

November 16, 2020

The Board of Education, Community High School District 99, met in regular session at 6:31 p.m. on Monday, November 16, 2020. Pursuant to Public Act 101-0640, the Board President determined that an in-person meeting or a meeting conducted under the Open Meetings Act is not practical or prudent because of the disaster.

Upon the Secretary's roll call, the following Board members answered present: Mike Davenport, Vice President/President Pro-tempore; and Members Sherell Fuller, Dan Nicholas, Terry Pavesich and Joanna Vazquez Drexler. Member Rick Pavinato arrived at 6:33 p.m. Nancy Kupka, President, was absent.

Also present were Hank Thiele, Superintendent; Gina Ziccardi, Associate Superintendent for Student Learning; Rob Lang, Assistant Superintendent for Staff Services; Scott Wuggazer, Assistant Superintendent for Student Services; Mark Staehlin, District Controller; Jim Kolodziej, Director of Physical Plant and Operations; Janice Schwarze, North High Principal; Ed Schwartz, South High Principal; Student Board Members Zoe Boyd and Sam Bull; and Juli Gniadek, Secretary.

The following was physically present at the Administrative Service Center: Hank Thiele, Superintendent.

There were no visitors.

**1. RECOGNITION**

Dr. Thiele recognized the Board for their service to the community, noting that the day before was School Board Members Day in Illinois. Board Members Davenport, Kupka, Pavesich, Pavinato and Vazquez Drexler were commended by Dr. Thiele for receiving recognition from the IASB for continuing their professional development.

**2. APPROVAL OF MINUTES**

Member Pavesich moved and Member Vazquez Drexler seconded the motion that the Board of Education approve the Minutes of the October 19, 2020 Business Meeting and the November 2, 2020 Workshop Meeting.

Upon the Secretary's roll call, Members Pavesich, Vazquez Drexler, Fuller, Nicholas, Pavinato and Davenport voted AYE. The Vice President/President Pro-tempore declared the motion carried.

**3. RECEPTION OF VISITORS – PUBLIC COMMENT**

There were no public comments.

#### **4. RETURN TO IN-PERSON LEARNING**

Dr. Thiele stated the metrics across Illinois and DuPage County are going in the wrong direction and for students to return on November 30 the metrics need to improve. Dr. Thiele stressed he is dedicated to getting students back for in-person learning as soon as the health professionals say conditions in the community are right to do so and students are continuing to learn in the remote model. Board Members shared they also want to have students back in-person, as soon as it is safe to do so.

#### **5. EQUITY AUDIT RESULTS AND DIVERSITY RECRUITING**

Dr. Lang shared the history and mission of equity and inclusion in District 99, which is currently led by the District Equity & Inclusion Council, who also focuses on the recruitment and retention of diverse staff. He stated two focuses of the Council are belonging, feeling included in the environment, and getting rid of predictability, the ability to predict the outcome of a student based on their demographics. Rob Lang stated the District partnered with the Regional Office of Education (ROE) to perform an Equity Audit. He shared areas where District 99 has no predictability and where there is predictability as well as where the District is fostering belonging and where there are opportunities for improvement. Dr. Lang reviewed the recommendations from the Audit, which included, decrease predictability in discipline, increase staff diversity and evaluate curriculum for anti-bias language.

#### **6. CALENDAR YEAR 2021 INSURANCE PREMIUMS**

Mark Staehlin stated the Health Benefit Account has \$300,000 more than at this time last year and the Insurance Committee voted unanimously not to increase premiums. Dr. Thiele stated there is an Action Item to approve the 0% increase in premiums.

#### **7. POST-ISSUANCE TAX COMPLIANCE REPORT**

Mark Staehlin shared he is required to report to the Board if there is arbitrage associated with any of the District's bond issues and whether the District had any changes to its financial position. Mr. Staehlin reported the District has no outstanding arbitrage and there are no bad issues or failures to report to the federal government.

#### **8. FOOD MANAGEMENT SERVICES COVID-19 EMERGENCY CONTRACT AMENDMENT FOR SCHOOL YEAR 2020-2021**

Mr. Staehlin stated the USDA is asking the District to provide suppers to students, in addition to breakfasts and lunches. He shared in order to do this, the District must amend its agreement with Chartwells, and that the Board is being asked to approve that amendment. He shared Chartwells will provide the service and delivery, and the costs will be reimbursed by the USDA.

#### **9. IASB RESOLUTIONS**

Member Davenport summarized the Resolutions the Delegate Assembly voted to support.

**10. 2021-2022 CAPITAL IMPROVEMENT PLAN**

Dr. Thiele shared Capital Projects are not approved as a slate; the Board will approve them as they are bid out.

Mr. Kolodziej reviewed the Capital Projects for next year which include: funds set aside for large repair and maintenance services and bleacher inspection and repairs District-wide; FFE and grounds repair at both buildings; auditorium curtain replacement and Carrier chiller replacement at North High; and repair of tennis courts, some roof replacement, and dock stair replacement at South High.

**11. MASTER FACILITY PLAN PROGRESS**

Dr. Thiele stated the contingency is at \$2.4M, with the decrease due to a remodel of the Special Services offices at South, which was a result of other projects in the MFP. He noted the District is drawing up a long-range plan to remodel corridors and classrooms not touched by the MFP, with the possibility of using some of the contingency to start this work.

Dr. Thiele shared pictures of the North and South Commons; the South Auditorium; and the bleachers, squad rooms and CTE area at North. He invited Board members to contact him if they would like to tour the buildings.

**12. FREEDOM OF INFORMATION REQUESTS**

Dr. Thiele reported the District had Freedom of Information Act requests this month and they are posted on the District's website.

**13. CONSENT AGENDA**

Dr. Thiele called attention to the over \$6,000 in grants awarded by the Foundation to support innovate curriculum for students during the pandemic.

Member Pavinato moved and Member Pavesich seconded the motion for the Board of Education to approve the Consent Agenda as presented which includes: A. Personnel Report - Appointments-Classified; B. Personnel Report - Retirements-Administration; Resignations-Exempt; Retirements-Classified; Resignations-Classified; C. Financial Pages; and D. Acceptance of Donation - District 99 Education Foundation Grants.

Upon the Secretary's roll call, Members Pavinato, Pavesich, Vazquez Drexler, Fuller, Nicholas and Davenport voted AYE. The Vice President/President Pro-tempore declared the motion carried.

**14. APPROVAL OF CALENDAR YEAR 2021 INSURANCE PREMIUMS**

Member Nicholas moved and Member Pavesich seconded the motion for the Board of Education to approve the calendar year 2021 insurance premiums as presented.

Upon the Secretary's roll call, Members Nicholas, Pavesich, Pavinato, Vazquez Drexler, Fuller and Davenport voted AYE. The Vice President/President Pro-tempore declared the motion carried.

**15. APPROVAL OF THE FOOD MANAGEMENT SERVICES COVID-19 EMERGENCY CONTRACT AMENDMENT FOR SCHOOL YEAR 2020-2021**

Member Vazquez Drexler moved and Member Pavesich seconded the motion for the Board of Education to approve a food service contract amendment with Chartwells for the 2020-21 school year to include supper meals and that the administration be authorized to sign the COVID-19 Emergency Contract Amendment for School Year 2020-2021, as presented.

Upon the Secretary's roll call, Members Vazquez Drexler, Pavesich, Pavinato, Fuller, Nicholas and Davenport voted AYE. The Vice President/President Pro-tempore declared the motion carried.

**16. OLD BUSINESS – SECOND READING AND APPROVAL OF POLICIES**

Dr. Thiele stated all the policies, except one, which relates to substitute teachers, are related to Federal Title IX changes, which the Board was trained on at the last Board meeting. He shared he received no questions about any of the policies and recommends the Board approve the changes.

Member Pavinato moved and Member Vazquez Drexler seconded the motion for the Board of Education to approve the policies as presented.

- 5.10 Equal Employment Opportunity and Minority Recruitment
- 5.20 Workplace Harassment Prohibited
- 5.220 Guest Teachers
- 7.10 Equal Educational Opportunities
- 7.20 Harassment of Students Prohibited
- 7.180 Prevention of and Response to Bullying, Intimidation, and Harassment
- 7.185 Teen Dating Violence Prohibited

Upon the Secretary's roll call, Members Pavinato, Vazquez Drexler, Fuller, Nicholas, Pavesich and Davenport voted AYE. The Vice President/President Pro-tempore declared the motion carried.

**17. NEW BUSINESS**

None.

**18. RECEPTION OF VISITORS – PUBLIC COMMENT**

Dr. Thiele read comments, per Board Policy 2.230, submitted to the Board via the online Public Comment Form. Public Comments submitted via the online Public Comment Form are attached.

**19. REPORT ON LEGISLATIVE EDUCATION NETWORK OF DUPAGE (LEND)**

No report.

**20. REPORT ON SCHOOL ASSOCIATION FOR SPECIAL EDUCATION IN DUPAGE COUNTY (SASED)**

Member Vazquez Drexler reported remote learning at SASED is continuing through the week of November 20 and the Transition Program and ED Program are still in person.

**21. REPORT ON DISTRICT 99 EDUCATION FOUNDATION**

Member Pavesich reported almost \$6400 in grants were awarded. She shared the Foundation had their election of officers, with the following being elected: Julia Beckman, President; Megan Schroeder, Vice-President; Diane Richard, Treasurer; and Maura Bates, Secretary. She stated the Foundation is looking for a Donor Relations Coordinator and anyone interested should contact Julia Beckman. Member Pavesich urged the Board and community to remember the Foundation on December 1, Giving Tuesday.

**22. REPORT ON ILLINOIS ASSOCIATION OF SCHOOL BOARDS (IASB)**

No report.

**23. UPCOMING BOARD OF EDUCATION MEETINGS**

Vice President/President Pro-tempore Davenport announced the following meeting dates:

December 7, 2020	Workshop Meeting – 6:30 p.m.
December 14, 2020	Regular Business Meeting – 6:30 p.m.

**24. CLOSED SESSION**

Member Pavesich moved and Member Fuller seconded the motion that the meeting be adjourned to Closed Session for the purpose of discussing litigation, when an action against, affecting or on behalf of the District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting; and student disciplinary cases.

Upon the Secretary's roll call, Members Pavesich, Fuller, Nicholas, Pavinato, Vazquez Drexler and Davenport voted AYE. The Vice President/President Pro-tempore declared the motion carried.

Vice President/President Pro-tempore announced the Board would not be taking any Action after coming out of Closed Session.

Dr. Thiele stated the live broadcast will stop as no Action will be taken after coming out of Closed Session, with the exception of adjournment.

The meeting adjourned to Closed Session at 8:16 p.m.

**25. RECONVENE TO REGULAR SESSION**

The meeting was reconvened in Open Session with the following members of the Board of Education in attendance: Mike Davenport, Vice President/President Pro-tempore; and Members Sherell Fuller, Dan Nicholas, Terry Pavesich, Rick Pavinato and Joanna Vazquez Drexler. Nancy Kupka, President, was absent.

Also present were Hank Thiele, Superintendent; Janice Schwarze, North High Principal; Ed Schwartz, South High Principal; and Juli Gniadek, Secretary.

**26. ADJOURNMENT**

There being no further business or discussion, Member Pavesich moved and Member Vazquez Drexler seconded the motion that the meeting be adjourned.

Upon the Secretary's roll call, Members Pavesich, Vazquez Drexler, Fuller, Nicholas, Pavinato and Davenport voted AYE. The Vice President/President Pro-tempore declared the motion carried. The meeting adjourned at 8:42 p.m.

DocuSigned by:  
  
5147E2EADA73460  
Nancy Kupka, President

DocuSigned by:  
  
7F5B487A3AD84F3  
Juli Gniadek, Secretary

## Public Comments Submitted via Google Form

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Anonymous	<p>I would like to take this time to express how upset I am with the policy of this district. I don't want to hear about space, staff, or any additional justification or excuse for this nightmare you are putting our kids through. Make it work. You have the educational model to address kids at home on quarantine and the safety practices to keep kids safe at school. Enough is enough. Failing grades. Teens crying. Sharing social media suicide codes. Hopelessness. Loss of motivation. Pure damage. There was no excuse in August and September with positivity rates at 3-4%, now with higher rates there is still no excuse. IDPH has excluded schools from closing leaving it up to the districts. Dupage has one teen/youth death due to covid, many more suicides and overdoses. That does not take into effect the mass of suicide attempts, severe acute depression, academic failings leading to possible college denials and long lasting and permanent mental health struggles. Students are being medicated at increasing numbers, because you have taken their focus away. Enough is enough. Districts around us are still in session, and safely doing so. You are asking children to seek help and offer supports that is not good enough...they don't even know how to do this. They are children. Stop minimizing our students health. Stop minimizing the damage you are causing by justifying that "it's an unprecedented time". "It's tough on everyone". Just stop. You have a model that is advanced enough to cover remote learning if needed. There are some kids that are playing video games all day, cheating, never turning on the chromebook, crying all day, in therapy, failing classes. What more proof and scientific studies do you need to wake up. If 600 students at one campus are quarantined, what about the 1200 that are not? What about the positive cases that now have immunity since that age group of positives is our fastest growing? You have negative students and immune students that SHOULD BE IN SCHOOL. You need to look at the numbers. See that IDPH has listed places of outbreaks and schools are down on the list. Barely a statistical blip. Teen and youth aren't being hospitalized in any meaningful number, nor dying. In person has proven to be safe by your own definition, most classes have maybe 10 or less students. Spacing. Masks and shields. Start prioritizing the people that matter most within a school system. Start prioritizing children. You just need to do it because we will lose a student. There have been close calls already. Listen to them, and stop ignoring them.</p>
Lisa Kasko	<p>As we can all agree, this has been an unprecedented, trying time on all, but especially the students. Each student is impacted and affected differently, depending on their situations, struggles, learning style, year in school, etc. Would the board consider allowing the students a "Covid Curve" for those students with classes with grades negatively impacted by an unexpected semester of e-learning? Maybe a petition type request per student, per class to the teacher/department/board for classes for which they are being negatively impacted...possibly something like allowing one grade up if getting a C or below in a class? For example, my son, a senior at DGN, is STRUGGLING with an AP Calculus course. Not only is he unprepared for the upcoming AP test (and is in talks with hiring a tutor for next semester to help with the test), he is overwhelmed and EXTREMELY ANXIOUS with the excessive time and work expected of him in the midst of a pandemic. He does not NEED the AP Course. He took it for a challenge. Had he known the entire semester would end up remote and that his now predicted lower grade would negatively impact his GPA (just in time for college applications), he would have chosen a different class. But, thus, here we are. It would be a HUGE help and relief to him (and I'm sure other students in similar unexpected situations) to know they have a potential source of help. Please keep the students whose grades are negatively being impacted by this unavoidable situation in any decisions you are making on how to proceed. Their grades need help THIS semester. Thank you for your time and consideration.</p>
Paula Duellman	<p>In person learning for our children is essential. District 99 students are falling further behind their peers academically from neighboring school districts. Additionally the mental health of our children is greatly negatively impacted.</p>
Keri Norris	<p>A portion of D99's Special Ed students have been allowed to attend school in person on a regular basis. I'm wondering what criteria is used to decide if a SPED student can return to school? Is it that, if they are not physically and/or more severely mentally handicapped, then their level of need is automatically deemed "not as important"?</p> <p>Our child, who has an IEP, is suffering more than I can even put into words. I would have thought that a highly-respected district, such as ours, would be better equipped to service its ENTIRE SPED population during this pandemic. (ESPECIALLY, after seeing all the regression from these students in March through May, earlier this year). Most of my child's teachers have been amazing, and as much as they want the kids back in school, like we do, their hands are tied. We are watching our troubled learners decline and decline some more every week; it is heartbreaking. We need to support them better, and get them in the building for one-on-one help, before we lose them altogether. Many districts are supporting this concept and doing it well and in very safe ways. Why can't we? PLEASE, can we work on getting more learning disabled students into the school? Thank you.</p>

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Jim Devitt	<p>I do not understand why if covid cases are so low in teens, they are in remote learning. My daughter, who was doing very well in school, is doing much, much worse now. She said she could focus much better in the classroom than at home, and I believe her.</p> <p>She also tells me about how strict the school is about making sure PPE is worn as well. When I drive around, I see groups of teens close together, unmasked and I can't help but think that they would be so much better in school where they are better protected from the virus.</p> <p>All this back and forth with remote and hybrid is taking its toll on our kids in increased anxiety, depression, suicide and poor grades. It seems to me like the teachers union is the ones playing with our children's education and future and for what? They are supposed to care about the students, when it feel like that is the last thing they care about.</p> <p>Our senior students are losing opportunities for scholarships, grants and athletic opportunities to kids from other states who have already returned to school as well.</p> <p>We see the same numbers you do, we read the same reports you do, yet you somehow think that you know better than us? <b>OUR KIDS WANT TO RETURN TO SCHOOL, PLEASE MAKE IT HAPPEN ASAP!!!</b></p>
Amy Goray	<p>Please get our children back in school under the hybrid plan. There are so many factors that warrant the need to be back in person, from social emotional issues, to the decrease in actual learning that is happening from remote only. Many schools are successfully doing a hybrid plan, and many more successfully doing full in-person, while following covid protocols to stop the spread in a school setting. Even countries that are shutting down are keeping kids in school though. That is not where it is being passed and spread. Our children are being wrongfully punished by not allowing them in school. Please <b>get them back on the hybrid plan asap.</b></p>
Lisa Lockerby	<p>Can you please provide an accurate overview of exactly what metrics will be used to determine when students can return to in person/hybrid learning?</p> <p>When District 86 is still in their hybrid learning mode this really creates confusion and frustration for both students and parents. Clearly the virus is in Hinsdale, just as it is in Downers Grove; however in the interest of the students mental health the superintendent and school board made the decision to keep having students in school, even on a limited basis. Thank you for your assistance!</p>



Public Comments Submitted via Google Form

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A GUIDE FOR PARENTS TO TAKE BACK THEIR SCHOOLS by Paul G. Vallas

There is nothing in the state statute that requires remote learning accommodations for teachers, and I suspect that nothing in current collective bargaining agreements overtly or inherently require a district to go to full remote learning. Rather, school superintendents and their school boards (and in the case of Chicago, the mayor) are surrendering to dictates from teachers unions'. The unions threats and intimidation are working on politicians and management more concerned with keeping their seats and executive positions than with wellbeing of students who have not vote or voice.

There are five indisputable facts in the "reopening of schools" discussion that should be consistent talking points:

1. The science is overwhelming that COVID 19 has a minimal impact on children. They are least likely to be contagious and practical, affordable measures can be taken to enhance health safety beyond what is needed to control the spread of the virus.
2. The research is overwhelming that remote learning is a poor substitute for in-school learning. The longer children are taught remotely, the more severe the academic, social-emotional, and physical health damage will be. The increase in teen suicides, opioid addition, and juvenile shootings can be directly attributed to school campus closings.
3. While all children are adversely impacted, remote learning as a substitute for in-school instruction has a devastating impact on poor children and children with special needs. This will dramatically widen the achievement gap with all of its negative, well-documented consequences.
4. All working parents are enduring hardships, with many parents who can't work remotely having to leave their children home alone or not going to work at all. Only one in six Black and Latino families can work remotely.
5. Most parochial and private schools and many public schools in Illinois have successfully reopened to in-person instruction either completely or partially with no serious problems. Nationwide, the majority of states have reopened their public schools to in-person instruction with very few problems.

Anonymous

## Public Comments Submitted via Google Form

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## NO MANDATE THAT TEACHERS TEACH REMOTELY.

The federal government mandates three (3) types of accommodations for teachers with particular needs. None of these require schools to allow teachers to teach at home. Additionally, there are no state requirements for remote instruction, and it is unlikely that local collective bargaining agreements provide such accommodations. What is provided to teachers are the following:

1. The Americans with Disabilities Act (ADA): Under the ADA, schools (and businesses) have to make "reasonable" accommodations for employees with disabilities (or medical conditions) "so long as it won't cause the school (or business) undue hardship." Forcing a district to allow all teachers to teach from home is not considered reasonable. It also certainly creates an undue hardship on the school districts' customers: the students.
2. The Family Medical Leave Act (FMLA): The FMLA does not require school districts to allow teachers to teach remotely. Under the FMLA, teachers are entitled to take leave to "care for" a son, daughter, spouse, or parent with a serious health condition. However, during leave, employers are not required to pay workers, but they must maintain workers' group health insurance, and they must give employees back their jobs (or comparable jobs) when they return from leave. Teachers who might choose to use FMLA could "use their own sick days" so they could be paid during all or a portion of this time. Once they exhaust those sick days, compensation ends.
3. Families First Coronavirus Act (FFCRA): The FFCRA does not require a school district to allow teachers to teach remotely. Under the FFCRA, a teacher may request time off to care for his/her child if the child's school or childcare provider was closed due to the virus, and the child required the teacher-parent's care. The payments under this Act for the first two weeks of a teacher's absence is equal to the teacher's salary up to \$200 per day. After two weeks, the payments is equivalent to two-thirds of the teacher's salary up to \$200.00 per day, with the total benefit capped \$2,000. District teachers who wish to utilize this benefit make much less money if they are forced to choose this benefit during their time on leave. This benefit will probably be extended.

Anonymous  
(Cont.)

## SCHOOL DISTRICTS ARE CAVING TO UNIONS

Too many school districts are making teacher accommodations that they are not required to provide when their teachers have: (1) a medical condition; (2) a family member with a medical condition; and/or (3) a child whose school or daycare closed due to the virus. Districts make these decisions because they do not have enough long-term substitute teachers to fill positions in the event too many teachers actually choose to apply for legal benefits under any of the above referenced Acts.

## DEMAND A PLAN TO FULLY REOPEN

Eight months into the pandemic, with no end in sight, it's more than reasonable for parents to demand a plan to fully reopen all schools. School districts are well advised to go beyond the CDC and state guidelines for reopening schools safely. Those guidelines call for screening, quarantine those infected and exposed, masking, social distancing and cleaning. To blunt the union "scare tactics" schools are encouraged to go "beyond the CDC guidelines" by installing plexiglass dividers at desks and learning stations and even installing UV lamps like the hospitals do, which kill pathogens. Simple affordable upgrades to the ventilation systems to improve air quality should be pursued even if we were not in a pandemic.

Schools should also move toward offering "synchronous learning" enabling students to be taught on campus and at home at the same time. This will accommodate children whose parents elect to keep them home and those who require quarantine. When things return to (the new) normal you will never have another snow and reduce the number of sick days. Teachers childcare needs need to be addressed by allowing their grade students to enroll in reopened district schools and by providing or subsidizing child care services for teachers who need it.

Anonymous  
(Cont.)

## Public Comments Submitted via Google Form

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## CALLING THEIR BLUFF

Most teachers will not want to take the reduction in pay that would result if they stayed away and took advantage of any of the three federal benefits programs, all which means less pay and lost sick days. The federal programs offer benefits of limited duration and eventually teachers will return to school work. Short of outside support, I predict teachers might hold out for two weeks. Coincidentally, this is the same amount of time a person must quarantine upon becoming infected. I suspect that faced with the prospect of lost income, teacher who do not experience pre-existing conditions or significant co-morbidities would be eager to return. It's critical that districts determine how many teachers plan to take advantage of the federal programs to stay at home, so that they can determine how many long-term substitute teachers they would need and in what fields of expertise.

Anonymous  
(Cont.)

## TEACHER RECRUITMENT

It is incumbent upon superintendents to find long-term substitutes for teachers who might choose to stay home on one of the three federal programs. Districts must have a human resource plan that provides continuous, ongoing teacher recruiting. (It was reported this week that in Arizona, more than 751 teachers have quit since the school year began.) Recruiting strategies should include contracting out with search firms, active year-long recruiting publicity campaign and partnering with select universities. The latter could involve offering teaching internships to student-teachers and also exemplary graduate students who may not be education majors but might be interested in becoming at least temporarily a teacher. These internships can be paid for by using the teacher candidates as occasional subs. This will provide an immediate pool of technology-savvy teacher-support staff and may expand the pool of quality future teacher candidates. Finally, where possible, some of supplemental the federal funding schools receive and will likely receive in the next Congress should be earmarked for signing bonuses.

## MAKING YOUR OWN DEMANDS

Parents and their elected school board members should consider making their own demands in light of roughly eight months of closed campuses. Not only should schools announce date-specific reopenings, but there must be a recovery plan to extend the instructional year into next summer to help students who are struggling and those with special needs. Furthermore, high school students (juniors and seniors) should be allowed to substitute paid work-study for nonessential courses and electives. This would, even during non-crisis times, make high schools more relevant, provide real work-world experience, and reduce congested high school campuses.

## BE ON GUARD

Anonymous  
(Cont.)

Be aware that the unions and their supporters will attempt to panic the public by characterizing a handful of children or a couple faculty or staff members testing positive for COVID as a major crisis with impending doom. If and when this happens, they will automatically demand that schools be immediately closed and healthy children be quarantined. The media will unwittingly contribute to the hysteria with their tendency to sensationalize anything COVID. Some children and some adults may get infected, it is, after all, a contagious virus. That doesn't mean that the spread can't be contained and individuals at risk with pre-existing conditions be fully protected with the proper school-health safety plan.

Unilateral surrender that keeps school closed or allows for some "token" in-school learning is not a strategy and is deeply damaging our children. Parents will be living with the damage done for many for years. This will affect an entire generation. School districts have the leverage to secure the staffing levels needed to reopen schools to onsite instruction. Parents need to demand their school leaders have the courage to use that leverage to demand teachers go back to work and schools reopen to onsite instruction. Anything else by school boards and management is pure political self-protection, which cannot begin to be equated with the needs of our kids. It's time for school districts to use their leverage. Only parents can make them.

## Public Comments Submitted via Google Form

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Cathy Kalebic	How is the district helping parents address the mental and emotional well being of students not managing e-learning very well?
Laura Hope	Thank you, Dr Thiele and board members for striving to return our students to the classroom and fully supporting those of us that have to remain at home. Please continue to adhere to the guidance and consider levels of community spread for pivoting back to to hybrid. The teachers and administration are doing a fabulous job under really stressful circumstances.
Carrie Swenson	These numbers you are presenting are extremely low. With the low incidence of teen hospitalizations and mortality is this being considered? Additionally can you please tell me if the positivity rate includes multiple tests for one person? A person can only be a risk once and therefore is that being considered? Are you as a district asking these questions! The community does not feel you are making students a priority, look at those low numbers with clear safety protocols, we don't feel you are being honest with the safety and health of the students, why are other Illinois districts successful? What are you doing about teachers not following guidelines? There are many not following guidelines.
Carrie Swenson	Thank you board member Dan for acknowledging mental health. It is huge and way beyond what the board can even guess. This needs to be a priority,
Laura Hope	Thank you, Dr Thiele and board members for striving to return our students to the classroom and fully supporting those of us that have to remain at home. Please continue to adhere to the guidance and consider levels of community spread for pivoting back to to hybrid. The teachers and administration are doing a fabulous job under really stressful circumstances.
Anonymous	We are are losing a year of social and academic growth!!! We are going to lose a student life. We are punishing them. You are worried, there is the remote option. Please. They need to be back, period. They are losing everything, and they are being punished. Schools are still open. Not 98. This board and admin is not bending over backward. There is a remote option for people passionate of risk. There is nothing for the majority. The majority,