

**October 28, 2020 Board Meeting  
Written Comments Received between  
Monday, October 26<sup>th</sup> and Thursday, October 29<sup>th</sup>  
Submitted via Written Comments Form**

1	I support the new school for Lawndale community center
2	<p>My Name is Dr. Betty Allen-Green. I am the Co-Chair of the North Lawndale Community Action Council/North Lawndale Community Coordinating Council Education Committee. Over the past five years, our committee has held many meetings and worked on the development of a new STEAM Partnership Academy for the youth in North Lawndale. The community chose the STEAM program because, according to the National Science Foundation, within the next decade, 80% of the careers that pay a living wage will require some form of mathematics and science skills. In order to prepare the youth of North Lawndale to meet this career challenge, we want to ensure that they have knowledge and skills in science, technology, engineering, mathematics and an appreciation of the arts.</p> <p>Many of our youth leave the community every day seeking different education options. This affects the utilization rate of the schools in our community. We are asking the Chicago Board of Education to approve this Academy coming to North Lawndale which will provide an educational option to prepare our youth for career pathways and keep our youth in our community neighborhood schools. As education, corporate and non-profit, parent and community leaders, we collaboratively envision a STEAM Partnership Academy created through community engagement and a recombination of resources.</p> <p>The North Lawndale Community Action Council/North Lawndale Community Coordinating Council Education Committee request the Chicago Board of Education approve the building of a new STEAM Partnership Academy for the neighborhood children of North Lawndale. This will be the first request for a neighborhood school to be built in North Lawndale in almost sixty years.</p>
3	I want to go back to school. Learning 5th grade math online is very hard for me. I want to see my friends. If my parents are able to go out to work, why can't the teachers?
4	As a taxpayer and parent of 2 CPS students, I am so discouraged by the previous CPS decision to not even attempt hybrid learning. What kind of lesson does this teach our students? If something is difficult, you just quit and don't even attempt to compromise to find a solution? Our children of this city deserve better. The teachers need to be back in the classroom. I know between FMLA and other leaves, that those who are uncomfortable teaching in person have options. Our students don't have that luxury.
5	<p>As a related service provider, I work with both preschoolers and cluster classroom students. As our current citywide Coronavirus positivity rate inflates to 6.3 percent, Chicago is reaching a threshold higher than the city of Boston, which returned after reaching 4.1 percent. There is currently a ban on indoor restaurant service in Illinois. This spike in cases confirms what staff all already know: it is far too soon to return for our highest-need students to return to in-person schooling.</p> <p>Anyone who has worked in a cluster or preschool classroom will tell you that a high percentage of these students are prompt dependent for dressing, hand-washing, and toileting; some students in either setting need to have their diapers regularly changed by paraprofessionals.. Many of these students can't yet write their name without hand-over-hand assistance. Many of these students don't have the wherewithal to wipe their noses, leaving staff to assist them before they wipe with their hands and spread germs onto every surface in the classroom. It is absurd to think that a preschool student who needs this level of assistance for wiping their nose would safely wear a mask. The same</p>

students who have a history of hitting, biting, and running can't be reasonably expected to follow 6-foot social distancing rules.

There are also a significant number of students in either cluster or preschool classrooms who need their hand held when walking off of the school bus, or they will run into oncoming traffic. The needs of these students simply contradict every imaginable precaution of safe in-person schooling. Teachers are put in an impossible position, as the rules designed to protect them and their students are simply unenforceable.

One argument for in-person learning is that students who are tactile learners aren't able to use the same manipulables they had in-person: like the change that teaches kids money skills, the craft materials that teachers painstakingly collect, the fidget that helps a kid with autism stay focused during circle time. However, Corona means that those shared materials are out of the question.

I recently worked with a preschool student whose father tragically died. My colleagues and I are devastated for the family's loss. The boy has autism and cannot functionally communicate his needs and frequently has outbursts for all that he can't communicate. His father was patient and kind with him, and could encourage him to participate in remote learning when no one else could.

If we return to in-person learning before there's a vaccine, so many more children will be needlessly stripped of their parents. Teachers will be forced to weather unimaginable blame for not controlling the preschooler who was simply acting like a 4 year old, incapable of keeping his hands to himself. The unfathomable guilt that follows would haunt them the rest of their lives. Students will be traumatized, and will forever equate school with fatalism and fear. Teachers have the ingenuity and resourcefulness to make works of art out of paper towel rolls, felt, and scrap paper. They cannot turn a recipe for disaster and death into a business-as-usual education.

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- 6 Many people are citing social emotional development for a reason why we need to return in the fall. I agree that social emotional development is the cornerstone of early childhood. However, a classroom during a pandemic is no place for children to develop their social emotional skills. What will happen when they are not allowed to get close to each other? Or when they are told they cannot share? What happens when they are crying - we cannot console them? Pre-K during a pandemic will teach children that teachers are cold, that school is lonely, and that other children do not share nor do they get close to you. I would say that sending children to school during this pandemic would cause more harm to their social emotional development than good - social emotional development is not a reason students should return to school.

Beyond this, my classroom has not been set up for social distant learning. Have you considered - what will children do all day in an early childhood setting. Prior to this, students shared, played in centers, did HANDS ON learning. This will become impossible and unsafe. Will you provide us a new curriculum? We will be shown how to teach while maintaining no contact with students or for students between each other? How will centers and other hands on activities be replaced? How will carpet time be replaced - as this is where most lessons occur? Will schools be equipped with shield guarded desks? Bottom line is, we don't have the curriculum or resources to support in person learning during this pandemic, and you have not given us those or prepared us for this. What will happen if I have students in person and online - how do you expect teachers to teach both classes? This, in my opinion is not acceptable and shows a lack of support and thought on so many levels.

Additionally, CPS did not show up to meet with CTU. This is not okay, you will not be

going back into the classroom, and CPS has been hosting zoom meetings to discuss options. Yet, you feel okay sending teachers to go in alone, figure everything out alone, and to possibly fight for their lives alone.

Further, now lets consider actually getting sick from COVID, which is inevitable as there is simply no way 4 year olds with IEPs will keep on their masks for 7 hours a day. Will students be provided masks? Will you have us all tested before coming back to school? How will you distribute supplies? How will you protect teachers, students and their families? The air conditioner - therefore possibly filter - in my classroom is broken, will that get fixed? Saying you have purchased hand sanitizer does nothing if my school does not receive any, or any of the other safety precautions. The community in which I work is extremely high hit by COVID-19. Many parents have shared they have lost loved ones to COVID-19. This choice puts low-income communities of color MOST at risk, which is simply not okay.

It also feels like Pre-K and SPED students are being used as guinea pigs. Historically, individuals with disabilities have been used as “guinea pigs” in the sake of science - and this is horrible yet also what this proposition sounds like since you are sending back the most vulnerable group only to in person instruction.

While I want answers to all of my questions, I also urge you to reconsider this decision because lives depend on it.

How are we supposed to adjust for social emotional learning so students do not regress as we are teaching them not to touch, not to share, not to hug?

Will we have specials?

What will the structure of the day look like?

Will we be taught how to instruct without contact with any students or student to student?

Will we receive a new curriculum?

What will replace small groups / centers / hands on learning?

Will our students be made to sit in desks all day? If so, will we get desks?

Will desks have proper distance and protection around them?

Will students be given masks?

If students don't keep masks on will they be sent home?

Will teachers be provided with masks, hand sanitizer, disinfectant?

We will receive a set of manipulatives/materials for each child as we cannot share?

If I have students in person but also students online how am I expected to teach both?

Will a negative covid test be needed to start in person learning?

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7 | Statements made have included comments that numbers of parents of our children in cluster programs and Prek are complaining that their children are not learning, that

remote learning isn't working. I would like to see that data and compare its' percentages to the entire number of families with children in cluster programs. Show me the data. I will tell you that in my primary cluster classroom of 13 families, 11 out of 13 are keeping their children home and do say their children are learning. Show me the parent data that analyzes who is saying their children aren't learning. Every single one of the 12/13 sit with their children. I have portfolio evidence that there is in fact student learning, student growth and benchmarks are being made with modifications. Show me the data.

8 I am a pre-k parent and I am asking you not to reopen pre-k classrooms right now. We are at the beginning of a dangerous spike. Where I work the positivity rate is 23%, where we live and where our school is it is 13%. There are 2+ hour lines at the city COVID testing sites and they often run out of tests and shut down early.

I have been closely following the news and data about school reopenings nationally and feel (very) cautiously optimistic that schools can reopen safely. But not now, and not like this. Here are the items I need to see (at a minimum) to support reopening:

- 1) Much lower community transmission (NYC levels)
- 2) A robust testing plan for students, staff, and families
- 3) Information on the ventilation and air filtration in my child's classroom
- 4) Smaller class size
- 5) Teacher support for the plan. Real negotiations with the CTU. No one knows Pre-K better than Pre-K teachers and so I won't feel safe until they feel safe.

My niece goes to a private kindergarten in another state that meets and exceeds all of the above criteria. It is not equitable or fair to expect CPS families to accept anything less.

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1. With the percentage rate of COVID cases rising above 8% as of today, 10/26/2020, I would like to know how the Board feels it is safe to be sending children back into the classrooms?
  2. I would like the Board to be area of the fact that there are many specialty schools within the city in which they are asking the ENTIRE population of the school to return. How is that practicing social distancing?
  3. Even if the Board feels that children do not get COVID, how is it the Board is not concerned whatsoever for its employees? How does it make sense to be sending people into the buildings before the height of holiday seasons when we all know that families will not be social distancing also, may I add, during the cold and flu season?
  4. How is it possibly looking out for the students' best interests, ESPECIALLY students with autism, on sending them back into school, having to transition to being in school again, knowing full well there is a good likelihood of schools being shut down again after a few weeks (if even that long)? To me that seems to be doing more harm than good. You are asking these students to then have to adjust to not being in school again and if you were being thoughtful and putting children first, AND looking at the rise in numbers, you would not be considering this anymore at this point.
  5. Why is it safe for some to be put back into the buildings but not all? Why are these two populations your guinea pigs? What about 7th graders who are in a pivotal school year especially if they wish to place in a selective enrollment school for high school? What about juniors and seniors needing to prepare for college? What about K, 1, 2 ... EVERY year is important. So why aren't you mandating they all go back as well?
  6. Does the Board have any understanding of the amount of extra work and preparation

that needs to be put into planning and then teaching during remote learning? All of the teachers are working 10-12 hour days, 6 to 7 days a week to make sure we are supporting our students as best as possible. We ALL UNDERSTAND that learning in person is best, but this is not the time to start. If it is OK for K-12 to stay remote during the second quarter, you should consider it OK for PK and sped to do the same. You are asking teachers to play a game of Russian roulette - - even the wording in the "intent to return to work form" was changed as not giving teachers the ability to answer that we just don't feel safe going back in.

Again, the teachers UNDERSTAND that learning in person is best. But you are asking teachers to choose between their home families and school families at a time when the Governor is ordering restaurants to close indoor dining and the Mayor herself is telling people to "stay home because lives depend on it". What about the lives of these young children special needs children and your Teachers?

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10 The idea that the board would ask our pre-K educators, students and other staff to go back into the building with a complete and utter lack of a safety plan is criminal. Pure and simple, it is actually against the law and the idea that you're pushing forward with it anyway lays bear the fact that you do not care about human life or your staff let alone your students. There are hundreds of questions left unanswered and there will be people's deaths on your hands if you push forward with this as you are planning. Please, look at the numbers make a better decision, listen to stakeholders and outline a real plan based on science not on knee-jerk reactionary nonsense. Value humanity over your position on this kangaroo Court of a board of education.

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12 To the Chicago Board of Education,  
As a mother of two children in private schools this year (Fall 2020) and one child in public high school, I have had the opportunity to see and compare the approaches of in-school learning vs. remote learning.

Although we were initially very apprehensive of sending two of our children back to school in person for safety reasons, we have been pleasantly surprised on a number of topics: (1) children and teens of all ages are indeed capable of following the rules of mask-wearing, social distancing and more, (2) the cohort model is very effective - ie. if there is a confirmed COVID case at the school, the cohort-only quarantines, while the rest of students and teachers can return and (3) if cohorts are kept small enough and cohorts are not mixed, the risk of exposure is greatly minimized.

Very simply, my kids in private Catholic schools are thriving socially and academically, while it is apparent that remote learning is NOT WORKING for my oldest child in high school. There is no personal connection to the teachers because of a lack of face to face interaction, less accountability and less interest in the curriculum. It appears that some of the simple rules in a post-COVID environment could also work for older students and large schools, such as one-way hallways, social distancing, mandatory masks, staggered arrival times, routine temperature checks, plentiful hand sanitizer, hybrid in-person learning and e-learning options, controlled access to public spaces and

restrooms, and more.

I am discouraged that there is not a more progressive conversation going on about returning our children of all ages to CPS schools in the second quarter. The very inequities that our city is trying to mitigate are so now very evidently on display... why should students in private schools get to go back, yet public school students are struggling to attend, stay engaged and advance their education?

Schools all over the country and world are making in person classes work... granted there are limitations and risks, but research and evidence has shown that the risk of transmission and outbreaks are extremely low.

Many other school districts nationally have figured out how to be safe and ALSO get kids back to school. Please act to get our kids back to school in Q3... as children in CPS schools being painfully left behind.

13	A letter to families dated 10/15/2020 from CPS stated that "CDPH will support in-person instruction while the city's Covid-19 test positivity rate remains below five percent". Since that letter went out, the positivity rate has increased daily, going from 5.2% that day to today's 7.4% (10/26/20). If CDPH would not support in-person instruction at this positivity rate, why is CPS still considering in-person instruction? CPS - please stand by what you told parents and delay a return to in-person instruction until it is safe for ALL.
14	How can CPS think that it is a good idea for our most vulnerable students to return to school? Children who do not understand the importance of wearing a mask, may need hand-over-hand assistance to complete tasks, require assistance to blow their noses, etc. should be the LAST ones back in school. NOT the first!
15	As a parent of a student in kindergarten, I am disappointed and discouraged that the practices put in place to educate our kids during this pandemic seem to focus more on trying to make the old system work online and less on trying to find a new way to educate/ creative solutions for these unprecedented times. In my occupation, I have had to adapt. In many other sectors, businesses are adapting and finding ways to not only manage but to also thrive. CPS has so many lost opportunities, so many lost "real world" teaching moments. The children are definitely hurting because of these failures.
16	upload lsc meeting minutes for last 10 years to a central database so the data can be reviewed to improve the systematic issues and so parent concerns can be analyzed by Education experts a local college or University like NWestern or U of I.
17	<p>The CPS "guidelines" for remote learning desperately need to be changed. The amount of synchronous and asynchronous hours are causing harm to all three of my students. My high school student especially is on a computer screen for about 10 hours a day including the completion of homework assignments. You must understand that the assignments and classwork are also completed on the computer.</p> <p>My high school student's school initially developed a schedule that worked well for the students this fall. The students were learning and not overly stressed. Unfortunately, CPS imposed their "guidelines" to make the day begin earlier, last longer and shorten the lunch break. This change has caused my child's grades to drop dramatically. He is unable to perform with this unreasonable amount of screen time. These CPS screen time requirements are not only inhumane and harmful, they are causing my three students to NOT be able to learn. Isn't the point of education to educate?</p> <p>It is clear that CPS created the remote learning guidelines without feedback from the true stakeholders: the principals, teachers, students, and families. Listen to our voices telling you that you are harming our children and mandating an environment of such long online hours that the students are shutting down and unable to learn.</p>

	Sincerely, A Devoted Chicago Parent
18	Please engage parents and teachers about reopening schools with a hybrid schedule for all student ages (not just pre-k and K). The kids need to have options to be with their peers, if it's only for small periods of time. Also allow individual schools and LSC to create a hybrid plan that works for their school. Some of the smaller schools may be able to handle this while perhaps a much larger school would not have the space or staff. It doesn't need to be a one size fits all plan as no two schools are alike.
19	Grassroots Education Movement (GEM) organizations hosted discussions about current remote learning and the future of hybrid learning. Using the input gathered from parents, caregivers, students, educators, and community members, GEM wrote a letter. On Oct 19, 2020, GEM sent this letter to Mayor Lightfoot, CEO Jackson, and the members of the mayor appointed CPS Board of Education. In the letter, we demand that the Black and Brown families and communities most at risk from the virus be consulted in any planning and decision making for a return to in-person learning. And, until those conditions are deemed safe, we want CPS to collaborate with teachers, parents and students to improve the currently unworkable state of remote learning.
20	Raise Your Hand collected 16 pages of questions about CPS pandemic schooling (remote learning; hybrid learning; phased reopening) from parents, caregivers, and educators via social media & email. On Mon, Oct 26, Grassroots Education Movement (GEM) hosted a #CPSTalkToUs event on Twitter. RYH used all these collected questions, composing tweets with the hashtag.  CPS should be actively engaging with parents, caregivers, students, educators, and community. We should not have to take to social media to try to get your attention and engagement. Families need answers. Parents are asking us when to expect answers from all the tweets. Our 16 pages of collected questions are attached.
21	CPS has listed attendance as a concern for PreK students. We have 99 percent attendance and engagement. Why am I being asked to improve on an issue that doesn't apply to me. Remote learning is working in my school. Check our data. Not all schools are having the same issue. What considerations have been made for educators and students in situations such as mine?
22	To: Chicago Public Schools Executive Leadership: Janice Jackson, Chief Executive Officer; LaTanya McDade, Chief Education Officer; Arnie Rivera, Chief Operating Officer; Frank Bilecki, Chief of Public Policy; Miroslava Mejia Krug, Chief Financial Officer; Lenny Moore, Controller; Wally Stock, Treasurer and Deputy Chief Financial Officer; Maurice R. Swinney, Chief Equity Officer; Heather Wendell, Budget Director  The Chicago Board of Education: Miguel del Valle, President; Sendhil Revuluri, Vice President; Luisiana Melendez, Member; Amy Rome, Member; Lucino Sotelo, Member; Elizabeth Todd-Breland, Member; Dwayne Truss, Member  Elected Officials: U.S. Sen. Durbin, U.S. Sen. Duckworth; U.S. Representatives, IL State Senators & IL State Representatives who serve Chicago; Chicago Aldermen

As Local School Council (LSC) Members of Chicago Public Schools, who play a critical role in developing, approving, and monitoring our school budgets, we are writing with urgency to express our deep concerns regarding school funding for SY22.

We are already seeing the impacts of the current global COVID-19 pandemic with unprecedented declines in student enrollment. We are deeply concerned by the prospect that next year's school-level budgets will be based on the current school year's enrollment, causing further harm to our students.

As you are aware, this is a historically unique drop in enrollment for SY21 due to the unprecedented circumstances created by COVID-19. Our school communities are experiencing increased transience due to the economic impact of the pandemic and its disproportionate health impacts.

The CPS Student Based Budgeting (SBB) formula gives funding to schools every year based on the number of students enrolled in each school the year before. Significant increases or decreases in a school's enrollment one year can lead to substantial changes in that school's budget the following year. A substantial decline in budget, especially for situations outside of our control, will result in an excessive disruption to our ability to plan, retain our qualified teachers, and will negatively impact morale within the school community. Students, who are already dealing with multiple disruptions and trauma caused by this pandemic, will face returning to a shell of the school they left in the Spring of 2020. It is likely they will need more supports, not less.

On October 16, 2020, CPS reported a four percent decline in student enrollment based on 20th Day enrollment data. This equates to a loss of 14,500 CPS students since last school year. Here are some school level enrollment losses and the possible Student Based Budgeting (SBB) impacts for SY22:

Shields Elementary- Enrollment is down 115 students. If the SY22 budget is allocated based on this drop, Shields will lose over \$500K from current levels.

Haley Elementary- Enrollment is down 96 students. If the SY22 budget is allocated based on this drop, Haley will lose over \$400K from current levels.

Melody Elementary- Enrollment is down 74 students. If the SY22 budget is allocated based on this drop, Melody will lose over \$300K from current levels.

Consider the impact that such decreases in funding would have on many of our most vulnerable students. Reduced enrollment used in spring funding projections results in the closing of positions, creating instability in our school communities even if those funds are returned in the fall. Drastic losses of funding lead to the loss of low student-to-teacher ratios so vital for learning, the loss of important school programming and services, and the loss of trusted adults in students' lives.

We urge CPS leadership and the Board to prioritize the educational well-being of students above a short-term drop in enrollment and suspend the SBB formula for SY22. Our students need us to invest in their education beyond the COVID era and we firmly believe they should not be penalized for decisions made by their parents in SY21.

We are asking for a freeze in enrollment counts from SY20 for schools that experienced an enrollment drop in SY21.

A unique global pandemic should not impact our schools' abilities to serve our students in the future, many of whom have indicated they will re-enroll in SY22. A freeze of this sort can also provide time for the district and school communities to explore more



	<p>creative and modern solutions for school resource allocations, so that when our school buildings do reopen, they will reopen stronger than ever.</p> <p>We also call on our elected officials at the federal, state, city, and ward levels to work diligently to ensure that funding levels for CPS will be adequate to ensure the day-to-day operations of our schools.</p>
23	<p>The teachers at my daughter's school are doing an amazing job virtual teaching. The students are engaged, have movement breaks and incorporate music and whole group discussion. Students get breaks throughout the day so the students aren't in front of a computer all day. I hope school remains virtual until there is a vaccine for Covid. I think number are going to rise as we begin flu season and holidays. As a former CPS sped and preschool teacher, I do not agree with putting the most vulnerable population of students in the classroom next quarter. My sped and preschool students were often sick throughout the winter months and many students have preexisting health conditions. Adding Covid to the mix is horrible and breaks my heart. If anything, CPS should offer a safe space in schools for students to learn remotely that are being physically, sexually and/or emotionally abused at home. That makes much more sense to give those students the opportunity to feel safe.</p>
24	<p>I would like to keep on with the remote learning to protect myself and students from the covid 19, my age and obesity is a danger factor for a cause of death if I get the vires.</p>
25	<p>A lot of your students feel overwhelmed doing online school and alot of kids in cps schools have bad parents so going to school is there time away from being abused.</p>
26	<p>Dear Chicago Board of Education,</p> <p>Nothing is really going well with remote learning. I thought it was going somewhat good in the spring, but right now, it just isn't working. A lot of things aren't going well with remote learning, but the main 2 for me are; really, you guys are going to add ANOTHER layer of stress on us right now, with the letter grades, like really?! The other one that really bugs me is how much time we spend in class, after 7 hours a day on the computer for school, there's nothing really fun to do after school other than video games or TV because everything is closed. Let me put it this way; we spend 7hrs a day on school, then until bedtime we do more screens because there's nothing else to do. And, with all those screens I end up going to bed with a headache pretty much everyday. You guys could maybe improve on this by making our schedule, amount of work, and grades more similar to how they were back in the spring. I really don't know whether or not you people should focus on getting us back into school or not. I mean on the one hand, yes I think you should because the way virtual learning is going right now. On the other hand, I think if we had kept it the way we had it in the spring, then I would feel ok with waiting until it's actually safe to go back. But, I guess because of the way things are, if there's no change, then yes, absolutely get us back in school because pretty much any school scenario is better than the one we're in right now.</p> <p>Sincerely, Anonymous. 8th Grader Lenart RGC</p>
27	<p>Dear Chicago Board of Education,</p> <p>The only thing that is going good with remote learning is that my grades are slightly better. Remote learning is very stressful for me. It feels like we have more homework when we are working at home but if we were at school I don't think it would be the same. The Board of Education could improve remote learning by changing the schedule into a shorter day. Also simply can you consider putting kids back in the classroom in person? I</p>

would feel better if I was able to be around people my age safely. If we are not able to go back to school full time can you at least let us have in person school for a week every month?

Sincerely,

██████████  
8th Grader  
Lenart RGC

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28 From Raise Your Hand for IL Public Education

The bottom line: There is no place for CPS parents, caregivers, students, & educators to give feedback nor get questions answered about pandemic schooling. This is a big fail on the part of the district. This is also eroding trust in CPS even further.

Raise Your Hand is a member of Grassroots Education Movement or GEM. Last week, GEM sent a letter to CPS and the Mayor- this letter was submitted to you. On Monday, we hosted a #CPSTalkToUs event on Twitter. Raise Your Hand's 16 pages of pandemic schooling questions collected from parents were submitted to you. Yesterday, we hosted a press conference.

Families need answers.

Pre-K and cluster parents must indicate whether they intend to return to in-person learning by today and CPS has done nothing to answer their detailed questions.

Every day GEM organizations hear from our leaders: the positives, the negatives, their ideas on how to improve remote learning, and questions they have about in person learning. However, families and educators have nowhere to go with this feedback or with these questions - CPS has been silent and there is no engagement method or mechanism in place.

You cannot center equity if you keep parents of color out of the decision making.

It is especially egregious that we are hearing nothing from the district as both the city and state are surging in COVID positivity rates. COVID affects Black and Brown populations more seriously - there are many zip codes that are 3 times the city's COVID rate, which is 7.6%.

Parents have questions. Teachers have questions. The 40 elected officials who also wrote a letter to CPS have questions. This is why the hashtag #CPSTalkToUs was trending #1 in Chicago - we want and deserve answers and authentic engagement.

LSC Elections are 3 weeks away and should be managed in a way that maintains/restores trust in this most local democratic process.

The LSCs.4.All coalition sent a letter to the OLSCR and this Board on Oct 15 asking for corrective action and clear direction because there was none.

We understand COVID presents unique challenges; but this process has been rife with confusing misinformation at the school level and spread across the community. The lack of clear instructions and last minute notifications is too much.

A failure to communicate, should not become a burden on the people who are already going through too much.

Just yesterday, OLSCR notified candidates that they have less than 48 hours to return candidate literature to the school. At a minimum, we're asking that this deadline be extended until noon on Monday, November 2.

In order to have a fair and open election, we are asking the district to communicate with the public by updating the website and using other media to maximize participation on the hybrid voting options methods and safety protocols.

[www.ilraiseyourhand.org](http://www.ilraiseyourhand.org) | @ILRaiseYourHand on social media

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29 Dear Members of the Board of Education:

My name is Yury Juarez with Logan Square Neighborhood Association, I am a parent to a CPS student attending James Monroe elementary school. I am writing this letter to advocate for funding comprehensive sexual education led by the office student Health and Wellness to ensure that sexual education is implemented equitably across Chicago.

My experience with SexEd in my child education has not been the best. I always get a consent form to fill out before SexEd is going to be taught. I am a very involved parent when it comes to my child education. So of course I always ask my child what happened in school and what she has learned for the day. When it comes to SexEd all she can tell me is that they had a conversation in regards to what characteristics make a girl and a boy. Then they are giving handouts to color or draw. When it comes to Sex Ed I believe that it is very important to give the children the correct and proper information. It is not enough to learn about this topic for just one week during a whole school year. Last time my child can recall learning about SexEd is in 3rd grade she is now a 6th grader. Some parents aren't as involved in their children's life so this is why I believe if this kind of information is being taught to our children it is appropriate for them to have a safe space to talk, ask questions and get the proper information.

Right now, the Office of Student Health and Wellness is working to revise the existing sexual education policy to ensure that the curriculum addresses topics like LGBTQ issues and is accessible for diverse students. But many of the parents in my community are devastated with the quality of training the educators receive to implement the curriculum. In order for these changes to be successful in the new policy, there needs to be resources and funding to ensure educators can provide a safe and informative learning environment for LGBTQ youth and diverse students.

With remote learning in place, sex education is not even happening. When I learned that CPS is poised to promote a new sex education policy soon, I wanted to ensure that the policy works as it is intended to and that it includes provisions that ensure::

More staff that are able to answer student's questions (either more staff receive training or more staff are hired);

Resources to support a peer-to-peer program (youth and/or caregivers);

Resources to fund outside agencies to provide technical assistance and support of implementation;

An investment in training educators and improving the curriculum of educators; and

An investment in the curriculum to insure it is inclusive of gender identities and encompasses topics like consent, pleasure and methods of contraception.

Regardless of disability or economic status, our students, the staff, and their caregivers must have access to comprehensive sexual education and receive support to implement

the lessons learned. Research shows that comprehensive sexual education is a crucial tool to prevent gender based violence and other violence in our communities.

I'm particularly concerned for students now who do not have a safe place at home, who experience abuse in the home, or who continue to live in fear at home because of their identity or sexuality. By ensuring comprehensive sexual education is in place, this can support both youth having a safe space and engaging caregivers like me so that we can reinforce those lessons at home and in our communities.

Thank you for your time and effort.

Yury Juarez

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30 I am very disappointed by the board's decision to reopen schools without getting feedback from parents or teachers. It is disrespectful to the professionals and uncaring to announce the decision before asking for parent feedback. The "plan" that CPS has announced does not address certain concerns from the ground level:

- Families that have other grade level children that are on a remote plan-what are they supposed to do?
- How come CPS does not offer testing weekly for teachers?
- How will preschool teachers teach in person prek and online prek?
- How can CPS be sure this is a good plan when data from other schools has been unreported, Chicago numbers are surging and we still do not know much about the virus?
- An important part of prek that is missing from remote learning is socialization. It will not look the same in a "covid" classroom. Students can't play together, share toys and play on recess equipment.

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31 My daughter is a student in the CORE program at Vaughn Occupational High School. I do not want any changes to the plan as it is set up now. The teachers have set up a fantastic solution to pandemic learning for these kids transitioning out of public education. In person/hybrid would not only put my daughter at risk physically, but she would not learn as much.

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32

Dear Members of the Board,  
A majority of members of the Irvin C. Mollison Local School Council voted in a public meeting on October 21, 2020 to submit this letter to the members of the Board of Ed.

Re: Mollison elementary displaced teacher & position #566987

Currently, at Mollison Elementary there is a displaced teacher working at the school. This teacher has worked at Mollison in different roles over the past 2 yrs. At this point in time, this teachers continued employment at the school is a major concern for the LSC due to, policy, fiscal and ethical issues. The background of this situation is as follows:

- Late Spring 2020 members of the LSC raised the following questions to the Principal and Network Chief regarding this teacher's salary, qualifications and position at Mollison.
  - o Since the teacher was being paid \$100,000/yr, what were the teacher's responsibilities?
    - No classroom responsibility. This teacher was functioning as a Math Coach to teachers, not for children.
  - o What budget is the teacher's salary being funded?
    - Answer #1: The original answer from the Principal was that position was not funded

from school budget and was being funded by the Network.

- Answer #2: After numerous emails it was determined that the position was actually being funded, for 1.5 years, from Office of Diverse Learners (Special Ed)

- o Is the teacher certified to teach Special Ed?

- No

- In email dated June 24, 2020, Felicia Sanders (Network Chief) stated, "I have spoken to the appropriate personnel regarding your concern. Position number 566987 is now vacant and the principal will need to hire a special education teacher. The previously assigned teacher is no longer in that position number." NO SPECIAL ED TEACHER HAS BEEN HIRED.

- o Is the teacher endorsed to teach elementary school?

- No

- At start of current school year, the displaced teacher was hired to teach 8th grade math. There is not and was not an opening at the school when this hire was made.

It is the understanding of the LSC that a displaced teacher can be temporarily placed in a school as long as there is an existing opening to be filled. Mollison did not and does not have an opening. In this particular situation, a tenured teachers class load was reduced in order to accommodate the displaced teacher. It is also the understanding of the LSC that since there is not and was not an existing position available, this teacher should not be teaching at Mollison, being paid with tax payers dollars in excess of \$100,000/yr.

The Mollison LSC is demanding:

1) The teacher referred to in this memo, be removed immediately. The basis for this demand is as follows:

- a. The teacher illegally worked and was paid out of an ODLSS budget for 1.5 years;
- b. The teacher is currently classified as a CPS displaced teacher. Mollison did not and does not have an open position for anyone in that classification;
- c. The teacher is currently being paid by tax payers dollars in excess of \$100,000/yr to teach 1 (one) remote class.

2) A detailed investigation and explanation as to how CPS allowed this teacher be paid in excess of \$100,000/yr from the Diverse Learner budget. Proper CPS Administrative oversight should not have allowed this illegal and unethical practice to continue for 1.5 years.

Therefore, the LSC members call for the immediate removal of this teacher and a written explanation as to how this teacher was allowed to be paid out of the ODLSS budget.

We further demand that Mollison receives a Special Ed teacher for position number 566987.

Thank you,

Tresa Razaaq, Mollison LSC Chair  
Yolanda Redman LSC Vice Chair  
Cathy Dale, LSC Community Rep  
Paul Venerable LSC Community Rep  
Kiara Sanders LSC Parent Rep  
India Rice LSC Community Rep  
Arvel Wynn LSC Parent Rep

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33 Jianan Shi

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34 How are you supporting teachers who need to go back next month as far as child care? I am a cluster sped teacher. My daughter is a CPS Kindergarten student. When I go back to work, I will be forced to find her a pod/program. I will be forced to place my child in a program with other students. As a single parent, I am not yet comfortable with this.

35 | Members of the board, I have a question for you: Are you comfortable having your loved ones sit in an enclosed space with up to 50 people for more than two hours right now?

CPS expects thousands of students to enter school buildings over the next few months to take tests like the SAT and selective-enrollment exams. That means my family, like many others, is facing an impossible choice. Do we send our children into poorly ventilated schools, possibly exposing all of us to a deadly virus? Or do we decide not to let them take these exams, depriving them of the test scores they'll need for college applications and scholarships?

I know school administrators and staff will do their best to protect everyone by having people distance and wear masks. But scientists tell us that four other things also contribute to the spread of infection:

1. Being indoors
2. Lack of ventilation and air circulation
3. Being in a large group
4. Prolonged exposure to someone who is infected

The city held a contest asking for creative ways to help restaurants stay open during winter. Where is the creative thinking for Chicago's public schoolchildren?

CPS should consider options such as:

- Holding tests outside, under shelters and with heaters
- Upgrading ventilation systems in newer schools so they can be used for testing
- Finding alternative sites (not schools) with adequate ventilation
- Adding more test dates to allow for 10 or fewer people in each room
- Shortening (or eliminating) exams that CPS or ISBE require
- No snacks or drinks during testing
- Conducting the tests remotely

Some families are OK with sending their kids into schools. But we already know that people infected with COVID-19 have been in schools during exams, and there will be more. So CPS needs to offer a safer alternative for families who do not find the current precautions adequate — especially with our city's rising rates of infection.

I'm not willing to let either of my children be the canary in the coal mine. So I ask you: What are you willing to do?

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36 |

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37 | Dear Chicago Board of Education,

I am happy to report that, for the most part, virtual learning has been going well for me. In fact, virtual is much easier than in-person schooling. It is much easier to focus in the quiet environment at home instead of being in the loud, and sometimes chaotic (in-person) classroom.

The only issue I have with virtual learning is the fact that I am stuck at home and can't physically interact with my friends and teachers. For me, the best part of school was being in the classroom with my friends. With remote learning, I still technically am in the classroom with my peers, but it doesn't quite have the same feel. I know many of my fellow students dislike remote learning because of this.

Rather than try to improve the remote learning system, I suggest that the Board of Education allows small schools to reopen for hybrid learning. The school I go to has around 300 students, and if everyone wore masks and took precautions, then there

would be relatively low cases. My friend goes to a school in the suburbs with three times as many students as in my school, and yet that school is going completely in-person, and so far, has no COVID cases.

For larger schools, such as Jones College Prep or Lane Tech, it makes sense that they are doing remote learning. Those schools each have about a thousand students, and the higher population of students makes it more risky to reopen. But for smaller schools like mine, which have only a couple hundred students, we could reopen and do in-person, or hybrid learning.

Now, people have been pointing to Georgia and Indiana as states that reopened their schools and saw huge increases in COVID cases. Mayor Lightfoot said that we couldn't risk reopening, and Georgia and Indiana were examples of why we shouldn't. But the fact is, Georgia and Indiana were already increasing in their amount of COVID cases. Illinois' cases were going down, and were much lower than that of other states. We could have reopened our schools, at least our smaller schools. But instead, we had to wait until November to reopen our schools, and we are now seeing cases go up at the end of October. The longer you impose restrictions, the more tired people will get of COVID, and these people will leave their homes and do something stupid. We are already 2 months into the school year. We could at least reopen our smaller schools, with mask mandates and COVID safety guidelines, of course. It is not too early to reopen.

Sincerely,

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8th Grade

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38 Online school is going well, one concern I have is providing headphones to students, I believe that would help with concentration and blocking out background noises in students households . I believe these said headphones should come with the cps issued laptop. I also wish the teachers would take new teaching methods into consideration for people that don't have good wifi connection all the time, like maybe a journal prompt they could send in a picture of to the teacher of their teacher once they have improved connection or maybe more verbal learning like a conversation instead of asynchronous time .

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39 Dear Chicago Board of Education,

I appreciate the hard work that CPS and our teachers are putting in to make this as normal as possible for us; however, I have a suggestion. I think more asynchronous time would be a good idea, possibly starting the school day later but ending at the same time as usual. I also think that in person learning with precautions would be best, in moderation. The Board of Education should focus on getting students back into the classroom because I think we would all enjoy seeing each other in person and learning would be easier.

Sincerely,

██████████

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40 Dear Chicago Board of Education,

I am writing to inform you that I appreciate all the effort and dedication going into virtual learning to make us students feel as comfortable as possible. I feel that I have been understanding my assignments pretty well under these circumstances. Personally, I have not been complaining a lot because my teachers have been very understanding.

There are plenty of things that I can complain about but I am slowly starting to understand that there are plenty of downsides that come with virtual learning and the Board of Education has to make sure we all get the education we deserve. I have a couple of tips that maybe you could take into consideration. I think you could make the school day shorter on some days just to let us rest our eyes and recharge for the next day. Also, I think the teachers should try to give us more paperwork so we are not looking at the screen all day.

Sincerely,  
[REDACTED]  
8th Grader  
Lenart RGC

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41 It is unsafe to open school buildings at this time of unprecedented Covid-19 spread. If we cannot open restaurants to the public, then we shouldn't open schools. The school buildings have not been assessed for safety. Anyone can contract Covid-19 and the trajectory of the disease is variable and clearly fatal for many. We need to stay remote until it is safe to return to school.

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42 How does the Board or CPS plan to keep staff and students safe if most students in a cluster setting are unable to wear a mask due to disability or medical exemption? Due to age and disability, students are unable to social distance and unable to keep a mask on putting all adults working with them and all other students in the room at risk.

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43 Dear Chicago Board of Education,

I would like to start with how I really appreciate how much you are trying to get e-learning to work. In most ways it has, I do feel like I am in school during this time, and I assume that is exactly what you were going for. But in terms of this new e-learning process, there are a lot of flaws with it. One of the many problems with the process as a whole, is the engagement. I know that I am an 8th grader, I have been through so many years of school that yeah, I might get distracted easily, but this is ludicrous. The level of engagement I get from this kind of education is the equivalent of watching my father mop the entire house. Nothing happens in class that I can truly feel that I need to look at the screen, and I end up doing something else or I have to listen to something so that I can keep my brain focused on something so that it can tell itself to focus on the screen. On top of that, Google Meets just isn't appealing to look at, which brings us to the next problem: Google Meets. Now I can say that in terms of features, it wildly surpasses zoom, which is great, but that doesn't mean it doesn't have it's flaws. The first is the new record feature. Now I really appreciate the teachers being able to record notes for later, but with that, what is the point of writing down notes? This ties in with my engagement problem because it means that there is no point to even involve myself in the meeting if I can go into the meeting, leave and then watch the recorded meeting and get the same level of education as I would being in the meeting, so as a whole, what is the point of being in the meetings? I know that you were trying your best to make a good schedule, and I do appreciate that, but what I would like to know is how we got to this schedule. The "brain breaks" are ok, but they are the biggest gimmick I have ever seen. These were only made to give the excuse of "we give you breaks throughout the day." 10 minutes and 20 minutes? Those are the breaks. Really? What do you do with 20 minutes, let alone 10? I could go make a sandwich, microwave it for 30 seconds, eat it, and the break is almost over. WHAT IS THE POINT?

Sincerely,  
[REDACTED]



8th Grader  
Lenart RGC

44 Remote learning has been good for me personally, I only have trouble with one of my classes. I do miss being in school though.

45 Dear Chicago Board of Education,

I think that the call to have remote learning was the right call to make because otherwise the cases in Chicago would rise and this prevents a whole school from getting sick and then giving it to their friends and family without knowing.

But, the way you are doing this remote learning is not working at all. Students across CPS schools are on their devices for at least 7 hours a day, five days a week, and that is not including any homework they might have to finish. We are on our devices just staring at a screen for 35 hours a week, plus we have homework we have to do after all of our classes are done. My back hurts almost every day after class because of how long we are just sitting and not moving around. My eyes hurt from looking at my screen all day, and I have headaches. Also, it is really hard to participate in class when your internet is bad like mine and my screen would freeze at any time in the class. I understand that going back into classrooms is a big risk and could cause a massive covid spread and could put you back into hard quarantine, but for students to be successful and not in pain after every day in class you have to improve the remote learning experience.

A few ways you can do this: one, shorten the school days so we are not on a screen all day. This will give students a break from the screen to rest their eyes and stay off devices and would not have them sitting in a chair all day. Another option is to not have school every day but keep the hours the same. This would also give students time to rest their eyes and get any school work on those days off so they are not stressed to get all their school work done on the same day that they just had 7 hours of school.

Sincerely,

██████████

46 Dear Chicago Board of Education,

The only thing that is going good with remote learning is that my grades are slightly better. Remote learning is very stressful for me. It feels like we have more homework when we are working at home, but if we were at school I don't think it would be the same. The Board of Education could improve remote learning by changing the schedule into a shorter day. Also can you consider putting kids back in the classroom in-person? I would feel better if I was able to be around people my age safely. If we are not able to go back to school full-time can, you at least let us have in person school for a week every month?

Sincerely,

██████████

8th Grader  
Lenart RGC

47 ODLSS administration agreed last week to create a public comment portal for comments about the remote learning guidance for students with disabilities. This guidance changes with some regularity, and it would be helpful for parents, advocates, and educators to

have an opportunity to voice their opinions about what is and is not working. I am asking that the portal be created and advertised as soon as possible.

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48 | I downloaded the school calendar on 08/30/2020. It shows students will be out of school on Veterans Day. It stated "FINAL" as shown in attachment.

On October 7, 2020, my supervisor stated that November 3 is Veterans Day and she sent me a screenshot of November only. I told her that November 3 is Election Day and wasn't sure why CPS was out for the day because it is never closed for elections. I looked online to see this updated calendar and it states that Election Day and Veterans Day are combined. I get that CPS closed for this election. I also understand that they did not want to allot 2 non attendance days. Yet, I have two problems with this. First, no updates were sent notifying this change in all the communications that CPS has sent. Parents were not taken into consideration of this decision. Election Day could have been a partial day. Had I not found out at work, I would not have known. Parents seem to be an afterthought in the decisions that CPS makes. I had no reason to revisit the website for the calendar because I updated "FINAL" copy.

Second, but more importantly, it is disrespectful to combine Veterans Day. The sacrifices our veterans make for our liberties should not just be an impromptu. Again, parents of students who are families of veterans were not taken into consideration when this decision was made, either.

A lot of the decisions made have been impromptu for over a year. I've been trying to reach someone from CPS since that day and have had no success until 10/26/2020, when I got a return call.

1. Why was the SY2020-21 calendar updated after 'FINAL' was written on it?
  2. Who updated it?
  3. When are we going to be notified, if at all?
- 

49 | Attached is a petition created by rank-and-file educators and stakeholders and questions generated by the same groups who have deep concerns about the reopening of schools under highly inadequate Cps's current plan.

# ATTACHMENTS

As a related service provider, I work with both preschoolers and cluster classroom students. As our current citywide Coronavirus positivity rate inflates to 6.3 percent, Chicago is reaching a threshold higher than the city of Boston, which returned after reaching 4.1 percent. There is currently a ban on indoor restaurant service in Illinois. This spike in cases confirms what staff all already know: it is far too soon to return for our highest-need students to return to in-person schooling.

Anyone who has worked in a cluster or preschool classroom will tell you that a high percentage of these students are prompt dependent for dressing, hand-washing, and toileting; some students in either setting need to have their diapers regularly changed by paraprofessionals.. Many of these students can't yet write their name without hand-over-hand assistance. Many of these students don't have the wherewithal to wipe their noses, leaving staff to assist them before they wipe with their hands and spread germs onto every surface in the classroom. It is absurd to think that a preschool student who needs this level of assistance for wiping their nose would safely wear a mask. The same students who have a history of hitting, biting, and running can't be reasonably expected to follow 6-foot social distancing rules.

There are also a significant number of students in either cluster or preschool classrooms who need their hand held when walking off of the school bus, or they will run into oncoming traffic. The needs of these students simply contradict every imaginable precaution of safe in-person schooling. Teachers are put in an impossible position, as the rules designed to protect them and their students are simply unenforceable.

One argument for in-person learning is that students who are tactile learners aren't able to use the same manipulables they had in-person: like the change that teaches kids money skills, the craft materials that teachers painstakingly collect, the fidget that helps a kid with autism stay focused during circle time. However, Corona means that those shared materials are out of the question.

I recently worked with a preschool student whose father tragically died. My colleagues and I are devastated for the family's loss. The boy has autism and cannot functionally communicate his needs and frequently has outbursts for all that he can't communicate. His father was patient and kind with him, and could encourage him to participate in remote learning when no one else could.

If we return to in-person learning before there's a vaccine, so many more children will be needlessly stripped of their parents. Teachers will be forced to weather unimaginable blame for not controlling the preschooler who was simply acting like a 4 year old, incapable of keeping his hands to himself. The unfathomable guilt that follows would haunt them the rest of their lives. Students will be traumatized, and will forever equate school with fatalism and fear. Teachers have the ingenuity and resourcefulness to make works of art out of paper towel rolls, felt, and scrap paper. They cannot turn a recipe for disaster and death into a business-as-usual education.

## Centering Equity in A Safe and Responsible Return to School

October 19, 2020



Major Lightfoot, CEO Jackson, and Chicago Board of Education,

On Friday, CPS announced that Pre-K and cluster program students will be returning to school during quarter 2. **The Grassroots Education Movement (GEM) coalition does not support any return to school plan that is not responsive to the demands of the Black and Brown community, the needs of Special Education students, or provide clear safety measures and the necessary support and staffing to equitably address student needs.**

As Pre-K and cluster program students represent some of our higher needs and medically vulnerable population, they consequently should be given additional support to manage the transition. The GEM coalition insists that equity and community voice must be centered in this planning.

- CPS surveys in July showed that the majority of Black and Brown parents selected to keep their students at home. There has been radio silence, and virtually no community engagement of families since the announcement of remote learning in August. Prior to any return to school for Pre-K and/or cluster students, we demand that **Black and Brown families be consulted in any decision to return to school.**
- There are over 24 zip codes that have double the city's current COVID19 positivity rate, predominantly in Black and Brown communities. There are 10 zip codes that have triple the city's current COVID19 positivity rate, predominantly in Latinx communities. For example, the Little Village community, as of October 13, has 4,704 confirmed cases, 57.7 cases per 1,000 people, and 62% cases among Hispanic and 14% Black. **We demand that those communities, who are at the most risk, be included in any decision making and planning.**
- The final hybrid learning framework released in August did not come close to answering enough questions to give families sufficient information to make an informed choice. Students in the cluster program have higher comorbidities and can be more at risk. **We demand that CPS implement CDC, IDPH, and CDPH safety guidelines feasibly and with fidelity. We need CPS to detail an extensive safety plan that incorporates these safety guidelines**
- Regardless of the hybrid learning plan, remote learning needs to be improved. Moreover, many of our priority group students also cannot return to school for various reasons. **We see no evidence that the district is incorporating teacher, parent and**

**student feedback to create a pedagogically sound, developmentally appropriate, sustainable, flexible education virtually.** CPS needs to work with, listen to, and incorporate into its guidelines, the feedback from educators, students and families who are dealing with the currently unworkable Remote Learning conditions.

- As COVID19 metrics have not decreased - we are experiencing statewide and local increases - **we demand the additional investments in facilities and staffing that would make the conditions safer to return.**
  - CPS has acknowledged the purchase of face masks, hand sanitizer and some plastic barriers for offices.
  - Any schools with safety/health facility needs (with ventilation and sanitation needs) must be invested in to be made safe. CPS must make investments in ventilation and HVAC systems that meet scientifically-accepted guidelines for filtering COVID19 in order to return to in-person learning.
  - CPS should make public the standards that determine:
    - The CPS threshold for what is deemed "safe".
    - The CPS definition of "proper ventilation".
    - The extent of CPS' commitment to a continuous supply of PPE, in an effort to maintain safety standards.
  - What is CPS's testing process for families and educators?
- The final hybrid learning plan did not answer many questions around learning if a child or staff is suspected to have COVID symptoms. **There needs to be a clear, transparent and accountable system – that parents and educators have been consulted on – for how schools will be cleaned and what protocols are enacted when a student or staff is thought to have or has COVID (ex. contact tracing).**
- Our students in temporary living situations are least likely to engage in remote learning and have not received the types of robust outreach, support or housing resources necessary to cope and thrive during a global pandemic. Resources must be devoted to ensuring that these particularly vulnerable students can learn and that their families are supported. These resources include internet access, computer devices, etc.
- Pre-K students also attending child care centers increase the rate of exposure to the virus for child care providers, staff and other children in child care. The intermingling of both the child care and school environments is very dangerous when there is no safe plan of return put in place. **CPS must collaborate with Child Care providers to ensure that there are mutually agreed upon protocols to ensure safety for all concerned.**
- Children with neurological differences and other underlying health conditions are most at risk to develop serious complications and even death if exposed to COVID19. Masks and social distancing is also harder for those with sensory and cognitive differences. **CPS needs to support both families who need to keep their children at home as**

**well as how extra supports are implemented for students who select any type of hybrid learning.**

While we believe that a staggered hybrid learning plan could be a viable future option, until CPS can engage families, educators and community in this decision-making process and provide scientifically-based, transparent evidence to answer the above demands, we cannot trust CPS to safely bring vulnerable populations back into schools. CPS is rushing into this hybrid plan the same way it rushed into remote learning and we cannot support it.

**The GEM Coalition**

Brighton Park Neighborhood Council  
Caucus of Rank and File Educators, CORE  
Chicago Coalition for the Homeless  
Cook County College Teachers Union  
Enlace Chicago  
Illinois Families for Public Schools  
Kenwood Oakland Community Organization  
Logan Square Neighborhood Association  
Lugenia Burns Hope Center  
Northside Action 4 Justice  
Parents 4 Teachers  
Pilsen Alliance  
Raise Your Hand for Illinois Public Education  
SEIU Local 73  
Teachers for Social Justice

**Questions collected by Raise Your Hand for IL Public Education from CPS parents, caregivers, and educators via social media & email. October 2020.**  
**[#CPSTalkToUs October 26, 2020](#)**

**What happens if someone in a Pod has a Medical mask exemption? Will parents be notified if a child (or teacher) has this exemption? Parents need to know this when making a decision about whether to send their child to school in-person vs. virtual.**  
**@chicagosmayor #CPSTalkToUs**

**If I choose to send my child to school, do I have to sign a Waiver of Liability releasing CPS from fault if my child contracts COVID from classmates/teacher/staff?**  
**@chicagosmayor #CPSTalkToUs**

**What type of staff person is staffing the Care Rooms? Nurse? Some other staff person? How will differentiation be made between kids who are sick with COVID vs. sick with another illness, or sent to the Care Room vs. the Nurses office? @chicagosmayor #CPSTalkToUs**

**If PreK is 5 days a week, then when will deep cleanings take place? @chicagosmayor #CPSTalkToUs**

**My PreK-4 daughter has a hearing device and she isn't able to maneuver her mask with the hearing device (we are trying to work on this, but she just doesn't have the motor skills to do it). Will a teacher/aide be able to help her with this in class?**  
**@chicagosmayor #CPSTalkToUs**

**There has been no guidance regarding the CPS Montessori programs (i.e., Drummond, Suder, etc.). This is a different model compared to the traditional PreK programs and there needs to be a different set of guidelines. What are the guidelines? @chicagosmayor #CPSTalkToUs**

*Done as a thread*

Mask wearing is going to be difficult for younger students, no doubt, and other students with sensory issues. What happens if a student takes off their mask in the Pod? Are they disciplined? What if it is a recurring issue? Is the child disciplined? Removed from class?

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If removed from the Pod, where do they go? To the "Care Room" to potentially be exposed to others' germs? There is currently not enough guidance around student mask compliance issues in the Framework document. @chicagosmayor #CPSTalkToUs

**My PreK-4 child with an IEP currently receives minutes with a speech therapist, DHH teacher, and social worker via the computer remotely. If we choose to continue with remote learning will these services continue to be provided remotely? @chicagosmayor #CPSTalkToUs**



**Who will be my child's remote teacher? She is currently being taught by her regular Pre-K teacher remotely. @chicagosmayor #CPSTalkToUs**

Currently, the quality of work being assigned to students during remote learning is inconsistent and often below their abilities. What is being done to ensure students are assigned work that is doable but still challenging? @chicagosmayor #CPSTalkToUs

**Some schools are sending parents 5 week reports on student learning and progress, while it seems as though other schools are sending parents weekly reports. Is there any effort to improve communication with parents in a more standardized way? @chicagosmayor #CPSTalkToUs**

**Our school is over 40% ELL, and we've lost out on translation in the classroom since teachers who speak different languages can't pop in and help out like before. Will there be efforts to address this language gap in remote learning? @chicagosmayor #CPSTalkToUs**

Certain schools are being taught at a higher level than others (especially Northside vs. Southside). Seems like you have to be in the selective enrollment schools to be taught at a higher level. How will CPS close this gap? @chicagosmayor #CPSTalkToUs

**There seems to be an insistence that the only legit instruction is synchronous, but students are overwhelmed and drained by too much continuous screen time. Will CPS explore encouraging less synchronous time per day? @chicagosmayor #CPSTalkToUs**

**Diverse learner not receiving clear-cut enough instruction and the school says this is just an issue for all parents. For diverse learners who choose to stay remote, will there be a commitment to meeting their needs? @chicagosmayor #CPSTalkToUs**

**We have students being punished for being exhausted online after 5 hours, an amount of screen time well-beyond the recommended daily amounts for children. Will there be updated discipline policies that reflect this as remote learning continues? @chicagosmayor #CPSTalkToUs**

Assuming remote learning continues to use Google Platform, will teachers be given extra training and resources to improve instruction? @chicagosmayor #CPSTalkToUs

**Has there been consideration of adopting different remote learning schedules for different student age groups? The amount of online school that can be handled by students is different for first graders than for high schoolers. @chicagosmayor #CPSTalkToUs**

**I feel helpless being a part of CPS in that change won't happen and the idea of being in person seems impossible. Can parents expect a survey from CPS at any point where we can ask more questions and give input? @chicagosmayor #CPSTalkToUs**

If you have kids in the same class (like twins), why can't you just have them on one stream?  
@chicagosmayor #CPSTalkToUs

CPS didn't seem to take any suggestions from the CTU SPED committee, and hasn't been transparent with parents or teachers. Will CPS listen to teachers and allow more teacher autonomy during remote learning? @chicagosmayor #CPSTalkToUs

**Will schools be making use of outdoor spaces to minimize risk? If so, what are the protocols around using outdoor spaces? @chicagosmayor #CPSTalkToUs**

**How can we collaborate among our schools in our neighborhoods where we have similar problems and maybe similar solutions? @chicagosmayor #CPSTalkToUs**

We would have to staff up the schools to provide remote and in-person, which would require funds...where would they come from? @chicagosmayor #CPSTalkToUs

Given the hits to the CPS budget, can we be assured that there will be adequate cleaning supplies and other necessary resources in schools that are operating in person? If so, where would these funds come from? @chicagosmayor #CPSTalkToUs

**CDC guidelines refer to neighborhoods with high positivity rates. What is the plan for addressing the reality that different neighborhoods have different levels of risk and exposure to the virus? @chicagosmayor #CPSTalkToUs**

**I would like to know exactly when and how each school is going to be up to par with ventilation, cleaning, and air quality. @chicagosmayor #CPSTalkToUs**

**Are there any plans to use buildings other than CPS school buildings in order to allow for appropriate spacing when a return to in person learning happens? @chicagosmayor #CPSTalkToUs**

**How will IEPs/504s with close contact work given distancing protocols? @chicagosmayor #CPSTalkToUs**

I went to my school the first day of school to pick up something and I could not believe how dirty it was after they had all spring and summer to clean. What are the plans around cleaning schools before and throughout the return to in person? @chicagosmayor #CPSTalkToUs

**For a positive case, how soon would everyone at that campus be notified? What is the protocol for determining first degree contacts? What is the protocol for quarantining? @chicagosmayor #CPSTalkToUs**

**What will be done when a teacher is absent and a sub doesn't pick up the job? This is fairly common in pre-pandemic times, and not sure how this will be handled without breaking the pod. @chicagosmayor #CPSTalkToUs**

What does a student do when they can't go to in-person school (new guidelines say any runny nose, sneezing or coughing, even with no fever, is a no-go) but are well enough that they would have attended school in pre-pandemic times? @chicagosmayor #CPSTalkToUs

For families who still want full remote, who will be teaching those students? (It was not a very robust plan in the summer!) I have friends teaching hybrid and online at the same time & it seems pretty tough for everyone. @chicagosmayor #CPSTalkToUs

**How will minutes be covered in a hybrid situation? Or will all SPED kids be on the same days within grades? Or would SPED be back full time? Is it even legal to have all of SPED in one 15 person pod? Would specials be sacrificed for SPED students? @chicagosmayor #CPSTalkToUs**

**What will be the protocol for kids being sent home and when will they be allowed to return? My kids have allergies, if they have to get a covid test to return from a sore throat or runny nose, that will sink us. @chicagosmayor #CPSTalkToUs**

**What happens when pods are quarantined? Is the expectation that classes are still learning, but remote? If so, is their regular teacher doing the instruction or would there need to be two subs—one for the pod in quarantine and one for the other pod? @chicagosmayor #CPSTalkToUs**

**What happens with students who show up at school without a mask, without a completed health survey, with a fever? @chicagosmayor #CPSTalkToUs**

**How will schools ensure that the extended family and pod systems that have been created to meet childcare needs are considered when creating the school-based pods? @chicagosmayor #CPSTalkToUs**

**How will things like centers, choice time, small group and differentiation work in a socially distant model? @chicagosmayor #CPSTalkToUs**

**What is being done to ensure hot running water is at every school? What is being done to ensure legionnaires is not a risk in buildings that have been empty for months? @chicagosmayor #CPSTalkToUs**

Soap, will there be soap? Will there be hand washing protocols? What will they be? @chicagosmayor #CPSTalkToUs

**Will there be recess and how will it work if we cannot use playground space? @chicagosmayor #CPSTalkToUs**

Kids often share lockers. Will lockers be off limits? @chicagosmayor #CPSTalkToUs

**What happens with classrooms that have table seating or flexible seating? How will schools be supplied furniture or supplies for social distancing? @chicagosmayor #CPSTalkToUs**

How will situations that normally depend on shared supplies be remedied to ensure everyone has their own? @chicagosmayor #CPSTalkToUs

**What are the plans for bathroom use? Will there be multiple students allowed in the bathroom at once? Will there be scheduled bathroom breaks? @chicagosmayor #CPSTalkToUs**

Will the kids be carting from home to school the entire contents of their desks every day? Will younger kids be responsible for carrying around chrome books without breaking them? Will the kids who opt to stay home be totally isolated from their class? @chicagosmayor #CPSTalkToUs

**What will the protocols be for siblings - ie, if one sibling's pod is exposed and they need to quarantine, will siblings in the same home also need to quarantine? @chicagosmayor #CPSTalkToUs**

**If a child has a fever, will a Covid test be required to return to school? @chicagosmayor #CPSTalkToUs**

Will there be specific rules for types of Covid testing? Will rapid results be accepted or only PCR? @chicagosmayor #CPSTalkToUs

How will teachers keep younger kids apart, seriously. And when they take their masks off, do the teachers go up to them and try to put it back on? @chicagosmayor #CPSTalkToUs

**Is CPS still planning to keep HS Juniors and Seniors, remote indefinitely? This was their plan when hybrid was an option... @chicagosmayor #CPSTalkToUs**

**What is being considered about using outdoor spaces for learning. Can schools on or adjacent to park district or forest preserve land use that space for science / gym / art, etc? Are there vacant lots that could be re-used for outdoor learning spaces? @chicagosmayor #CPSTalkToUs**

Will a teacher be teaching in person and remote at the same time? Will the teacher be able to pay attention to both groups equally? Will substitute teachers be available? @chicagosmayor #CPSTalkToUs

**In the summer parent interest in a return to in person learning was low, and lowest among black and brown families. Have families been surveyed again about their willingness to participate? If so, what were the results? @chicagosmayor #CPSTalkToUs**

**If the district says everyone needs to be six feet apart in line and wait for a temp screening, how much space will that take up around the school? How many entrances to the building will be open? @chicagosmayor #CPSTalkToUs**

**When will they deliver the soap, wipes and hand sanitizer they promised in March? Will they fix the broken soap dispensers, sanitizer dispensers, paper towel dispensers? @chicagosmayor #CPSTalkToUs**

Will they replace the (mostly broken) hot air blowers with paper towel dispensers in bathrooms?  
**Will they add lids to the toilets (flushed toilet air is a transmitter)? @chicagosmayor #CPSTalkToUs**

How will proper ventilation be ensured? @chicagosmayor #CPSTalkToUs

**How will kids get water to drink since fountains have to be shut down? @chicagosmayor #CPSTalkToUs**

**My zip is at 12% positivity. How will they keep covid positive people out of the school? Almost no families mask in my area. @chicagosmayor #CPSTalkToUs**

With the stringent guidelines about staying home, how does a teacher keep track of who has gotten what lesson when, where they are academically, etc.? @chicagosmayor #CPSTalkToUs

There are over 24 zip codes that have double the city's current COVID19 positivity rate, predominantly in Black and Brown communities. How are members of these communities being included in the planning process? @chicagosmayor #CPSTalkToUs

How will CPS implement CDC, IDPH, and CDPH safety guidelines to formulate an extensive safety plan for in person learning? @chicagosmayor #CPSTalkToUs

How is CPS incorporating teacher, parent and student feedback to create a flexible education that works for all students? @chicagosmayor #CPSTalkToUs

What's the CPS threshold for what is deemed "safe"? The CPS definition of "proper ventilation"? What's the extent of CPS' commitment to a continuous supply of PPE? What's CPS' testing process for families and educators? @chicagosmayor #CPSTalkToUs

How will schools be cleaned and what protocols will be enacted when a student or staff is thought to have or has COVID? @chicagosmayor #CPSTalkToUs

How will resources be devoted to ensuring that students in temporary living situations can learn and that their families are supported? These resources include internet access, computer devices, etc. @chicagosmayor #CPSTalkToUs

**How will CPS collaborate with Child Care providers to ensure that there are mutually agreed upon protocols to ensure safety for all concerned? @chicagosmayor #CPSTalkToUs**

How will CPS support both families who need to keep their children at home as well as how extra supports are implemented for students who select any type of hybrid learning? @chicagosmayor #CPSTalkToUs

Will CPS be reopening previously closed schools in order to have smaller class sizes? @chicagosmayor #CPSTalkToUs

**How can CPS do focus on Sp.Ed equity when they were complicit in the delaying and denial of services? We can't trust an institution without participation and no real accountability. @chicagosmayor #CPSTalkToUs**

**Why haven't there been any avenues for giving feedback on our remote experiences? Why can't CPS focus on improving remote learning instead of wasting time pretending we are going back into the classroom this year? @chicagosmayor #CPSTalkToUs**

*Done as a thread*

I am a CPS middle school teacher. I have been asking and asking about how they hope to deal with the already high student mobility rate. Student mobility will only increase as the economic impacts of the pandemic continue to be felt, especially in low-income communities.

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This means increased housing instability and therefore increased student mobility. To me this also means that there is no real way to keep the enrollment in pods stable. How will it be possible to limit interaction by creating pods? @chicagosmayor #CPSTalkToUs

If CPS kids are home until January are you starting the work NOW of cleaning, ventilation and everything else to open the doors to ALL students on 1/4? I want my daughter to experience some of 8th grade in the hallways and classrooms of her school. @chicagosmayor #CPSTalkToUs

Is there any plan to improve ventilation/replace HVAC systems before trying to get kids to go back? @chicagosmayor #CPSTalkToUs

Many private/parochial schools have had Covid cases causing starts and stops for students. What are the guidelines for when this happens with our most vulnerable? Will parents have support for getting some students to school and others online? @chicagosmayor #CPSTalkToUs

What is the procedure if a child refuses to wear a mask? What is the procedure if a child frequently pulls off their mask? @chicagosmayor #CPSTalkToUs

**What will happen to students who can not tolerate a mask or face shield due to sensory or developmental needs. Will students be denied access to in person instruction in these cases? @chicagosmayor #CPSTalkToUs**

What is the procedure if a child is unable to adjust, put on or remove their own mask? @chicagosmayor #CPSTalkToUs

What is the procedure if a parent sends a child to school in a mask that doesn't fit properly? @chicagosmayor #CPSTalkToUs

Is CPS acquiring generic child size masks or masks that are made specifically for young children (under 5)? @chicagosmayor #CPSTalkToUs

How will we maintain social distance while helping students put on their mask after meals, zip their coats and assist with other dressing needs? @chicagosmayor #CPSTalkToUs

**Will air purifiers with UV lights be purchased for classrooms? @chicagosmayor #CPSTalkToUs**

**Has Burbank Hvac ventilation been inspected to ensure adequate air flow? @chicagosmayor #CPSTalkToUs**

**If the Hvac and ventilation has been inspected, can we see the report? @chicagosmayor #CPSTalkToUs**

**Will there be air purifiers for common spaces? How many air purifiers per square foot are needed? @chicagosmayor #CPSTalkToUs**

How many toilets are available to use for children and staff? @chicagosmayor #CPSTalkToUs

**Do the toilets have toilet seats to cover the toilets before flushing? Fecal droplets have been linked to Covid infection. @chicagosmayor #CPSTalkToUs**

**How frequently will bathrooms be cleaned? @chicagosmayor #CPSTalkToUs**

What cleaning supplies will be provided to support cleaning after students have their diapers changed? @chicagosmayor #CPSTalkToUs

**Will lysol or other spray on cleaners be provided to be used after students use classroom bathrooms? @chicagosmayor #CPSTalkToUs**

**What about students who have asthma who can not tolerate being around certain cleaners.? @chicagosmayor #CPSTalkToUs**

**How will we manage the use of indoor shared space? @chicagosmayor #CPSTalkToUs**

**How often will classrooms be cleaned? How often will shared spaces be cleaned? @chicagosmayor #CPSTalkToUs**

**Will classrooms be deep cleaned during the school week? @chicagosmayor #CPSTalkToUs**

**What, if any, additional cleaning supplies will be provided to clean classroom manipulatives and toys? Will there be time to clean those materials during the school day? @chicagosmayor #CPSTalkToUs**

**What is the procedure for cleaning body fluids? @chicagosmayor #CPSTalkToUs**

**Will appropriate amounts of disinfectant supplies be provided to staff for the constant sanitation required for multi-use surfaces in cluster rooms such as toileting areas, classroom materials, high and low tech AAC, and other AT devices? @chicagosmayor #CPSTalkToUs**

**What kind of PPE will be provided to staff who have to do toileting, positioning, hand-over-hand assistance? @chicagosmayor #CPSTalkToUs**

**Will N95 masks be provided for staff who have to provide hand over hand support? @chicagosmayor #CPSTalkToUs**

**Will teachers be provided with the same ppe as paraprofessionals? @chicagosmayor #CPSTalkToUs**

**Will additional PPE be provided for half day classroom teachers due to being exposed to two groups of children? @chicagosmayor #CPSTalkToUs**

**Will funding be provided to purchase individuals sets of materials for student use (counting blocks, letter tiles, legos, white boards, extra)? @chicagosmayor #CPSTalkToUs**

**Will classroom dividers, plexiglass dividers and furniture need to help students social distance within the classroom? @chicagosmayor #CPSTalkToUs**

**How and when will we have time to set up or classroom for social distancing? @chicagosmayor #CPSTalkToUs**



**Will a child who is coughing, sneezing or has a fever be allowed on the bus?  
@chicagosmayor #CPSTalkToUs**

**Will students be bussed in their classroom pods? @chicagosmayor #CPSTalkToUs**

**What will happen to siblings (we have two) who are in different cluster classrooms will they be bussed separately? @chicagosmayor #CPSTalkToUs**

**What about children who are bussed to preK from daycare? How will we find out if there was exposure at the daycare? @chicagosmayor #CPSTalkToUs**

**Will caregivers be required to wear masks when approaching the school for drop off and pick up? @chicagosmayor #CPSTalkToUs**

**If there's a covid positive case in one cluster classroom, will both classrooms need to shut down because of the sibling being in both rooms? @chicagosmayor #CPSTalkToUs**

**If a student or teacher in one pod tests positive, will all families in the pod have to self quarantine? @chicagosmayor #CPSTalkToUs**

**Will teachers teach in multiple pods? Will our special teachers need to quarantine if one of the pods has a positive case? @chicagosmayor #CPSTalkToUs**

**Will staff get quarantine pay? @chicagosmayor #CPSTalkToUs**

**What if staff catch Covid at work and need extended leave time? Do they qualify for worker's compensation? @chicagosmayor #CPSTalkToUs**

**Will caregivers also have to quarantine if a child in their child's classroom tests positive for Covid? @chicagosmayor #CPSTalkToUs**

**What resources will be available to students who's family members get sick with covid? @chicagosmayor #CPSTalkToUs**

**What is the plan for quarantine if someone tests positive for covid-19 in the cluster setting? Teachers? Paraprofessionals? Bus Aides? Bus drivers? Itinerants? Subs? Clinicians? @chicagosmayor #CPSTalkToUs**

**How frequently will sub SECAs and Teachers be tested that are moving between pods and schools? @chicagosmayor #CPSTalkToUs**

**If students are living in covenant care and have an outbreak at the facility, will staff be notified? @chicagosmayor #CPSTalkToUs**

**Will preschoolers and cluster students be expected to maintain 6 feet of distance from each other and teachers at all times? @chicagosmayor #CPSTalkToUs**

**Will students be denied access to in person instruction if they can not follow social distancing rules? @chicagosmayor #CPSTalkToUs**

**How will in class meals be handled? @chicagosmayor #CPSTalkToUs**

**How will staff members receive their lunch breaks while maintaining social distancing and not contaminating other pods? @chicagosmayor #CPSTalkToUs**

**Who will teach the children whose parents choose to continue with remote learning? @chicagosmayor #CPSTalkToUs**

**Can the hand sanitizer dispensers that are currently at child level be moved so my students don't ingest 90% alcohol solution? @chicagosmayor #CPSTalkToUs**

**Can cubbies/lockers be moved into the classroom? Where and how will student clothing items/materials be stored? @chicagosmayor #CPSTalkToUs**

**Which schools qualify for a hybrid model? Will there be a list published? @chicagosmayor #CPSTalkToUs**

**Is there any consideration of a hybrid model for cluster classrooms with a higher number of students/staff, considering the difficulties many students will have with social distancing, behavior, and the need for intensive remediation of skills lost? @chicagosmayor #CPSTalkToUs**

**Will carpets and other soft furnishings like pillows be allowed in the classrooms? @chicagosmayor #CPSTalkToUs**

**How will subs for teachers and paraprofessionals be handled? Will subs be moving between multiple pods? @chicagosmayor #CPSTalkToUs**

**How do we keep students who are elopement risks safe while maintaining distance? @chicagosmayor #CPSTalkToUs**

**How will classroom evacuations be handled during a behavioral incident? Where will students be evacuated to? How will sanitation be handled after a destructive behavioral incident? @chicagosmayor #CPSTalkToUs**

**How do you handle a student who spits, removes masks, coughs on others in a bid to get attention or avoid a non-preferred task? @chicagosmayor #CPSTalkToUs**

**When a student's behavior becomes a danger to themselves or others due to not following health and safety guidelines, what is the course of action? @chicagosmayor #CPSTalkToUs**

**What if social distancing guidelines conflict with a student's IEP? @chicagosmayor #CPSTalkToUs**

**How will we provide motor breaks or sensory breaks for students who require them to move throughout the school building as part of their IEP? @chicagosmayor #CPSTalkToUs**

**How do we address providing support to students who require significant mobility assistance such as for medical needs, safety, and students in wheelchairs? @chicagosmayor #CPSTalkToUs**

**How will cluster students receive minutes where they are included in the general education classroom? @chicagosmayor #CPSTalkToUs**

**Will medically vulnerable students be provided with appropriate PPE to protect them from peers who do not understand social distancing? @chicagosmayor #CPSTalkToUs**

**How will medically vulnerable students be safe in the classroom with students who spit on others, grab others, or wipe spit or other body fluids on others for attention or sensory input? @chicagosmayor #CPSTalkToUs**

**How will we adequately implement safety care procedures while maintaining social distance even at level 1? @chicagosmayor #CPSTalkToUs**

**My 5th-grade child goes to a school with a strict late work policy. What are district standards surrounding late work during remote learning? How many schools have an equally strict policy in the district? How does the district defend this policy? @chicagosmayor #CPSTalkToUs**

**For children who wish to apply to academic centers how will 5th-grade grades be counted for the application process? @chicagosmayor #CPSTalkToUs**

**What is the maximum number of synchronous minutes a student should have to endure each day? What is the policy for teachers that continue to drone on for the entire hour leaving no asynchronous time? @chicagosmayor #CPSTalkToUs**

**Parent of pre-k and 1st: Why is the idea that kids have 1:1 adult support at all times baked into the learning? When will you acknowledge and how will you amend the**

developmentally-inappropriate number of hours on screen? @chicagosmayor #CPSTalkToUs

How many students still don't have workable devices and/or internet?  
@chicagosmayor #CPSTalkToUs

PE teacher here! How can the whole pods system actually work if I would see every pod 2-3 times a week for at least an hour? Also, working in a gymnasium with no windows or working HVAC seems to be the perfect storm for exposure. PE is already an extremely difficult subject to teach while socially distancing, and with PK and cluster students it would be IMPOSSIBLE! No shared equipment or space? Also, if a student gets hurt in my class, needs help with tissue, or just upset in general how can I keep 6 feet away and help responsibly?

What will drop-off and pick-up look like? @chicagosmayor #CPSTalkToUs

With our current cubbies, children are not able to socially distance. How will we ensure that children can socially distance when removing/putting on their coats, bookbags, boots, etc.? @chicagosmayor #CPSTalkToUs

What kinds of masks will be provided to students, and how many? What kinds of masks will be provided to teachers, and how many? @chicagosmayor #CPSTalkToUs

Will teachers be provided with face shields/other PPE beyond masks? And if so, what kind of PPE and in what quantity? @chicagosmayor #CPSTalkToUs

What are the proper cleaning and health/safety protocols for each of the following areas: Reading area, Water and sand sensory table, Dramatic play, Games area, Light table, Art area/easel, Meeting area, Nature area, Blocks, Nap time, Meals, Recess?  
@chicagosmayor #CPSTalkToUs

In the reading area, does each book need to be wiped down after being touched by a child? Would it need to be removed and put in another area for a certain amount of time before being allowed back into the classroom? @chicagosmayor #CPSTalkToUs

At the water and sand sensory table, what is the science around how the virus travels in water? Will this area be completely closed, or is there a safe way whereby they could have this sensory experience in the classroom? @chicagosmayor #CPSTalkToUs

During dramatic play, can children share outfits? What about plastic toys?  
@chicagosmayor #CPSTalkToUs

**In the games area, how can children safely play games and use manipulatives?  
@chicagosmayor #CPSTalkToUs**

**At the light table, would we need to wipe it down completely after each child uses it?  
@chicagosmayor #CPSTalkToUs**

**At the art area/easel, do we need to get new paints every time a child uses it? Or is it sufficient to wipe down brushes? Is clay or playdough permitted this year? What are the guidelines around sharing tools? @chicagosmayor #CPSTalkToUs**

**In the meeting area, are rugs permitted this year? Is singing permitted with masks on? @chicagosmayor #CPSTalkToUs**

**In the nature area, if children are handling natural materials such as bark, leaves, or sticks, how can we offer these natural materials in a safe way? @chicagosmayor #CPSTalkToUs**

**With blocks, what are the recommended cleaning protocols for wooden blocks during the pandemic? @chicagosmayor #CPSTalkToUs**

**During nap time, since children don't wear masks while napping, how will we ensure that children remain six feet apart to allow social distancing? Will we be allowed to use other classrooms not in use to more properly social distance? @chicagosmayor #CPSTalkToUs**

**For meals, will children take all meals in the classroom? What are CPS' guidelines for maintaining social distance at mealtimes? Will each meal be individually packaged and portioned so as to minimize exposure? @chicagosmayor #CPSTalkToUs**

**During recess, what are the guidelines for physical, outdoor play in the pandemic? @chicagosmayor #CPSTalkToUs**

**Some classrooms don't have their own sinks. How does CPS plan to address this, given the highly physical, interactive nature of pre-K learning? @chicagosmayor #CPSTalkToUs**

**As a first-year teacher who doesn't have sick time accrued, will quarantine look different for some teachers than for others? For half-day teachers, how will classrooms be cleaned between classes? @chicagosmayor #CPSTalkToUs**

**How will pre-K children whose families opt to stay remote get a quality educational experience if the expectation is that we livestream what is happening in the physical classroom? @chicagosmayor #CPSTalkToUs**

**Children often need help tying their shoes. Are there scientifically-backed recommendations for staying safe when helping children in activities where social distance of six feet isn't possible? @chicagosmayor #CPSTalkToUs**

**What is the protocol when we need to help children to use the bathroom, or in the instances where children have diapers that need changing? @chicagosmayor #CPSTalkToUs**

**Given the airborne nature of transmission of the virus, what does CPS recommend for air circulation? Should we keep the windows in our classroom open? If we should crack the windows, will CPS ensure that the broken windows are fixed by 11/9? @chicagosmayor #CPSTalkToUs**

**Some pre-K children can be "runners"- fleeing class when they might feel homesick. What are recommendations for those moments when, in typical times, we teachers might have to physically restrain children? @chicagosmayor #CPSTalkToUs**

**If a child refuses to wear a mask or continues to take it off or wear it improperly, what is the protocol? What if a child's family member becomes sick? More broadly, under what circumstances do we all quarantine as a classroom? As a school? @chicagosmayor #CPSTalkToUs**

**Will pre-K children have specials? If so, what precautions are being taken, given that specials teachers will see many different "pods" over the course of a day? @chicagosmayor #CPSTalkToUs**

**What Covid testing will be provided to staff, students, and families who return to in-person learning, if any? @chicagosmayor #CPSTalkToUs**

**What are CPS' recommendations for teachers and other staff members who are asked to return to in-person learning but who have their own CPS students at home who will not be returning to schools? @chicagosmayor #CPSTalkToUs**

**Since a Harvard study found that toilet flushing can deposit the virus on surfaces and create potential for transmission, will CPS be installing toilet covers on the seats in all of the bathrooms and requiring lowered lids before flushing? @chicagosmayor #CPSTalkToUs**

**What is the plan for when teachers are absent? There was a shortage of subs before the pandemic. Who will be covering the classes? Previously it was oftentimes a specialist from the building. How will you keep people safe when pods are changing? @chicagosmayor #CPSTalkToUs**

**How many of last year's 8th graders have been marked down as "lost" by high schools now that the 20th day of school has passed? How does that compare with previous years? @chicagosmayor #CPSTalkToUs**

If / when in-person resumes for k-12, will kids, whose families wish to have them continue remote learning, be able to continue with their current teacher? If not, who will teach them? - Parent of kindergartener & third grader @chicagosmayor #CPSTalkToUs

**What will e-learning look like for families who opt to continue remote when given the choice? Will there be live instruction with their main teacher? Will they use recording? If the class needs to quarantine, what will the e-learning look like? @chicagosmayor #CPSTalkToUs**

**What will the option of full time remote learning option look like? How much synchronous / asynchronous time will there be? Who will be teaching them? @chicagosmayor #CPSTalkToUs**

For 7th graders - will 7th grade attendance % be considered or waived for enrollment to highschools? How will NWEAs be administered this year for high school applications? @chicagosmayor #CPSTalkToUs

**What is the plan for all of the interruptions that will occur when a child in a class is positive for Covid-19? How will you keep students engaged with rolling absences? @chicagosmayor #CPSTalkToUs**

October 19, 2020

Chicago Board of Education  
1 N. Dearborn, Suite 950  
Chicago, IL 60602

Dear Members of the Board of Education:

My name is Yury Juarez with Logan Square Neighborhood Association, I am a parent to a CPS student attending James Monroe elementary school. I am writing this letter to advocate for funding comprehensive sexual education led by the office Student Health and Wellness to ensure that sexual education is implemented equitably across Chicago.

My experience with SexEd in my child education has not been the best. I always get a consent form to fill out before SexEd is going to be taught. I am a very involved parent when it comes to my child education. So of course I always ask my child what happened in school and what she has learned for the day. When it comes to SexEd all she can tell me is that they had a conversation in regards to what characteristics make a girl and a boy. Then they are giving handouts to color or draw. When it comes to Sex Ed I believe that it is very important to give the children the correct and proper information. It is not enough to learn about this topic for just one week during a whole school year. Last time my child can recall learning about SexEd is in 3rd grade she is now a 6th grader. Some parents aren't as involved in their children's life so this is why I believe if this kind of information is being taught to our children it is appropriate for them to have a safe space to talk, ask questions and get the proper information.

Right now, the Office of Student Health and Wellness is working to revise the existing sexual education policy to ensure that the curriculum addresses topics like LGBTQ issues and is accessible for diverse students. But many of the parents in my community are devastated with the quality of training the educators receive to implement the curriculum. In order for these changes to be successful in the new policy, there needs to be resources and funding to ensure educators can provide a safe and informative learning environment for LGBTQ youth and diverse students.



With remote learning in place, sex education is not even happening. When I learned that CPS is poised to promote a new sex education policy soon, I wanted to ensure that the policy works as it is intended to and that it includes provisions that ensure::

- ❑ More staff that are able to answer student's questions (either more staff receive training or more staff are hired);
- ❑ Resources to support a peer-to-peer program (youth and/or caregivers);
- ❑ Resources to fund outside agencies to provide technical assistance and support of implementation;
- ❑ An investment in training educators and improving the curriculum of educators; and
- ❑ An investment in the curriculum to insure it is inclusive of gender identities and encompasses topics like consent, pleasure and methods of contraception.

Regardless of disability or economic status, our students, the staff, and their caregivers must have access to comprehensive sexual education and receive support to implement the lessons learned. Research shows that comprehensive sexual education is a crucial tool to prevent gender based violence and other violence in our communities.

I'm particularly concerned for students now who do not have a safe place at home, who experience abuse in the home, or who continue to live in fear at home because of their identity or sexuality. By ensuring comprehensive sexual education is in place, this can support both youth having a safe space and engaging caregivers like me so that we can reinforce those lessons at home and in our communities.

Thank you for your time and effort.

Yury Juarez

October 28th, 2020

Contact: Jianan Shi, Raise Your Hand, [jianan@ilraiseyourhand.org](mailto:jianan@ilraiseyourhand.org)

## **20th Day PEER Illinois Statement**

Amidst a pandemic that has disproportionately harmed Chicago's Black and Brown residents, Chicago Public Schools (CPS) neighborhood public schools on the South and West Sides will face deepening budget inequities under the CPS Student-Based Budgeting (SBB) formula, according to the latest 20th-day enrollment numbers released by CPS.

CPS saw enrollment drop overall by 4%, with over 90 schools potentially seeing cuts over a quarter of a million dollars based on Student Based Budgeting calculations. Schools on the West side saw the largest decline in enrollment in the city and of the 130 schools that saw declines of 10% or greater in enrollment, the majority are on the South and West sides of the city.

As a result, these schools could face even deeper cuts for the 2021-22 school year, at a time when they need more resources than ever to help students and families who face physical health disparities, trauma, mental health needs, food insecurity, financial instability, and the digital divide.

CPS' SBB formula has long been criticized for contributing to racial inequality by concentrating the most resource starved schools almost exclusively in Chicago's Black neighborhoods. By cutting funding to schools with declining enrollment in distressed neighborhoods, SBB forces further program cuts, which can create a downward spiral in enrollment. In April 2020, CPS' own school funding working group called for further modifications to the funding model that would hold schools harmless and not further reduce budgets -- a recommendation that was coupled with calls for meaningful community engagement and further budget data transparency.

CPS faces unprecedented challenges to equitable and adequate funding for its schools, given that the district is at only 66% of adequacy according to the state's formula, and state legislators have not provided the state's minimum funding increases for districts this year. At the same time, additional revenue sources - such as the \$450 million that CPS' school funding working group identified in foregone property tax revenue by the city under Tax Increment Financing - have been left on the table. And forcing the most underinvested schools to adopt austerity budgets based on these 20th-day enrollment numbers will only compound racial inequities.

The Partnership for Equity & Education Rights (PEER) Illinois school funding coalition calls upon CPS to end its use of SBB and adopt a formula that avoids deepening racial disparities in school funding amid the pandemic. PEER Illinois is a coalition that seeks to bring students and parents to the table in order to ensure that race does not determine any child's educational opportunities. Member organizations include: Education Law Center, Raise Your Hand for Illinois Public Education, Chicago United for Equity, Brighton Park Neighborhood Council, Institute for Research on Race and Public Policy, Illinois Families for Public Schools, Parents 4 Teachers, Chicago Teachers Union, Logan Square Neighborhood Association, Chicago Lawyers Committee for Civil Rights, and Grassroots Collaborative

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## Statement to the Chicago Board of Education, Oct. 28, 2020

*Kirsten Lambert, CPS parent*

Members of the board, I have a question for you: Are you comfortable having your loved ones sit in an enclosed space with up to 50 people for more than two hours right now?

CPS expects thousands of students to enter school buildings over the next few months to take tests like the SAT and selective-enrollment exams. That means my family, like many others, is facing an impossible choice. Do we send our children into poorly ventilated schools, possibly exposing all of us to a deadly virus? Or do we decide *not* to let them take these exams, depriving them of the test scores they'll need for college applications and scholarships?

I know school administrators and staff will do their best to protect everyone by having people distance and wear masks. But scientists tell us that four other things also contribute to the spread of infection:

1. Being indoors
2. Lack of ventilation and air circulation
3. Being in a large group
4. Prolonged exposure to someone who is infected

The city [held a contest](#) asking for creative ways to help restaurants stay open during winter. **Where is the creative thinking for Chicago's public schoolchildren?**

CPS should consider options such as:

- Holding tests outside, under shelters and with heaters
- Upgrading ventilation systems in newer schools so they can be used for testing
- Finding alternative sites (not schools) with adequate ventilation
- Adding more test dates to allow for 10 or fewer people in each room
- Shortening (or eliminating) exams that CPS or ISBE require
- No snacks or drinks during testing
- Conducting the tests remotely

Some families are OK with sending their kids into schools. But we already know that people infected with COVID-19 have been in schools during exams, and there will be more. So CPS needs to offer a safer alternative for families who do not find the current precautions adequate — especially with our city's rising rates of infection.

I'm not willing to let either of my children be the canary in the coalmine. So I ask you: What are *you* willing to do?

Dear Chicago Board of Education,

At school, there we have been doing remote learning for a while now but there are some things that are good and bad. Remote learning is great because we as students can still get an education. The work has gone down, and I'm usually finished with homework around 4 pm, which is good. Asynchronous time is great in class because it gives me a chance to do classwork and homework by myself, but I can still ask questions.


However, there are some cons to remote learning. I wish it was only half a day because I'm always on a screen and that leads to headaches and my eyes get tired throughout the day. One solution: one half of the day would be virtual classes and the other half is asynchronous time.

I don't think we should go back to the building right now because the COVID-19 numbers are rising and that could put each of the students' health in jeopardy.

Sincerely,  
McKenzie Young  
8th Grader  
Lenart RGC

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2020-2021 CPS CALENDAR  
ELEMENTARY AND HIGH SCHOOLS

Dr. Janice K. Jackson  
Chief Executive Officer

AUGUST						
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26▲	27	28		
31*						

NOVEMBER						
2	3	4	5Q	6#		
9	10	11*	12	13		
16	17	18ESPT	19HSPT	20		
23	24	25	26*	27*		
30						

FEBRUARY						
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8	9	10	11	12		
15*	16	17	18	19		
22	23	24	25	26		

MAY						
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31*						

SEPTEMBER						
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7*	8	9	10	11		
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DECEMBER						
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28	29	30	31			

MARCH						
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JUNE						
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APRIL						
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12	13	14	15Q	16#		
19	20	21ESPT	22HSPT	23		
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JULY						
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12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		

**LEGEND**

Q End of Quarter  
 + Teacher Institute Days  
 # School Improvement Days  
 \* Holiday  
 Day of non-attendance for students  
 Anticipated Window for Summer Programs  
 Schools closed--no salary paid

// Schools closed--salary paid except as provided by budgetary action  
 HSPT High School Parent-Teacher Conference Day (Report card pickup)  
 ESPT Elementary Parent-Teacher Conference Day (Report card pickup)  
 E Emergency days/school in session if student days fall below state requirement  
 ● Each school is provided 2 professional development days  
 ▲ School clerks begin working on Wednesday, August 26, 2020

**\*HOLIDAYS**

September 7	Labor Day	January 18	M. L. King Day
October 12	Indigenous Peoples' Day	February 15	Presidents' Day
November 11	Veterans Day	May 31	Memorial Day
November 26, 27	Thanksgiving Holiday		

Please note: December 25 and January 1 are holidays for the district offices.

NOTES:

- SCHOOL CALENDAR— School clerks begin on August 26, 2020. Teachers and Chicago Teacher's Union (CTU) – represented Paraprofessionals and School-Related Personnel (PSRPs) begin on August 31, 2020.

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To Dr. Janice Jackson, Dr. Stephanie Jones, Mayor Lori Lightfoot, and the CPS Board of Education,

We, the undersigned stakeholders, are writing to express our serious reservations with the CPS school reopening plan as it pertains to the health and safety of cluster students of all ages, as well as staff and families.

The IDHS has provided to the public a "Covid-19 Provider Self-Assessment Preparedness Tool " and a "DDD Covid-19 Risk Benefits Discussion Tool." We are deeply concerned that the "CPS School Reopening 2020 Preliminary Framework" does not address the guidelines provided by the IDHS documents. Individuals with intellectual disabilities are at significantly greater risk of serious complications or death from Covid-19 than the general population. An article from the Miami Herald titled "Covid-19 Kills Children with Intellectual Disabilities at a Higher Rate. Here's Why?" notes, "new research shows people with disabilities such as cerebral palsy, Down syndrome and autism are more likely to become infected by and die from COVID-19, especially at younger ages...For patients between 0 and 17 years of age, those with IDD had a fatality rate of 1.6%, while those without IDD had a fatality rate of less than 0.1%"(Camero). We believe extra care is essential when considering a return to situations such as school, where these individuals are in close and lengthy proximity to others.

We have identified three main areas of concern specifically related to the proposed CPS return to school framework and the expectations for Cluster students and the staff that serve them. The first area concerns the provision of IEP services including formal behavior plans, accommodations and modifications, access to assistive technology, daily medical and living skills support, and access to their general education peers. Many cluster students have medical, physical and/or behavioral concerns that prevent them from

effectively using masks, maintaining 6 feet of distance between others, and washing their hands.

1. How do we keep students who are elopement risks safe while maintaining distance?
2. How will classroom evacuations be handled during a behavioral incident? Where will students be evacuated to? How will sanitation be handled after a destructive behavioral incident?
3. How do you handle a student who spits, removes masks, coughs on others in a bid to get attention or avoid a non-preferred task?
4. When a student's behavior becomes a danger to themselves or others due to not following health and safety guidelines, what is the course of action?
5. What if social distancing guidelines conflict with a student's IEP?
6. How will we provide motor breaks or sensory breaks for students who require them to move throughout the school building as part of their IEP?
7. How do we address providing support to students who require significant mobility assistance such as for medical needs, safety, and students in wheelchairs?
8. How will cluster students receive minutes where they are included in the general education classroom?

The second area of concern is the physical preparation and maintenance of our classrooms and school buildings to properly meet the requirements set out by the CDC, IDHS and ISBE. This includes access to specific PPE for students with more significant needs, a deep cleaning schedule for our classrooms that are expected to be in session every day of the week, and maintaining appropriate ventilation in our classrooms.

1. Many cluster programs are in rooms that are smaller than an average classroom or 2 cluster classrooms utilize one physical space. How will safety measures of distancing happen in these settings?
2. Items needed for a return to the classroom adequate PPE, air purifier with UV light to kill virus, individual manipulatives, and sensory materials, one to one technology and cubicles to create dedicated work spaces. Where will the funds come from for these items?
3. When will our classrooms and toileting areas be deep cleaned?
4. Will appropriate amounts of disinfectant supplies be provided to staff for the constant sanitation required for multi-use surfaces in cluster rooms such as toileting areas, classroom materials, high and low tech AAC, and other AT devices.
5. Will CPS be providing masks with clear windows and/or face shields for DHH students, staff, and peers to allow for full access to communication?

The third area of concern is how CPS is evaluating students to see if they meet IDHS and CDC criteria for increased risk factors for Covid-19.

Does the district plan to assist families in filling out a form similar to the IDHS “Covid-19 Covid Risk Benefit Tool”? Will schools be required to use the “Provider Self-Assessment Preparedness Tool” that IDHS has created for community day services”?

1. Is there any consideration of a hybrid model for cluster classrooms with a higher number of students/staff, considering the difficulties many students will have with social distancing, behavior, and learning new routines, as well as the need for intensive remediation of skills lost?



2. Will medically vulnerable students be provided with appropriate PPE to protect them from peers who do not understand social distancing? How will these vulnerable students be safe in the classroom with students who spit on others, grab others, or wipe spit or other body fluids on others for attention or sensory input?
3. How will social distancing and classroom pod separations be handled during transportation? How will buses be sanitized between different school routes?
4. How is CPS going to provide and continue to provide the increased and different need for PPE in cluster programs when there are shortages in hospitals and long term care settings?
5. What is the plan for quarantine if someone tests positive for covid-19 in the cluster setting? Teachers? Paraprofessionals? Bus Aides? Bus drivers? Itinerants? Subs? Clinicians?
6. How frequently will sub SECAs and Teachers be tested that are moving between pods and schools?

We, the undersigned, believe that until CPS can present a written plan to address the above stated concerns, the only responsible action is for cluster students begin the year in a fully remote manner.

<http://chnq.it/KyNb4VQs8F>

#### Concerns about masks and dressing

1. What is the procedure if a child refuses to wear a mask? What is the procedure if a child frequently pulls off their mask?
2. What will happen to students who can not tolerate a mask or face shield due to sensory or developmental needs. Will students be denied access to in person instruction in these cases?
3. What is the procedure if a child is unable to adjust, put on or remove their own mask?
4. What is the procedure if a parent sends a child to school in a mask that doesn't fit properly?
5. Is CPS acquiring generic child size masks or masks that are made specifically for young children (under 5)?

6. How will we maintain social distance while helping students put on their mask after meals, zip their coats and assist with other dressing needs.

#### Ventilation and appropriate air purification

1. Will air purifiers with UV lights be purchased for classrooms?
2. Has Hvac ventilation been inspected to ensure adequate air flow.
3. If the Hvac and ventilation has been inspected can we see the report?
4. Will there be air purifiers for common spaces? How many air purifiers per square foot are needed?

#### Bathroom and toileting needs

1. How many toilets are available to use for children and staff?
2. Do the toilets have toilet seats to cover the toilets before flushing? Fecal droplets have been linked to Covid infection.
3. How frequently will bathrooms be cleaned?
4. What cleaning supplies will be provided to support cleaning after students have their diapers changed.
5. Will lysol or other spray on cleaners be provided to be used after students use classroom bathrooms.
6. What about students who have asthma who can not tolerate being around certain cleaners.

#### Cleaning questions

1. How will we manage the use of indoor shared space?
2. How often will classrooms be cleaned?
3. How often will shared spaces be cleaned?
4. Will classrooms be deep cleaned during the school week?
5. What if any additional cleaning supplies will be provided to clean classroom manipulatives and toys.
6. Will there be time to clean those materials during the school day.
7. What is the procedure for cleaning body fluids?
8. Will appropriate amounts of disinfectant supplies be provided to staff for the constant sanitation required for multi-use surfaces in cluster rooms such as toileting areas, classroom materials, high and low tech AAC, and other AT devices.

#### PPE

1. What kind of PPE will be provided to staff who have to do toileting, positioning, hand-over-hand assistance?
2. Will N95 masks be provided for staff who has to provide hand over hand support.
3. Will teachers be provided with same ppe as paraprofessionals.
4. Will additional PPE be provided for half day classroom teachers due to being exposed to two groups of children?

#### Classroom materials and supports

1. Will funding be provided to purchase individuals sets of materials for student use (counting blocks, letter tiles, legos, white boards, extra)

2. Will classroom dividers, plexiglass dividers and furniture need to help students social distance within the classroom.
3. How and when will we have time to set up or classroom for social distancing.

#### Bus and Arrival/Dismissal Questions

1. Will a child who is coughing, sneezing or has a fever be allowed on the bus?
2. Will students be bus in their classroom pods?
3. What will happen to siblings (we have two) who are in different cluster classrooms will they be bussed separately?
4. What about children who are bussed to preK from daycare? How will we find out if there was exposure at the daycare?
5. Will caregivers be required to wear masks when approaching the school for drop off and pick up?

#### Procedures for if there is a Covid positive case.

1. If there's a covid positive case in one cluster classroom will both classrooms need to shut down because of the sibling being in both rooms.
2. If a student or teacher in one pod tests positive, will all families in the pod have to self quarantine?
3. Will teachers teach in multiple pods? Will our special teachers need to quarantine if one of the pods has a positive case.
4. Will staff get quarantine pay?
5. What if staff catch Covid at work and need extended leave time? Do they qualify for worker's compensation?
6. Will caregivers also have to quarantine if a child in their child's classroom tests positive for Covid?
7. What resources will be available to students who's family members get sick with covid?
8. What is the plan for quarantine if someone tests positive for covid-19 in the cluster setting? Teachers? Paraprofessionals? Bus Aides? Bus drivers? Itinerants? Subs? Clinicians?
9. How frequently will sub SECAs and Teachers be tested that are moving between pods and schools?
10. If students are living in covenant care and have an outbreak at the facility will staff be notified.

#### Classroom procedural issues.

1. Will preschoolers and cluster students be expected to maintain 6 feet of distance from each other and teachers at all times?
2. Will students be denied access to in person instruction if they can not follow social distancing rules.
3. How will in class meals be handled?
4. How will staff members receive their lunch breaks while maintaining social distancing and not contaminating other pods.
5. Who will teach the children whose parents choose to continue with remote learning?

6. Can the hand sanitizer dispensers that are currently at child level be moved so my students don't ingest 90% alcohol solution?
7. Can cubbies/lockers be moved into the classroom? Where and how will student clothing items/materials be stored
8. Will our school qualify for a hybrid model?
9. Is there any consideration of a hybrid model for cluster classrooms with a higher number of students/staff, considering the difficulties many students will have with social distancing, behavior, and learning new routines, as well as the need for intensive remediation of skills lost?
10. Will carpets and other soft furnishings like pillows be allowed in the classrooms?
11. How will subs for teachers and paraprofessionals be handled. Will subs be moving between multiple pods.

### Behavior Related Questions

1. How do we keep students who are elopement risks safe while maintaining distance?
2. How will classroom evacuations be handled during a behavioral incident? Where will students be evacuated to? How will sanitation be handled after a destructive behavioral incident?
3. How do you handle a student who spits, removes masks, coughs on others in a bid to get attention or avoid a non-preferred task?
4. When a student's behavior becomes a danger to themselves or others due to not following health and safety guidelines, what is the course of action?
5. What if social distancing guidelines conflict with a student's IEP?
6. How will we provide motor breaks or sensory breaks for students who require them to move throughout the school building as part of their IEP?
7. How do we address providing support to students who require significant mobility assistance such as for medical needs, safety, and students in wheelchairs?
8. How will cluster students receive minutes where they are included in the general education classroom?
9. Will medically vulnerable students be provided with appropriate PPE to protect them from peers who do not understand social distancing? How will these vulnerable students be safe in the classroom with students who spit on others, grab others, or wipe spit or other body fluids on others for attention or sensory input?
10. How will we adequately implement safety care procedures while maintaining social distance even at level 1.

### Personal Protection Equipment

1. What kind of ppe will be provided to staff who have to do toileting, positioning, hand-over-hand assistance?
2. Will N95 masks be provided for staff who have to provide hand over hand support?
3. How many masks will be provided over time as they get dirty and worn?
4. Will teachers be provided with same ppe as paraprofessionals?

5. Will additional ppe be provided for half day classroom teachers due to being exposed to two groups of children? (at least 14 gloves and 2 gowns per day for half day programs)

Ventilation and Appropriate Air Purification

1. Will air purifiers with UV lights be purchased for classrooms?
2. Has the hvac ventilation been inspected to ensure adequate air flow?
3. If the hvac and ventilation has been inspected can we see the report?
4. If the inspection shows inadequate air filtration, will the school still open?
5. Will there be air purifiers for common spaces? How many air purifiers per square foot are needed?

### **Cleaning Questions**

1. How often will classrooms be cleaned?
  2. How often will shared spaces be cleaned?
  3. Will classrooms be deep cleaned during the school week? Or only on weekends?
  4. What, if any, additional cleaning supplies will be provided to clean classroom manipulatives and toys?
  5. How often will the toys be cleaned?
  6. Who is responsible for cleaning the toys?
  7. Will bins for toys be provided, per child, to store their toys over the course of the week?
  8. What is the procedure for cleaning body fluids?
  9. Will appropriate amounts of disinfectant supplies be provided to staff for the constant sanitation required for multi-use surfaces in cluster rooms such as toileting areas, classroom materials, high and low tech AAC, and other AT devices?
  10. When clinicians enter the room for related supports, will their spaces be sanitized after they leave?
  11. Will there be someone to sanitize the rooms with half day programs in the middle of the day before the next Bathroom and Toileting Needs
1. Will the toilets have toilet seats to cover the toilets before flushing? Fecal droplets have been linked to Covid infection?
  2. How frequently will bathrooms be cleaned?
  3. What cleaning supplies will be provided to support cleaning after students have their diapers changed?
  4. Will lysol or other spray on cleaners be provided to be used after students use classroom bathrooms?
  5. What about students who have asthma who can not tolerate being around certain cleaners? Will there be hypoallergenic cleaners that disinfect?

### **Classroom Materials and Supports**

1. Will funding be provided to purchase individuals sets of materials for student use (counting blocks, letter tiles, legos, white boards, extra)?

2. Will classroom dividers, plexiglass dividers and furniture need to help students social distance within the classroom?
3. How and when will we have time to set up or classroom for social distancing? program begins?

### **Concerns About Masks and Dressing**

1. What is the procedure if a child refuses to wear a mask?
2. What is the procedure if a child frequently pulls off their mask?
3. What will happen to students who can not tolerate a mask or face shield due to sensory or developmental needs? Do they need a doctor note? Will we have to amend the IEPs to put it in? Will students be denied access to in person instruction in these cases?
4. What is the procedure if a child is unable to adjust, put on or remove their own mask?
5. What is the procedure if a parent sends a child to school in a mask that doesn't fit properly?
6. Is CPS acquiring generic child size masks or masks that are made specifically for young children (under 5)?
7. How will we maintain social distance while helping students put on their mask after meals, zip their coats and assist with other dressing needs?
8. When will we survey parents about returning? Will we have access to those reports?

### **Related Service Providers**

1. How will related services be provided given that students can not be close together and are not independent enough to watch a screen on their own?

### **Bus and Arrival/Dismissal Questions**

1. Will a child who is coughing, sneezing or has a fever be allowed on the bus?
2. Will students be bussed in their classroom pods?
3. What about children who are bussed to preK from daycare? How will we find out if there was exposure at the daycare?
4. Will caregivers be required to wear masks when approaching the school for drop off and pick up?
5. If a child riding the bus tests positive, who goes on quarantine?
6. What if a child has a fever exiting the bus, will they be allowed into the school?
7. Who make the decision to stop them at the door and send the child home?
8. Will the bus be sanitized before and after each trip?
9. Will children be screened before entering the bus or only once arriving at school?

### **Nap Time**

1. Where will nap time be since the desks will be spaced out in the classroom?
2. How will the cots be cleaned? Who is responsible?
3. Is it possible nap and lunch can be housed in the same alternative space other than the classroom to allow time for sanitizing?
4. Can students bring their own pillows and blankets?

### **Classroom Procedural Issues**

1. Will preschoolers and cluster students be expected to maintain 6 feet of distance from each other and teachers at all times?
2. What will happen to students who can not follow social distancing rules?
3. How will in class meals be handled?
4. How will staff members receive their lunch breaks while maintaining social distancing and not contaminating other pods?
5. Will there be a sanitized space for staff to eat their lunches?
6. Who will teach the children whose parents choose to continue with remote learning?
7. If lockers and cubbies can not be used due to spacing, where will the student's belongings be stored during the day?
8. Will carpets and other soft furnishings like pillows be allowed in the classrooms? If not, what alternative flexible seating arrangements will be substituted for the diverse learners?
9. How will subs for teachers and paraprofessionals be handled? Will subs be moving between multiple pods?
10. Will there be sign in/out sheets for each classroom to allow for contact tracing?
11. Is there a substitute to using plastic sheeting in classrooms (safety concerns) when tarping furniture?

### **Behavior Related Questions**

1. How do we keep students who are elopement risks safe while maintaining distance?
2. How will classroom evacuations be handled during a behavioral incident? Where will students be evacuated to? How will sanitation be handled after a destructive behavioral incident?
3. How do you handle a student who spits, removes masks, coughs on others in a bid to get attention or avoid a non-preferred task?
4. When a student's behavior becomes a danger to themselves or others due to not following health and safety guidelines, what is the course of action?
5. What if social distancing guidelines conflict with a student's IEP?
6. How will we provide motor breaks or sensory breaks for students who require them to move throughout the school building as part of their IEP?
7. Will medically vulnerable students be provided with appropriate PPE to protect them from peers who do not understand social distancing? How will these vulnerable students be safe in the classroom with students who spit on others, grab others, or wipe spit or other body fluids on others for attention or sensory input?
8. How will we adequately implement safety care procedures while maintaining social distance even at level 1?

### **Procedures For If There Is a Covid Positive Case**

1. If there's a covid positive case in one cluster classroom will all classrooms need to shut down?
2. If a student or teacher in one pod tests positive, will all families in the pod have to self quarantine?

3. Will specials teachers be part of the student's regular schedule again?
4. Will our specials teachers need to quarantine if one of the pods has a positive case?
5. Will staff have to use benefit days for quarantine if they are unable to teach?
6. What if staff catch Covid at work and need extended leave time? Do they qualify for worker's compensation?
7. Will the bus drivers be made aware if a student or staff tests positive for COVID?
8. Will staff and students be made aware if the bus driver tests positive for COVID?
9. What resources will be available to students whose family members get sick with covid?
10. What is the plan for quarantine if someone tests positive for covid-19 in the cluster setting? Teachers? Paraprofessionals? Bus Aides? Bus drivers? Itinerants? Subs? Clinicians? Security? Admin?

### **Security**

1. If a child is late to school, who will screen them before entering the building?
2. Will security have to enter the room when bringing the child in?
3. Who will check that parents completed the screener questionnaire before each school day? What happens if they don't? Do we still allow that student into the building?
4. Who will notify building security if there is a positive covid case in prek?
5. Do security staff have adequate days to use if quarantined? (teachers can teach remotely from home and still get paid, but they can not provide security duties from home)

### **Janitorial Staff**

1. If bathrooms need to be cleaned after every use, that indicates that a janitor will be needed about every 20 mins for each room. Do we have enough staff?
2. Will there be one janitor per classroom? Or will the same one be used for all 3? (possible cross contamination and safety on their end)
3. If teachers chose, can they request to clean their own space during the day to eliminate others from entering their room so often?
4. Who will notify the janitorial staff if there is a positive covid case in prek?
5. Do janitorial staff have adequate days to use if quarantined? (teachers can teach remotely from home and still get paid, but they can not clean from home)