages as well.

Have we ever considered any Parent learning communities? This will help get information out.

Mrs. Mondini indicated that her team is working on developing a parent communication group to help us spread the word.

To paraphrase what has been said earlier, the Administration is looking at data and metrics from a number of resources as well as what is happening in our community to make decisions. You are not only looking at the magnitude but also the direction of the trends of the data to give you confidence in moving forward.

Superintendent Bridges noted that was an excellent summary.

Thank you for the report. How will the testing influence our mitigating disease spread and what have we heard from other districts who are employing it?

Superintendent Bridges remarked the testing has proven to show over time some good accuracy. It underscores the idea that the spread is small among students. Different districts do it differently. Feel confident we will have a system in place to limit close contacts.

Dr. Igoe added science shows that 10-20% of the people share it to 60% of the people. Knowing that we will have a way to mitigate that is comforting.

As we continue to work with DCHD, is their monitoring of districts who are using this surveillance is that what is giving DCHD extra confidence in terms of individual school districts moving forward?

Superintendent Bridges noted the DCHD does not have the bandwidth or labor to support districts in this testing protocol. As this is surveillance testing, not diagnostic, they are asking us to proceed with caution but are helping us be sure we have the correct protocols in place.

I know you are working on supports concerning SEL. Can you give parents ideas as to what supports you can give them? Especially as we look at peer to peer interaction.

Superintendent Bridges remarked that if your child is struggling with SEL, please reach out to your building administrator and or social worker or counselor.

Dr. Igoe added that we spent a lot of time working with educators around identifying students who have experienced an acute trauma. We asked teachers to spend a lot of time working on SEL in the beginning of the year. We have a number of our specialists working on trauma and putting together resources for students. We really want parents to reach out if they are seeing their student is struggling. We are anticipating that students will be more anxious and we are giving our staff supports to help students.

What are we doing about attendance?

Mrs. Posey responded that at secondary, attendance rates are very high. When we see students who are logged in but not engaged, staff are reaching out to parents.

Mr. Freundt added that at elementary we have attendance teams. At times, the administrator, nurse and social worker are looking more frequently at students' attendance and engagement.

Is that true at EC as well?

Mr. Freundt responded, yes.

After we get students back in the classroom, I want to understand instructional minutes as we have move into hybrid. Has attendance changed over time, as we have gotten further into remote learning?

Questions around the block schedule feedback. Can you share that with the community?

Dr. Nolten remarked that there are links in the presentation that goes to more data. The link goes to the four dashboards that correspond to staff, parent and student feedback.

We are seeing that evidence is mounting with lots of resources that schools are not places of spreading. This mounting evidence is what has changed the thinking?

Dr. Igoe responded there are now 5-6 studies that are supporting this.

Commend you for getting to the point to be able to change.

Can we speak to how we are doing our D203 dashboard and what we count as positive cases?

Dr. Igoe stated that we report any staff or student who has had a positive test or they have seen a doctor who has made a clinical diagnosis.

Thank for the transition activates for the K, 6 and 9th graders that will be happening January 11-22.

Want to make sure that our childcare partnerships with YMCA, Champions and Alive are aware of our plans and can move with us?

Mr. Freundt stated yes. We planned with them early in the year and they are already moving in this direction.

Are we okay with space in our buildings to have both groups? Will we be able to keep everyone separate?

Mr. Freundt responded that based on current and anticipated increase, we are confident that we have the space. We are prioritizing AM spots for those who need childcare.

To understand the data that we have about substantial community data, the data we have regarding our zip codes says that we can mitigate the spread. Have you been in contact with other districts who have stayed in person during times of substantial community transmission?

Superintendent Bridges stated that is correct. We have data that we did not have earlier.

Thank you for the transition activities. When will you share that information with parents?

Mr. Freundt responded that as soon after winter break as we possibly can. K teachers will be modifying schedules so they can bring in more students.

Mrs. Posey added that each building is working on plans and will communicate as soon as possible after winter break.

Can you address the Honors Math and PI schedules?

Mr. Freundt noted that learning would include direct instruction and independent practice. There are two honors math sections a day and two pi sections in a typical elementary school so there will be students spread out over the a.m. and p.m. potentially. They will get direct instruction from the PI Honors Math teacher as well as some time in the homeroom classroom.

Mrs. Willard added that the Honors Math and PI teachers would have planned for the whole time so the classroom teacher will be a support.

How would parents understand how the 1:30-3:00 or the 1:00-2:50 timeframe would be used for students?

Mrs. Willard responded that it would look different for any student who needs the supports.

Transportation will be provided. PLC's will group students by needs. This is a responsive model and will support how the student needs to be supported. Some students may be supported on the premises and some others may be supported on Zoom.

That 1:30-3:00 period will be an important window for students.

I just want to clarify that 100% of students who want to be in person will be in 50% of the time.

President's Report

LEND-Federal and State funding is continued to be looked at. We will continue to work with advocacy organizations to understand and get any funding.

Board of Education Reports

None.

Discussion without Action

Tax Reimbursement Account Resolution:

Superintendent Bridges noted that the District had lower expenditures due to our shift to remote learning. We ended with a larger than planned surplus. Administration is finalizing some recommendations of using some of this surplus.

Will be looking at a reimbursement of some taxes, fees and looking at how we can support all students. We hope to bring more detailed information at the January 4 and January 19 board meetings.

The board has been dedicated at returning anything we can to the community.

We are excited that we can do some sort of reimbursement to community. Want to be sure that we have saved some funds for support of getting students back into the classroom.

Superintendent Bridges noted that all recommendations would support getting students back into the classrooms.

Want to be sure we have a global perspective. We do not have an exact number of reimbursement.

Superintendent Bridges responded that is correct.

Thank you for looking at this. Reflective that we have a priority of the students as well as some of the needs of the community. Will be interested to see how these decisions are linked to data. Thank you for reflecting the conversation we had in March, in this time of great need that we are responsive to that need. Appreciative that we can look at all areas. Needs for in person learning, academic and SEL needs and have some additional funds to help the community.

Discussion with Action

2020 Tax Levy Determination

Superintendent Bridges reminded the Board and the community that at the November 16 and December 7 board meetings background information was provided.

Administration's recommendation is to support the full abatement and to be reviewed in March. This is also an abatement of the debt service levy.

Board questions/comments:

None

Thank you. We will continue to look at this until March. Thank you to the CFA and new members for the advice you gave us and the time you gave us.

Donna Wandke made a motion to approve the 2020 Tax Levy Determination as presented, Kristine Gericke seconded. Those voting yes: Leong, Kozminski, Fitzgerald, Cush, Gericke, Yang Rohr and Wandke. Those voting no: None. Motion carried.

Designate Individual(s) to Prepare the Budget

Superintendent Bridges remarked that Illinois state law requires that certain procedures be followed to adopt its annual budget. The first step is to designate an individual or individuals to develop a budget in its tentative form. Superintendent Bridges recommended that the board designate CFO/CSBO Michael Francis begin the process of drafting the 2021-2022 budget in its tentative form.

Charles Cush made a motion to approve Michael Francis as designate to prepare the budget as presented, Joe Kozminski seconded. Those voting yes: Yang Rohr, Cush, Fitzgerald, Wandke, Kozminski, Leong and Gericke. Those voting no: Leong. Motion carried.

Old Business:

None

New Business

None

Upcoming Events

Superintendent Bridges tomorrow last day before winter break. Have a safe winter vacation.

The next Board of Education meeting is January 4, 2021.

A reminder that December 22 is also the deadline for submitting preference for remote versus hybrid.

Adjournment

Charles Cush moved seconded by Donna Wandke to adjourn the meeting at 10:01 p.m. A roll call vote was taken. Those voting yes: Gericke, Fitzgerald, Kozminski, Cush, Yang Rohr, Wandke and Leong. Those voting no: None. Motion carried.

Approved: January 19, 2021

Kristin Fitzgerald, President, Board of Education

Susan Patton, Secretary, Board of Education