

The Board of Education, Downers Grove Grade School District 58, DuPage County, Illinois met in special session on Thursday, July 30, 2020, at the Downers Grove Village Hall. Due to the COVID-19 emergency, in-person meeting attendance was limited to 50 people and the meeting was live streamed to the public on the District's YouTube channel.

**1. CALL TO ORDER/ROLL CALL**

The President called the meeting to order at 5:01 p.m. and announced that it was a special meeting of the District 58 Board of Education. Present at Village Hall: President Darren Hughes; Vice President Gregory Harris; and Members Kirat Doshi, Emily Hanus, Steve Olczyk, Jill Samonte and Tracy Weiner. Members absent: None. Also in attendance were Kevin Russell, Superintendent; Jayne Yudzentis, Assistant Superintendent for Personnel; Jessica Stewart, Assistant Superintendent for Special Services; James Eichmiller, Assistant Superintendent for Technology and Learning; Todd Drafall, Assistant Superintendent for Business/CSBO; Justin Sisul, Assistant Superintendent for Curriculum and Instruction; Catherine Hannigan, Manager of Business Services; Kevin Barto, Director of Buildings and Grounds and Melissa Jerves, Board Secretary.

**2. FLAG SALUTE**

President Hughes led the flag salute.

**3. DISCUSSION**

A. Return to Learn Plan 2020-21

Dr. Russell and the administrative team gave a lengthy presentation on the possible options and various issues to consider in contemplating a return to school during Phase 4 of the governor's Restore Illinois plan. Guidance from the state requires five hours of instruction daily, including 2.5 hours of synchronous instruction, regardless of whether students are learning on-site or remotely.

Assistant Superintendent for Business/CSBO Todd Drafall outlined the health and safety measures the District has planned, including self-certification procedures for staff and families, supplying adequate personal protective equipment (PPE), cleaning protocols, ventilation, and quarantine procedures. He noted that some areas require further consideration and planning with input from staff, such as lunch, recess and self-certification procedures. Protocols are being developed in line with SASSED for special education needs, including additional temperature checks, PPE, and personalized equipment and additional disinfecting.

Assistant Superintendent for Technology and Learning Dr. James Eichmiller described both a fully remote model, as well as the optional remote Online Academy model that will be available to families if they choose not to have their child participate in on-site instruction. A full remote model would occur for all students if the state shifts back to Phase 3 and on-site instruction is not possible. Online Academy students will be grouped into grade-level cohorts and will receive synchronous instruction in SEL, math, and English/language arts. The remaining instruction will be delivered through both Acellus, a third-party accredited online learning platform, and independent work. Asynchronous instruction will be monitored by a District 58 staff member. Specials such as art, music and physical education will not be a component of Online Academy initially, but the District hopes to offer some creative solutions to provide some of this curricular content in the future. Special education students in the Online Academy will receive a comprehensive range of IEP services, both synchronous and asynchronous, but may not be served by the student's typical team.

Assistant Superintendent for Curriculum and Instruction Justin Sisul and Assistant Superintendent for Personnel Dr. Jayne Yudzentis outlined the possible models for on-site instruction and the feasibility of each. Six-foot distancing, cohort groups that minimize movement and commingling of groups, and wearing of masks indoors at all times are elements of any on-site model during Phase 4.

The administration made separate recommendations for each grade level band for the beginning of school, including a phased transition period. The first day of attendance for students would be delayed until September 1 to allow for three additional planning days for teachers. From September 1 to September 9, attendance would be limited to two hours to allow students and staff to build stamina with mask wearing and practice teaching routines and procedures. The remainder of the day's instruction would be delivered remotely.

- Preschool and Kindergarten: half-day model of 2.5 hours of on-site instruction
  - Kindergarten at Lester will move to Pierce Downer; kindergarten at Highland will move to Belle Aire; transportation will be provided
- Grades 1-6: Elementary Blended A model, which has the majority of the components of a modified on-site model, but with a reduction in on-site instruction to four hours and one hour of off-site instruction.
- Grades 7-8: Blended learning model
  - Students attend every other day on an A/B schedule
  - Offsite instruction provided by another teacher certified in same content area
  - Students will remain in classroom with teachers moving, with the possible exception of leveled math

The District's long term goal is to transition the elementary schools to a modified

on-site model by the target date of October 26, and increase the middle school length of on-site attendance by the target date of November 23.

The Board questioned the administration and discussed all the options at length.

#### 4. PUBLIC COMMENT

Karen Ryan, teacher at Indian Trail, commented that the health and safety needs of students and staff should be the priority. Ms. Ryan lost her mother to COVID-19 in March, and the virus is still not contained. She believes a fully remote plan is the safest.

Andrew Schmidt, DGEEA vice president, stated that the DGEEA has assembled a 53-page document regarding safety issues. State teacher unions have called for the school year to begin with remote learning; if safety measures are not met, unions will do all they can to protect teachers. Twenty percent of surveyed District 58 staff reported an underlying health condition.

Emily Honn, DGESP president, acknowledged the long hours the administration has worked. She stated the DGESP feels it is too soon to begin in-person instruction.

Craig Young, DGEEA president, stated that the associations have been given opportunities to provide input and feedback in an advisory role, but the final decision has been reserved by the administration. One issue teachers feel remains a significant risk is lunch; in a DGEEA survey, 78% of teachers said it would be extremely difficult to get students to comply with social distancing.

Kelly Coleman, teacher librarian at Whittier, commented that it is too dangerous to support in-person instruction.

Michelle Shannon, school nurse, listed the many symptoms that will prevent individuals from entering a school building and require a healthcare provider to verify that they do not have COVID-19 before they can return to school. She stated that we are rushing to get back to normal without sufficient information about the virus.

Tracy Moriarty, teacher at Indian Trail, read a statement on behalf of colleague Sabrina Breault, teacher at Pierce Downer. Ms. Breault participated in the health and safety working group and still has specific concerns about lunch, including the loss of safety by removing masks to eat, the financial cost of hiring lunch supervisors, and the loss of instructional time for extra cleaning.

An additional 48 public comments provided by community members viewing the meeting remotely were read aloud by the Board President and are attached to the minutes. (Attachment 20200730A)

**5. RECOMMENDATIONS FOR ACTION**

- A. Temporary Rule 4:180-TR – Face Coverings During COVID-19 Pandemic  
Member Weiner moved and Member Doshi seconded the motion to adopt Temporary Rule 4:180-TR - Face Coverings During COVID-19 Pandemic.

ROLL CALL VOTE: AYES: Members Doshi, Hanus, Harris, Hughes, Olczyk, Samonte, and Weiner  
NAYS: None Motion carried

- B. Resolution Approving Fall 2020 School Reopening Plan  
Member Doshi moved and Member Weiner seconded the motion to approve the Resolution Approving the Fall 2020 School Reopening Plan, consisting of modified on-site instruction 5 days per week for pre-K through 6th, with a Phase 1 of 2.5 hours per day through September 9th, Phase 2 through October 23, and a third Phase starting October 26th with a run time of 8:15 to 2:00 p.m. with Pre-K and Kindergarten as a half-day program; and a blended A/B instructional model for middle school grades 7 and 8, with transition days through September 9th.

After some discussion, Member Doshi moved and Member Hanus seconded the motion to amend Action Item B as follows: “Move to approve the Fall 2020 Reopening with Blended Option C model for grades preschool through 6th grade, with a middle school blended model.” After discussion, the Board voted on the motion to amend.

ROLL CALL VOTE: AYES: Members Doshi and Hanus  
NAYS: Members Harris, Hughes, Olczyk, Samonte and Weiner Motion failed

The Board returned to the original motion. On the motion to approve the Resolution Approving the Fall 2020 School Reopening Plan, consisting of modified on-site instruction 5 days per week for pre-K through 6th, with a Phase 1 of 2.5 hours per day through September 9th, Phase 2 through October 23, and a third Phase starting October 26th with a run time of 8:15 to 2:00 p.m. with Pre-K and Kindergarten as a half-day program; and a blended A/B instructional model for middle school grades 7 and 8, with transition days through September 9th, the Board voted as follows:

ROLL CALL VOTE: AYES: Members Harris, Hughes, Olczyk, Samonte and Weiner  
NAYS: Members Doshi and Hanus Motion carried

**6. ANNOUNCEMENTS**

President Hughes announced the following dates:

Friday, August 7, 7 a.m.

Financial Advisory Committee Meeting  
(Zoom)

Monday, August 10, 7 p.m.

Regular Board Meeting  
Village Hall

**7. ADJOURNMENT**

Member Harris moved and Member Doshi seconded the motion to adjourn the meeting.

ROLL CALL VOTE: AYES: Members Doshi, Harris, Hanus, Hughes, Olczyk,  
Samonte, and Weiner  
NAYS: None Motion carried

The meeting was adjourned at 11:27 p.m.

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Darren Hughes, President

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Melissa Jerves, Secretary

Your name (first and last)	Attendance area where you reside	Your public comment:
Samantha Aycock	Fairmount	I implore you to consider an option for returning to school that allows children who require SPED services, children who are homeless and children whose parents are frontline workers or essential employees of supply chain, grocery, waste management, etc. are allowed to return to in person instruction with masks and proper social distancing. Limiting in person attendance to these populations will greatly reduce the number of children in the buildings, reduce the risk to vulnerable teachers and families. Remote learning of an updated online curriculum with a district teacher and classmates should be made available to the rest of the districts students.
Tom Dougherty	Whittier	<p>What has changed with Covid-19 since May of this year, when schools were closed to in-person learning? The Illinois positivity rate has increased to 3.8%, about a 1% jump in the past few weeks. Younger people are increasingly testing positive for the virus. Health experts are petitioning for another shut down across the country, as places that have reopened too soon are seeing a large spike in infections and an overwhelmed health care system.</p> <p>Now we're actually considering reopening schools amidst this dire environment. How can we expect kids to follow all of the safety precautions, when many adults can't or refuse to? Will we all be safe? 5 years from now, those who survive will look back on this decision as a time we could have stopped or slowed the virus locally, and we do not want to be on the wrong side of history. The health and well-being of our kids and citizens are at stake, and these stakes are too high!</p> <p>I think it would be irresponsible at this time to force students to go back to school part or full time. If the full time or hybrid models are chosen, families who opt out must be given an educational and effective online option with teacher direction so that our kids do not fall behind.</p>
Julia Mazurek	Lester	<p>Reading through the parent survey responses, there is so much focus on "what happens when someone tests positive." However I have a concern that starts a step before the test result: currently Covid testing turnaround locally is 24-72 hours. What is the district's policy for that wait period? I would assume the policy will state that an individual may not return to school until a negative result is received. But that could require 1-3 days at home (or more) - and there is an important question that hasn't been addressed on that: What is the learning plan for that student while they await results? Whether a positive or negative result, how will the time away from school be handled? I am unclear if Accellor is a "plug-and-play" kind of remote option (i.e. administrative details to obtain password &amp; login, online lessons are unlikely to mirror the day-to-day lesson plans of in-person school). This must be addressed. Every time there is a possible exposure or a symptom, kids will be forced to miss multiple days of school. There is simply no way around this. So there has got to be a fluid option for equity in learning whether inside the building or outside the building, and right now I am not convinced that Accellor provides the platform to achieve this. Even if a family chooses "modified in person learning," how is the district going to maintain continuity and offer the *same* learning to all students, whether they choose – or are forced – to attend in person or learn at home.</p>
Ryan Gadia	Indian Trail	<p>I would like to commend the Board for soliciting parent feedback in making these decisions. I am not sure if this will be addressed in the meeting, but if the District decides to have in-person classes in August, what is the plan for families that are not willing to go to school because of personal risk? Will "online only" families be given the option to have online classes? I think there could be enough demand from "online only" families across multiple schools to justify offering some classes as online only. Meaning, if 33% of families in schools A, B and C are "online only", can we combine all those families in a single online cohort?</p>
Linda Enzbigilis	Hillcrest	<p>Thank you for taking the time to hear from us remotely. We reside in Kingsley boundary but my special needs daughter attended Indian Trail through SASSED in the multi-needs classroom. This year, the classroom has been moved to Hillcrest, which we are elated about. She turned 3 and aged out of EI in February and had 2.5 weeks of school before the pandemic hit. Having 5 plus therapies incorporated within her school week, we were really left with no options as we went remote. With her having a significant hearing loss and being non-verbal, zoom calls and e-learning is not an effective tool for her at all. I understand all scenarios...and truly feel for all parties involved for the safety of everyone. But, in our special needs community, where does that leave us? This gap keeps getting larger and we have no resources! Finally, we were lifted off of an outpatient clinic waitlist for some therapies but now are having to pay out of pocket, which of course is costly on top of all the other financial stresses of the pandemic and having a special needs kiddo. Is there going to be special consideration no matter what the mainstream decision will be on our SASSED kids? Thank you so much in advance for your time and hope as a community we can all come back as an educational family in whatever capacity our "new normal" will allow.</p>
Susan Chavez-Jimenez	Henry Puffer	<p>1st choice-5 day in person model; 2nd choice blended model. Please make a decision, we understand that a change of plans may become necessary if cases spike but parents need time to plan accordingly but a starting plan is needed we are too close to school starting to not have a plan yet.</p>

Your name (first and last)	Attendance area where you reside	Your public comment:
	Highland	<p>I support Superintendent Russell, the CDC, ISBE, AAP and other experts and believe that our children should be back in the classroom. While I hope for as much classroom time that is safe, and lean towards the moderate return originally proposed, I do have concerns about safety during lunch when no masks will be worn. I am also a parent of a 6th grade child who could possibly be affected by moving to O'Neill. I am VERY opposed to this idea. If Herrick had the room, I would be OK with the move since it is in close proximity and our feeder school. But O'Neill being on the other side of town and not one of our feeder schools is very impractical. With commuter train traffic, morning work commutes and what seems like regular road construction, commute times on the bus would be very long (and beyond my comfort level for safety given the social distancing limitations.) But the alternative of having to do the daily commute myself (still easily a 25-30 minute roundtrip twice per day) while managing other children and work schedules is not practical either. Kids are under a lot of stress right now, so to take them out of the school they have been at for 6 years and relocating them across town, when the pandemic is already adding stress, is not a good or fair solution. I would much rather have my child stay at their school in a hybrid situation with only part time instruction in the classroom instead of getting shipped off to the other side of town.</p> <p>On a sidenote, I think it would be a good idea to add face shields (in addition to masks) for those taking the bus, walking to the bathroom (and any other scenarios where consistent 6' distancing is not possible.)</p> <p>Finally, I implore the board to NOT follow the footsteps that District 99 board took this week by doing a sudden 180 degree turn to pursue a fully remote plan. This is NOT the recommendation of our qualified Administrators, the CDC or ISBE and does not represent what a majority of the parents in this community want. Please get our kids back in the classroom - whatever the safest option is!</p>
Sara Roussin	Highland	<p>Hello, Thank you all for the effort being put in to safely reopening the school next month. I know it is a big feat and a constantly moving target! My daughter in an incoming Kindergartner at Highland. I oversee 20 Dermatology practices, which includes operations and compliance and have been living and breathing this situation since February...I sympathize with how challenging this situation is and the nuances that go into different policies and protocols. I have a few questions that I am requesting be read at the meeting tomorrow night in lieu of my attendance.</p> <p>I know you're working with local health departments on exposure protocols and that they follow CDC guidelines. I want to ensure you're aware that the guidelines for quarantine after exposure is "irrespective" of face masks. Therefore, groups/buses/classes could be shut down for quarantine; not just those who were thought to have close contact while not wearing a mask 15+ minutes. CDC guidelines state that for exposure, a person is to quarantine for 14 days following the exposure "This is irrespective of whether the person with COVID-19 or the contact was wearing a cloth face covering or whether the contact was wearing respiratory personal protective equipment (PPE)" (<a href="https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html">https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html</a>)</p> <p>How will the district handle symptomatic employees and students during the flu season? If employees or students call in, will it be asked the reason for the call off (per EEOC and ADA this is allowed given the unprecedented situation of COVID)? What is the timeframe that they would need to be out, or would they need to provide documentation of another illness or negative covid test prior to returning?</p> <p>As the district navigates between in class and sections in quarantine (small groups, classrooms, cohorts, etc.) what will that academic transition look like? When multiple people are quarantined, will they transition to Ascellus? How does Ascellus align in regards to used curriculum, teaching styles and timing of the classroom to ease that transition to the greatest extent possible?</p> <p>With shortened days/in person attendance, etc. how much of curriculum time will be spent on test prep/standardized testing? What "core" curriculum items will be carved out to account for shorter academic times (whether hybrid, full in person with shorter days, or elearning)? How much more of the day will be spent being stationary per grade level in contrast to the normal (pre-covid) movement within a class (including independent work vs small group work, etc.)?</p> <p>Currently, Chicago has a travel ban that mandates quarantine after travel to certain states (list is updated weekly on Tuesday). This is for residents who live or work in Chicago. Cook County and Dupage County have travel guidelines that recommend quarantine for 14 days following travel. How will you implement and help support this for your employees and families who travel? And how will that be accomplished to include travel that occurs outside school (i.e. long weekends, etc.).</p>

Your name (first and last)	Attendance area where you reside	Your public comment:
Heather Chlup	Whittier	<p>This period called for absolute transparency and collaboration between the district, the board and the school community. Instead, your efforts have undermined us as parents. Your survey was untimely and intentionally biased against a blended learning option, rendering the results skewed. Wasting two more weeks on making your plans clear has trended against the pattern of numerous other districts relying upon the same state guidelines and facing the same predicaments. In turn, this has as only fueled the anxiety, tension and even outright conflict within the school community in various social media platforms. You have sadly been outdone in your performance by other districts, and you must now make this right. Let science and lead this charge and leave political bias out. Remain objective and impartial about what assumptions you make about the data you have collected. You absolutely must deliver on a robust remote learning plan that is based on strong pedagogy and not limited to virtual platforms like Acellus. It is the right of all students but especially those receiving IEP services, to benefit from face to face instruction teachers and related services personnel. Furthermore, this needs to happen regardless of what of the learning environment district families choose for their child.</p>
	Kingsley	<p>If we decide to use the districts 3rd party e-learning, When the schools are closed again because of the cases rising, will my children have the option to then join their class or will they have to remain on their own through the program the district is providing? This will be a big part of our decision to homeschool and drop from the district enrollment. Thank you!</p>
Allen Dougherty	Pierce Downer, Herrick	<p>Were the school nurses heavily involved in the plans? Will we hear from the Teachers and Staff about their involvement?</p>
Jasmin Escareno	Indian Trail	<p>Looking for clarification on pre-school for the 20-21 school year. I have only heard and read about grades k-12th. When plans are set in place does this include pre-school or do they have separate guidelines and plans in place?</p>
Kendall Grant	Henry Puffer, Kingsley	<p>If someone in my kids class tests positive for Covid, will we be notified? Can you please explain what the markers will be to notify a family when someone has been diagnosed with Covid? What metrics determine when a classroom will quarantine? or a school? or the whole district? Thank you.</p>
AnnMarie Perveneckis	Highland	<p>My comment is in regards to the data that has been compiled from the parent survey. In my opinion, I hope the board has seen the questionnaire because the educational jargon that was used to create the questionnaire did not have the audience in mine. A simple question asking which option do you prefer would have provided better raw results for the board to consider.</p> <p>Also, the experience that would happen if we were to pursue modified in person or hybrid will not look the same as education in the past. A first time student in kindergarten will not get the emotional bond of a teacher taking their hand if they are nervous on the first day. First grade students will not have the luxury of playing math games with their peers to learn math facts. A teacher will not be able to console an upset student. The differentiated instructions as we know it will be gone if we pursue hybrid. If we go remote, all students can meet remotely with that teacher to have their learning needs personalize; gifted, support, and resource personnel can provide that opportunity for our students. IF we go remote, students ahead in math will receive their independent instruction, if we go remote, small group math and reading can be tailored because the teacher will not have to attend to the needs of 20 other students in the classroom and watch them for safety. I am hoping that the board considers the fully remote option as it affords much more opportunity in differentiation that the hybrid model does. we can then take our time to plan what a hybrid model could look in the future instead of leaving our teachers with such a small window of planning.</p>
Veronica Barajas		<p>My family and I are still fairly new to the community, having moved in less than a year ago. This fall will be my children's first year attending school in Downers Grove as they finished the last school year at their former school. As excited as they are to start at a new school and make new friends in person, I strongly believe it is not safe to do so under these circumstances. I support remote learning for the upcoming school year because I believe that is the safest option for students, teachers, staff and their families. According to the CDC, people with underlying health conditions and people of certain race and ethnicity are at higher risk. We are a Latino family and my daughter has congenital heart disease which puts her a higher risk than others that do not share the same factors. If the district does not vote on remote instruction for the entire community then parents should be given a choice to decide what is best for their family.</p>

Your name (first and last)	Attendance area where you reside	Your public comment:
Anna-Elise Price	Belle Aire	<p>Hi, my name is Anna-Elise Price. My daughter Sigrid Price is currently enrolled at Belle Aire School and will be going into the fifth grade this fall. The first thing I'd like to say is that our family loves Belle Aire School. Sigrid has had amazing teachers and it was always such a joy to drop her off in the mornings and see her greeted by name by so many caring staff members and fellow students. Repeatedly during quarantine my daughter has cried because she can't go to school and be with her friends, and while she continued to make good academic progress during distance learning I have seen her stress and frustration grow. I am very aware of the value of in person instruction.</p> <p>That said, I do not feel that I can send her back to school at the current time under the current plan. There are several reasons why returning to in person schooling may not be safe under the current conditions. As things stand right now the number of Covid cases in Illinois is increasing. On Wednesday the governor announced that if the current trend continued we are heading towards having to reverse course on opening up the state. (Armetrout, Mitchell (2020) "Pritzker warns public, pols on COVID-19 precautions: 'If things don't change, a reversal is where we're headed.'" Chicago Sun Times (online edition) July 29).</p> <p>In addition, two new studies have been recently released that suggest that children are more likely to spread the virus than we previously thought. The first, a study of nearly 65,000 people in Korea suggests that children ten years old and older are as likely to spread the virus as adults. (Mandavilli, Apoorva (2020) "Older Children Spread the Coronavirus Just as Much as Adults, Large Study Finds" New York Times (online edition) July 18). The second, released just today suggests that infected children have at least as much of the coronavirus as adults, and that children younger than 5 may have host up to 100 times as much virus in the upper respiratory tract as adults. (Mandavilli, Apoorva (2020) "Children May Carry Coronavirus at High Levels, Study Finds" New York Times (online edition) July 30 updated 1:04pm). Both of these studies have lead experts cited in the newspaper articles reference above to conclude that school re-openings are likely to lead to new outbreaks of the virus.</p> <p>We also need to recognize that different families face different levels of risk in returning their children to school. Fortunately, this virus seems to have a very low fatality level in children. Most kids who are infected do not seem to become seriously ill, or even show symptoms. This, however, actually increases the risk that they will inadvertently spread the virus to the adults in their lives.</p> <p>I am the primary caregiver for my daughter. I am 51 years old and I have four out of the five pre-existing conditions that most increase my risk of dying should I contract the virus. My daughter will be ten this year, and everyone in her class at school will be at least ten years old. The age at which the study says children start to be as likely to spread the virus as adults. I can't wear a mask everyday while I interact with my child.</p> <p>Furthermore, Belle Aire school is effectively one big room only partially divided into classrooms by bookcases and screens. It is air conditioned. Air conditioning systems have been shown to spread virus beyond 6 feet. I realize that the district is doing its best and that the regulations from the state allow them to count sections of a large area as separate "rooms" so that they can meet the limits of no more than fifty children in a "room." However, I have seen no evidence to support that this is actually safe. Masks can do a lot to reduce this risk, but as I read the plans the children will be taking off their masks to eat lunch every day.</p> <p>In third grade my daughter caught strep throat three times from interactions at school. Last year she picked up a nasty flu-like illness that developed into secondary pneumonia (which she passed on to me.). When she first came home from school at the beginning to quarantine, she had a cold that she passed onto me, despite the fact that school had been emphasizing hand washing and some level of social distancing. Considering all of this the risk that she could catch COVID-19 and spread it to me with potentially fatal consequences is just too high for our family to accept. I know there must be other families in the district who are also in this position, children who live with cancer survivors, children who live with grandparents. It is estimated that 12.5% of the population of Illinois are diabetic.</p> <p>The district has recognized the needs to families like mine to the extent that they are offering some kind of remote option to everyone. This is the option that I find myself forced to accept.</p> <p>What worries me is that the district seems to be putting very few resources into meeting the needs to the children in this position. The current proposal is to provide the same program that was used for summer school this year. I have read various parent reviews of this program, and none of them were particularly satisfied. Apparently, it mostly consists of very boring, and unskippable videos, followed by a series of questions. I know that district 58 can do better than that and I am urging to you not to discriminate against the children in the district who live in households with members at high medical risk.</p> <p>Thank You.</p>

Your name (first and last)	Attendance area where you reside	Your public comment:
Carissa K Dougherty	Whittier	I appreciate all of the time and thought teachers, administrators, and staff are putting into our school reopening plans. I would like to encourage the Board to consider an equitable remote learning option for those families who are not comfortable sending their children for in-person instruction, especially when there are pre-existing conditions that make the decision to send children to school a matter of life and death. Using an online platform that does not involve district teacher instruction (as suggested in the Board's current plan to use Ascellus) would leave those families at a significant academic disadvantage. In addition, the FFMLA rules for parents taking time off of work to support their family's child care needs state that if an in-person option is available in their district, their requests will not be considered. This would leave working families in a very, very difficult place: stay at home without pay to support their kids' learning or send them in to an uncertain and risky environment. I hope the Board can put into place a TRUE remote learning option, with quality, synchronous instruction, as we've seen in neighboring districts. Thank you.
Ben O'Malley	Whittier	Families should be able to send their children to school in person if they feel comfortable doing so, with a remote learning option available for those who do not feel comfortable attending in person. The science overwhelmingly backs up that it is safe for children to attend class in person, and it will be the most beneficial for their development and mental health to have this option available. I have heard statements from several pediatricians and psychologists on a non-political video published by Advocate Health, that it is safe for children to attend school if the family feels comfortable in doing so. All of the physicians interviewed on this video who had children stated that they planned to send their own children to schools this fall. That statement provides our family with the re-assurance that we need to be willing to send our children back to school. Additionally, the remote option was not successful last year in our household, it did not benefit our son and his learning path. He was not happy, and did not respond to us being the teacher. My wife and I both work full time jobs during the day, and simply cannot continue to handle our workload and teach our son at the same time. Our employers have been understanding so far, but that understanding will not last forever. Please provide families the option to send their children to school full time thru the Onsite model this fall. Thank you.
Kelli Janczewski	Belle Aire	Hi. Thank you for your time. I have a question in regards to the updated language from the ISBE. "Individual rooms and spaces must limit capacity to 50 people with social distancing. However larger spaces may be partitioned with fire code approved floor to ceiling dividers to create additional rooms each with a capacity limit of 50 people with social distancing." "Large spaces like indoor arenas and gymnasiums may not be partitioned to allow for more than 50 participants of spectators at events." How does this affect Belle Aire and El Sierra, particularly if more kids would possibly be put in these schools. Belle Aire does not have floor to ceiling partitions. Thank you.
Julia Mazurek	Lester	The audio on this meeting is barely perceptible. Can this be fixed?
Fatena Atiq	Herrick	How will you ensure the safety of students and staff with those who may be asymptomatic, especially if some may be exempt from mask wearing due to medical reasons and will still be able to attend in-school learning?
Margaret Geise	Henry Puffer	As a public health professional, a mother of 2 children in District 58, and a member of the Remote Learning Task Force, I urge the district to consider the health and safety of children, their families, and teachers / staff above all else. Given the trajectory of COVID, and its inevitable confluence with other illnesses, including the seasonal flu, safety should be our community's biggest concern. I also implore the District to ensure that the quality of the online academy is fully equal to the quality of in-person instruction. This means highly qualified, engaged teachers committed to the online pathway, and parent / student access to all of the onsite curriculum materials. This is imperative for equity, and to avoid major difficulties when children return to regular learning. Thank you!
Kimberly A Carter	Lester, Herrick	1) how is the district ensuring that the "isolation area" of each school to which sick kids are to report is truly an isolation area, meaning that it's under negative pressure and exhausts outside the building and not to a neighboring space, where others may be infected? 2) what is the cleaning / disinfecting plan for a space after a positive case is identified? UV? Fogging? Who is performing these disinfecting tasks, and how will we ensure it's done adequately each time? 3) what percentage of positive cases in a classroom or building will be deemed "acceptable" before the decision is made to close the schools?
Kristofer Bochat	Highland	Not a fan of self governing temperature. What are the penalties for someone who tylenols up their kid and sends them without a temp, but a temp presents at the school? what happens to that classroom? Do all the kids, teacher, etc. go in to quarantine?
	Whittier	Will fans be allowed in the classrooms in addition to windows open?
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Your name (first and last)	Attendance area where you reside	Your public comment:
Marina Kasicki	Lester	You mentioned that there must be one Covid room per school. What will happen if students in more than one classroom exhibit symptoms on the same day/time? Where will the other class/classes go? What will happen if there are not enough subs? We already have a very difficult time finding subs. Who will be in charge of monitoring classrooms during lunch when students are without masks if teachers do not feel comfortable being in that room?
Michelle Sleboda	Henry Puffer	First, I'd like to say thank you to the board and teachers for their hard work thus far. I am truly appreciative of all you have done since March. My question is-if I choose remote academy-can I have the school curriculum materials versus Acellus. I have already paid my school fees and registered my children. I am concerned the Acellus program will not be up to par with district 58 curriculum. I'd like to use the district curriculum materials versus Acellus. I do appreciate having a teacher through synchronous learning. Also, I am concerned with temperature taking. Is it my understanding that temperatures will not be taken at school until they have been there for 45 minutes? That doesn't seem to be good practice.
Colleen Schaefer	Henry Puffer	I am not in support of a Kinder program that is not full day. I think that you need to understand that the majority of families opt for full day programs. These children will be exposed to more when shuffled around for only 3 hours a day or 2 days of on site learning. please consider this when you decide to pull OKEEP - what happens with champions
Colleen Schaefer	Henry Puffer	i am against am and pm kinder programs. the catholic schools in DG have made accommodations for full day programs. again bringing children in and out multiple times will just expose them to more risk. My final decision will be based on champions and Okeep vs AM vs PM program
colleen schaefer	Henry Puffer	if the numbers for Kinder drop due to families opting out, would you consider OKEEP if the classes are under 18?
	Fairmount	While there are many parents who have expressed their desire for their kids to be fully "employed" in school, I am curious to ask the board members if their own personal family workplaces have gone back to normal or are they like so many of our business, restaurants, churches, sporting events, etc are operating under modified rules and structure due to the pandemic. Why should we expect our school children and the teachers and administrators to go back to normal and place all of them in harm's way in indoor, tightly packed classrooms. I asked my 6th grader how many of her classmates could remain seated at their desks, with masks on, for half of a school day. She laughed. Why does D58 think they can solve this logistical puzzle so much easier than the other districts around us who have *already* made the decision to move education online (for those who can handle it). We have lost valuable time for our teachers to move their pedagogy online. It is not an easy task. When our COVID numbers hit a certain level and we are forced to evacuate the classroom and move fully online, will we be prepared? I believe our school buildings and some of our educators should be the security blanket for our students and families who need support: mainly Special Ed, IEPs, students/families without internet, without childcare, without food, without safety and security at home, etc. All those who can learn at home, should learn at home. I appreciate the time and energy the district put into examining all of these models, and I hope and pray that our board members can vote with their heads and the scientific evidence around us.
	Highland	If a Blended option B or C is selected, Please align days with the *possible* hybrid model of District 99. Right now Monday is all remote, T-Th are A thru L; W-F are M-Z. If possible would be great to align the Tues. thru Friday days and have the Monday be rotating between the two groups.
	Fairmount	Thank you to everyone who has worked so hard this summer. We love this community and need our kids to get back in school. The recommendation to attend 5 days a week is so important for our kids and I hope will be the way the board votes tonight.
	Kingsley	How will you address champions. If students are not to move classrooms how do you plan to not mix the kids.
Vasia Manetas-Gouriotis	Herrick	As parents of a middle school student, it seems to us that the increased cost of PPE, thermometers, increased staffing, etc., doesn't make sense for the middle school plan. The students will have two different teachers per subject and that seems inconsistent. It's better to just have remote learning with one teacher per subject. We may have to go to the full remote model anyway if cases increase this coming fall/winter.

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Denise Lazar	Whittier, Herrick	<p>Thank you for your hard work. It is obvious that many people have been working very hard to get to this point. I appreciate your efforts and thought.</p> <p>1. As a parent of a Herrick student, I have significant concerns about busing. The plan that I reviewed from this evening's presentation states that ONLY 46 students would be on a bus – which would be 2 to a seat. It seems that all the precautions being taken in the school building will be completely undone by placing so many children on a bus.</p> <p>2. Self-reporting temperatures is not prudent. Parents and guardians will be experiencing significant pressure to go to work or will run out of time to check temperatures. Students with mild/moderate fevers will go to school. It would be better practice to check temperatures as students board the bus, or as they enter the building.</p> <p>3. I am concerned that the safety of teachers and staff is not sufficiently addressed in the current plans. I want my children to have safe on-site education, but I want to make sure it is safe for their teachers and staff.</p> <p>Thank you for your consideration.</p> <p>Denise Lazar</p>
Diane Saylor	El Sierra	<p>Thank you so much for all the incredible work that the team has put in to try to come up with the best learning scenario for our students. We feel very confident with the research presented tonight. I have two points: first, how are neighboring school districts and/or private schools that are holding full days handling lunch? Can we look to them to learn and apply ideas that could work? 2. What is the plan for open concept schools? This has not been mentioned at all. Thank you!</p>
	Pierce Downer	<p>If the state requirement from ISBE for synchronous learning each day is 2.5 hours, why is your initial recommendation for 4.25 hours of in-person learning each day? Why not start smaller with 3.0 hours or even 2.5 hours of in-person learning? Less time in the classroom could eliminate the need for a fruit / snack break and possibly even bathroom breaks for many students. Not to mention helping with the AC issue, concerns about mask compliance, and providing teachers with more plan time.</p>
	Highland	<p>Heartbroken to hear the option of moving Kindergarteners and separating families. Who will be teaching these Kindergarten students? What will orientation look like for families? How will we be reassured that we can get back to our home school when we reach phase 5?</p>
	Kingsley	<p>For online academy. What timeframe do you need to commit to? Can you go to in person at some point?</p>
		<p>Would like to know what is happening with band/orchestra this year</p>
Matt Butts	Whittier	<p>Thank you for all of the preparation for this. Once the plan is approved and a family commits to a decision, what options are there to move? For example, the Blended A is approved but we choose the Online Academy for our child. Three weeks in we realize that it still isn't working and we really need to go back in person and join the Blended A model. Can we do that?</p> <p>Similarly, when we hopefully progress to Phase 5, will there be options to transition away from the Online Academy and back to in school?</p> <p>Thank you!</p>
Ben O'Malley	Whittier	<p>What would the arrangement be with Champions both under the Modified Onsite and Blended Model? For the families where both parents work, this service is extremely valuable.</p>
Sam Winn	Highland	<p>What will happen when a student or teacher is confirmed to have COVID? Does the entire class immediately go into quarantine?</p>
Anthony Arendas	None of the above	<p>Regardless of the decision today, no option will offer the "same" instruction as before the pandemic. It was mentioned that remote learning will not be able to offer the same instruction as pre pandemic in-person instruction. However, it was NOT mentioned that in-person instruction will also not be able to offer the same instruction. A school with these proposed safety protocols will be very different on-site. Children are flexible and the world is moving toward a more remote mentality. This is a unique opportunity to help teach students the skills they need for this ever evolving world. If safety is truly your priority, then prioritize it. Don't just do the bare minimum.</p>
Jason Seiler	Hillcrest	<p>Who will determine whether or not someone has had close contact with an individual (student or staff) who tests positive for Covid?</p>

Your name (first and last)	Attendance area where you reside	Your public comment:
Jason Seiler	Hillcrest	Do you feel that you have adequate staffing to accommodate a situation where a number of certified instructors are required to quarantine and unable to teach?