

## Monica Roque

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**From:** Kristen Pickus [REDACTED]  
**Sent:** Thursday, July 23, 2020 11:14 AM  
**To:** DJUSD Board of Education  
**Subject:** Public comment: Distance Learning options

**Categories:** Blue category

Dear Honorable Members of the Board of Education,

As a teacher and a parent, I am impressed and grateful for the thought and consideration that has been put into these incredibly difficult decisions during this unprecedented time.

As a parent, I am writing to express my preference for the "Schedule Option 1 - Rolling Seven Period Block Schedule" for secondary students.

I have serious concerns about the "Schedule Option 2 - Q 1/3 & Q 2/4 Quarter Block Schedule." I am worried about a 10-12 week break in instruction between core subjects and potential loss of learning, particularly for courses like math, ELA, language and music, which depend on and build upon prior learning and require daily (or at least weekly) practice. In addition, depending on the scheduling of courses in quarter 1/3 and 2/4, there could be an inequitable difference in workload between a student who has math, social studies and ELA in one quarter, and then science, electives and PE in a different quarter, for example. On a related note, many students select electives which they are interested in to help balance out their course load and not having these courses could have a negative impact on a student's social and emotional well-being. None of these concerns apply to the Schedule Option 1 model.

Thank you for your consideration and for all that you do for our students and staff.

Sincerely,  
Kristen Pickus

## Monica Roque

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**From:** Greg Brucker [REDACTED]  
**Sent:** Thursday, July 23, 2020 9:54 AM  
**To:** DJUSD Board of Education; John Bowes; Matthew Best; Rody Boonchouy; Troy Allen; Scott Thomsen; Kellie Sequeira; anelson@djUSD.net  
**Subject:** Public Comment - July 23 - Re: distance learning & secondary schedules for distance learning  
**Categories:** Blue category

Hello School Board Trustees and Administration,

I am glad to see that you are voting today on moving forward with distance learning to start the school year, along with enacting a plan of phased return, which I hope will be based on science, the numbers of covid cases, and with regard to the health and safety of all of us as teachers, students, staff, and community members. Please vote to approve it. We need a definitive answer to start planning for classes.

But that is not all we need to start our planning.

In reviewing the potential secondary schedules, I first want to point out that, as I have learned from colleagues, neither of these schedules were said to have been created by the Structures Action Team. These were presented to them this week, as they are being presented to you. Though one of these plans may work in my opinion, and even work well, I encourage you to support giving the Structures Team time to review. On that note, I ask that you do not approve a schedule until further discussion has been enacted, but enact it as soon as possible, so we teachers may start our planning. The closer we get to day one without decisions, the harder it will be for teachers to plan for the year.

Having said all that, I want to encourage you to not move us to a Quarter On and Quarter Off system. There are some major issues as I see it. First, with regard to performance classes, having that lost time between classroom education would severely hamper any progress we aim to make, as we will not be able to require continued practice during the off quarters. This will leave us having to spend more time on review, losing forward progress. The need for consistent daily-weekly work for performance classes is mandatory if we are to help ensure student progress and not regress. Secondly, many of the students that take a performance or arts class do so, because that is their love. That is the thing that keeps them going. That is why they stay connected to school. That is why they have an outlet to help support their social-emotional health. Taking that away for 1/2 the year would be detrimental, in my opinion, to many students all across our schools. If we are considering social-emotional health, it is not the right move to take away that which helps improve social-emotional health. Finally, in a larger context, enacting a quarter on/quarter off system will force us to have to keep that system when we return to in-class learning. It boxes us in. We cannot afford, nor should we ever choose something that leaves so little room for adjustment. When we return to in-class education, via the phased in approach, we need to ensure there is flexibility in being able to return. The quarter on/quarter off system, would deny us that flexibility.

I have one last point to consider. As a teacher, I am ready to take on learning Canvas, and how to use it to create the best experience for the kids. It will be quite an undertaking, for all of us. If we enact the quarter on/quarter off system, we will also be required to re-do our curriculum and goals to fit a year's worth in 1/2 a year. As there doesn't look to be a vote on a schedule today, enacting this major of a change (enacting the quarter on/quarter off system), in August, will leave far too little time for teachers to learn canvas, re-write curricular goals/timings, and prepare on-line classes. It would be a hill too high. Teachers worked harder than I have ever seen to ensure Spring distance learning was as successful as possible, and that was only for 8-9 weeks of curriculum. This would be for the whole year (as we would be boxed in to this plan, if enacted).

So, I encourage you to reject the quarter on/quarter off system, for its major flaws and inflexible pathway back to in-class learning. Please give time to the Structures Team to further review the first option for a Secondary Class Schedule, to help make sure it is something that is collectively agreed upon, or modified, and is seen as workable by teachers. And please return sooner than August 6th to enact a schedule, so we can start our planning to ensure we have a great start to an otherwise incredibly complicated school year.

With my appreciation for your consideration,

Greg Brucker  
DJUSD Parent  
Director, Emerson, Da Vinci & Harper Jr. High School Combined Orchestra Program

## Monica Roque

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**From:** Alan Krivanek [REDACTED]  
**Sent:** Thursday, July 23, 2020 9:43 AM  
**To:** DJUSD Board of Education  
**Subject:** Public Comment 7/23

**Categories:** Blue category

1. small group instruction should have the highest priority and have a designated minimum daily level set by the district. I would hope that this level would be at least 60 min per day for Elementary 4th-6th graders
2. total live instruction for Elementary 4th-6th graders minimum live minutes currently noted as 50 minutes per day is not nearly enough.
3. for secondary students the proposed Schedule Option 2 ( Quarter Block Schedule) would be in conflict with a phase reopening plan.
4. leverage of current online curricula (such as Khan Academy) should be leveraged as much as possible so that individual teachers are not wasting time creating their own online content

## Monica Roque

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**From:** nancy sanchez [REDACTED]  
**Sent:** Thursday, July 23, 2020 9:26 AM  
**To:** DJUSD Board of Education  
**Subject:** Public comment

**Categories:** Blue category

Re: Daily schedules in a DL return to school

Good morning, DJUSD School Board Members -

Thank you for your hard work and discernment for our staff and students through these unusual times. We're all sailing through uncharted waters and I know we all want what's best for our students, staff, and community as a whole.

I received the materials for today's board meeting that outlined the proposed class schedules to be presented today. They were represented as being the schedules developed by the planning team, a group of boots-on-the-ground teachers and staff who work with our amazing students every day.

But - in talking with members of this team, I discovered these proposed schedules are not the ones carefully crafted by the team. (A whole different question is, where did these schedules come from??)

The schedules the development team put together took into account the need that classes like instrumental music and foreign languages have for an ongoing access to the materials, and daily practice of the skills to retain and continue building knowledge and proficiency. They took into account the concerns about the secondary students being able to "handle" a full 7-period load during distance learning, and the planning team had addressed that with a rolling schedule that offered two to three core classes per week, with an ongoing block for those electives that require ongoing, daily exposure. Why isn't this schedule being presented to the board?

The other proposed schedule, the Q1/Q3 - Q2/Q4 schedule, completely ignores those needs. Each quarterly transition would require a complete "restart" and would effectively kill the instrumental music and foreign language classes. Additionally, a schedule like this would be very difficult to transition into a return to on-site classes. The team had also considered this possibility (of a return to campus) in building its schedules. The schedules being proposed seem to lack a lot of the insight that was present in the schedules I saw that the official team came up with.

We need a decision soon, but please, before making a recommendation, please ask to see the actual schedules that were developed by the team that was tasked with this important project.

Thank you for your consideration,  
Nancy Sanchez  
DJUSD Teacher

## Monica Roque

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**From:** molly eleen [REDACTED]  
**Sent:** Thursday, July 23, 2020 8:25 AM  
**To:** DJUSD Board of Education  
**Subject:** Public question/comment July 23

**Categories:** Blue category

Hello

Thank you all for the work you have been doing.

My comment is more of a question, would it be possible to have a canvas tutorial posted for parents to watch before the start of distance learning? I think if we, parents, are able to get an idea of how this platform works before school it will help reduce the stress and frustration.

Thanks  
Molly Eleen

[REDACTED]

## Monica Roque

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**From:** Debra Skinner [REDACTED]  
**Sent:** Thursday, July 23, 2020 7:59 AM  
**To:** DJUSD Board of Education  
**Subject:** Public Comment 7/23

**Categories:** Blue category

- 1) For the elementary schedule, I want to ensure that the live instruction minutes (minimum 50/day) do not take the form of recorded lessons **only**, as was our experience in spring (4th grader). Recorded lessons were not engaging at all and had no room for questions.
  - 2) Small group instruction (less than 6 students) must be a priority, as a webex group of any more than that means that certain students do not get the interaction that is needed.
  - 3) the **details** of these schedules, including small group time and actual live instruction **MUST** be consistent across the district in order to ensure appropriate instruction.
- Thank you, Debra Skinner

## Monica Roque

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**From:** Judy Wong-Chen [REDACTED]  
**Sent:** Thursday, July 23, 2020 2:15 AM  
**To:** DJUSD Board of Education; Fall 2020  
**Subject:** public comment for 7/23/20 BOE meeting

**Categories:** Blue category

Dear Board of Education Trustees and DJUSD,

During last week's School Board meeting, you emphasized the need to solidify how the return to school in the fall would be equitable, so here are some suggestions on where to prioritize. The majority of Davis students may be adapting to and inconvenienced by distance learning (yet some may thrive!), but please first focus on students who may be overwhelmed by this structure and put systems in place to ensure their success and continuation within the DJUSD system.

To prepare for distance learning, fortify your faculty. Ensure all have reliable high speed internet and devices and supplies necessary for interactive and engaging instruction, for if they don't, their classes will lag. Assist in their childcare needs (perhaps earmark some spaces in CDC and DKK for local students of district teachers), so they may be fully engaged with their students. Offer faculty ongoing professional development around Canvas efficiencies to maximize direct instruction and universal design; provide ongoing professional development to keep teachers adaptive in this quickly evolving climate. Generate minimum expectations for quality/quantity of direct instruction and communication with families (which is ideally frequent, clear, centralized to all families, accessible--multilingual, as needed-- and culturally sensitive) to find common ground about how involved parents should be with enforcing/supporting/attending distance learning. Deemphasize standardized and traditional testing and instead focus on engaging, project-based and independent learning/leadership skills and conceptualization, and reevaluate how this may deviate from how grades were determined while teaching in person. Generally, this pandemic has been a traumatic disruption to life before Covid-19 and social emotional learning should be trauma-informed and responsive, and integrated across all disciplines. Please retain a racial equity lens, as well as ensure educators and students are well informed about poverty and intersectionality, too.

For students, first help those furthest from opportunity by ensuring all have access to internet, devices and communication, particularly foster and homeless youth, the impoverished, those in the juvenile justice system and the undocumented. Some households with multiple students may not be able to all "attend" class at the same time, if they are ill equipped. Since you are not required to have average daily attendance this year, be flexible with some asynchronous learning, for those who may be physically or mentally unable to participate during scheduled instruction time due to reasons as varied as lack of a device or internet, the need to care for siblings, commotion in the household, under/overstimulation working online. Beyond the basics of technology (or minimally, physical books, printouts, toolkits, etc.), ensure that English Language Learners have additional access to translation and office hours/individualized time with instructors, and that those with IEPs and 504s retain their accommodations and access to assistive technology, paraprofessionals and specialists. Identify those who have historically performed below grade level and start the year strong with scheduled support systems such as additional office hours/individualized time with the instructors, tutoring, small working groups, and additional resources. Continue to offer free lunches/meals, as well as determine transportation/distribution, as needed. As those with social and financial resources create learning pods with privately paid instructors/tutors, please find ways that those without means may find adequate support, by leveraging UCD, parents and community members who would like to volunteer or help coordinate.

Many rely on schools for mental health support, so perform physical and mental health check ins, especially for those identified by educators/counselors, who may be at risk for depression, anxiety, suicide, abuse, neglect,



malnutrition, etc. Offer counselors, social workers, interventions and multilingual support, as needed. Conduct ongoing assessment of which students are in crisis or in the most need throughout the year. Particularly see the potential for trauma cited in the [American School Counselor Association's School Reentry Considerations](#) such as abuse, domestic violence, maltreatment, homelessness, economic insecurity, family separation, grief/loss, and stigma/racism related to Covid-19.

As you consider phase 2's partial return to physical instruction, be transparent about the criteria for your selection for who most urgently should be on campus, which I believe should include those living in poverty, who are homeless, in foster care or the juvenile justice system, are undocumented, newcomers, English learners, with special needs, IEPs and 504s, those recommended by teachers, and perhaps TK and Kindergartners who have not had formal schooling before. To minimize contact, please try outdoor instruction. Maintain flexibility with attendance of students and faculty, in the case of illness or exposure.

This was not an exhaustive list, but are just some ways to serve those most in need. I am passionate about students not being left behind, so thank you for considering these suggestions.

Judy Wong-Chen

## Monica Roque

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**From:** Susan Thomas [REDACTED]  
**Sent:** Wednesday, July 22, 2020 8:30 PM  
**To:** DJUSD Board of Education  
**Subject:** Public Comment

**Categories:** Blue category

Please address how distance learning and phasing back in of in person Learning will be handled for the arts, particularly in secondary schools. Many students have worked very hard to audition/prepare for choirs, orchestras, bands, and advanced art classes, drama, dance, etc. (especially at the high school level).

Thank you,  
Susan Thomas  
DJUSD Parent

Sent from my iPhone

## Monica Roque

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**From:** Samantha King [REDACTED]  
**Sent:** Wednesday, July 22, 2020 7:21 PM  
**To:** DJUSD Board of Education  
**Subject:** Public Commnet

**Categories:** Blue category

To Whom it May Concern:

I want to thank the district teachers and staff who put so much time and energy into the DJUSD Fall Reopening Plan that will be presented at the July 23rd board meeting. As the mother of a 7th grader and an 8th grader I was particularly pleased with the information outlined regarding how instruction will look for secondary students. However, while Schedule Option1: The Rolling Seven Period Block Schedule seems feasible, I am strongly opposed to Schedule Option 2: the Q1/3, Q 2/4 block schedule. This seems extremely disruptive and disjointed for learners. You can't go 9-10 weeks without math instruction and expect students to jump right back in. You will essentially create mini-summer slide situations where students will lose knowledge in those nearly 3 months off from instruction. Please do the right thing and choose **Schedule Option 1: The Rolling Seven Period Block Schedule.**

Best Regards  
S. King

## Monica Roque

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**From:** Laurie San Martin [REDACTED]  
**Sent:** Wednesday, July 22, 2020 5:35 PM  
**To:** DJUSD Board of Education  
**Cc:** [REDACTED]  
**Subject:** "public comment" against Q 1/3 & Q2/4 block scheduling

**Categories:** Blue category

To Whom it May Concern:

We're writing to you as parents and educators. Let us start by thanking you for your service on the school board, especially during these difficult times.

The pandemic has been stressful for everyone. The disruption of normal life has been comprehensive. Remote learning has allowed instruction to continue, but there's no question that our current isolation, with its increased screen time, has negatively impacted everyone. Our kids are feeling even more anxious and depressed than they were before the pandemic hit.

Our fear is that the proposed Q1/3 and Q2/4 Block Schedule would make the situation worse. When studying a language or performing art, maintaining continuity is absolutely crucial. Without daily engagement, these important skills won't develop. Adopting such a schedule is not simply an ineffective teaching method: it will actively discriminate against students who excel in qualitative subjects. If their education makes it unnecessarily difficult to refine the qualitative skills these fields develop, students who pursue performing arts and language arts will suffer. If our students' educational options are too narrowly circumscribed, their development as people will be limited.

Diverse paths to success are important, now more than ever. The ongoing protests across our country invite us to think about the systems we've created and sustained. We have a chance to reimagine how we might structure our society. We need to reexamine our educational structure, and consider how it addresses inclusion, equity and diversity. Eliminating creative options and deprioritizing qualitative subjects is a poor choice, and a step backward.

Lastly, engaging in the arts has been proven to help teens manage anxiety and depression. So why then would we block our students from actively engaging in these subjects?

We think it would be a grave mistake for the school district to adopt the Q1/3 and Q2/4 block schedule. We hope you will reconsider the current plan. Respect the impact of the arts and languages, as necessary components of a holistic education.

Sincerely,  
Sam Nichols & Laurie San Martin

## Monica Roque

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**From:** McElhern, Scott [REDACTED]  
**Sent:** Wednesday, July 22, 2020 9:18 AM  
**To:** Joe DiNunzio  
**Cc:** mcelhern@sbcglobal.net; DJUSD Board of Education; Fall 2020  
**Subject:** RE: Elementary School Waiver

**Categories:** Blue category

Hi Joe:

Thank you for the information regarding the Board meeting on July 23. From the agenda, it sounds like public comments are submitted in writing to [boe@djUSD.net](mailto:boe@djUSD.net). Therefore, please submit our below email of 7/21/2020 as part of the public comment record. We also have a few follow up comments regarding this fall.

- The schools should consider live outdoor classrooms. As a society, we have transitioned to outdoor living due to the pandemic. Gyms, barbershops and restaurants are all outdoors. If they can function, so can schools. All the schools have large grass areas that can accommodate large tents. We need to get creative so that our children can thrive in a social and educational environment.
- With respect to online instruction, it needs to be vastly improved from what took place in the spring. There needs to be a substantial increase in personal instruction. Teachers should instruct for the entire school day via Zoom (or whatever platform the District is using). We think it would be optimal if it could be done from the classrooms to demonstrate to the students that they are in a school environment. Through this process, the kids will see their teacher each day and be engaged in on-line learning. But for the pandemic, the teachers would be instructing in their class for a full day. If online classes are necessary, they should be teaching their courses and interacting with the students for the full day.
- We heard a rumor that the District is considering a requirement of only four hours of live instruction each week. If that is true, we believe it would be vastly underserving the needs of Davis students.

Please submit this as a supplement to our public comments.

Thank you,  
Scott & Diane McElhern

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**From:** Joe DiNunzio <jdinunzio@djUSD.net>  
**Sent:** Wednesday, July 22, 2020 6:53 AM  
**To:** McElhern, Scott [REDACTED]  
**Cc:** [REDACTED]  
**Subject:** RE: Elementary School Waiver

Scott, Diane:

I wanted to share a brief update -- the Open Session for the DJUSD Board meeting on Thursday, July 23, is scheduled to start at 1130am, and the agenda is available [here](#).

Regards,

Joe DiNunzio

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**From:** Joe DiNunzio  
**Sent:** Tuesday, July 21, 2020 2:51 PM  
**To:** McElhern, Scott [REDACTED] >  
**Cc:** [REDACTED] DJUSD Board of Education <[boe@djUSD.net](mailto:boe@djUSD.net)>  
**Subject:** RE: Elementary School Waiver

Scott & Diane:

Thank you for your email.

We appreciate and value the feedback you have offered regarding the opening of the 2020-21 school year, and for sharing the information about the Governor's Re-opening Framework.

We recognize the need to make thoughtful, informed decisions based on the best information available to us and we are committed to listening to our stakeholders to understand their needs, concerns, and ideas.

As you noted in your email, the next steps for the DJUSD Board of Education will be to receive a detailed presentation on the *DJUSD Phased Return-to-Campus Plan* at our meeting on Thursday, July 23 that will be held virtually at 11:00 a.m. That meeting will be broadcast through Davis Media Access / Channel 17 as well as through the web at [www.djUSD.tv](http://www.djUSD.tv).

Regards,

Joe DiNunzio  
President  
On behalf of the DJUSD Board

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**From:** McElhern, Scott [REDACTED]  
**Sent:** Tuesday, July 21, 2020 2:34 PM  
**To:** Superintendent <[Superintendent@djUSD.net](mailto:Superintendent@djUSD.net)>; DJUSD Board of Education <[boe@djUSD.net](mailto:boe@djUSD.net)>  
**Cc:** Fall 2020 <[fall2020@djUSD.net](mailto:fall2020@djUSD.net)>; [REDACTED]  
**Subject:** Elementary School Waiver

Superintendent Bowes and the Trustees of the Board of Education:

We are the parents of a rising 5<sup>th</sup> grader at Pioneer Elementary and a rising sophomore at Davis High School. On your website regarding the upcoming Board meeting on July 23, 2020, it said the topics that will be covered include the following:

**As next steps, the Board of Education will be receiving a detailed presentation on the DJUSD Phased Return-to-Campus Plan at their Regular Board of Education meeting on Thursday, July 23. The presentation will focus on the restart of school, including details about the phases of returning to in-person instruction, supports for equity and access, schedules and structures for instruction, social emotional learning supports, health and safety guidelines, and practices to support student engagement and assessment.**

As you know, the State published recommendations for when schools can reopen for in-person learning. I've attached the recommendations for ease of reference. Footnote 2 provides for a waiver for elementary schools which reads: "A waiver of this criteria may be granted by the local health officer for elementary schools to open for in-person instruction. A waiver may only be granted if one is requested by the superintendent (or equivalent for charter or private

schools), in consultation with labor, parent and community organizations. Local health officers must review local community epidemiological data, consider other public health interventions, and consult with CDPH when considering a waiver request.” This footnote is a recognition that distance learning is very difficult for elementary school children, and that younger children are significantly less likely to get sick from the coronavirus and also infect others.

The Health Officer for Santa Clara County and the Superintendent of Schools for Santa Clara County wrote a letter strongly encouraging elementary schools to follow the waiver process so that they can safely resume in-person instruction this fall. I’ve attached a copy of the letter for your reference. Of particular note are two paragraphs on the second page which describe why the waiver is strongly encouraged:

**“This recommendation is based on the current best available scientific evidence, including that COVID-related risks in schools serving elementary age students appear lower than and different from the risks to staff and students in schools serving older students. In particular, there appears to be lower risk of child-to-child or child-to-adult transmission in children under 12, and the risk of infection and serious illness in elementary school children is particularly low. By contrast, the health-related risks for elementary age children who are not provided in-person instruction are significant, including lower rates of immunizations, higher rates of undetected child abuse and neglect, and risk to social/emotional wellbeing.**

**Moreover, in-person instruction is academically and socially critical for younger students, in alignment with State standards. Students from socio-economically disadvantaged backgrounds are particularly harmed by a lack of access to in-person instruction. Schools serving elementary school students are also in a better position to put into place effective risk-reduction strategies to protect both teachers and students, including creation of small, stable classroom cohorts. Further, elementary school students without access to in-person school are far more likely than older students to require alternative group childcare arrangements when schools are closed, and as such, closure of elementary schools is less likely to significantly reduce transmission.”**

From the recent survey, a strong majority of Davis parents want some form of in-person learning –whether hybrid or full. Only 26% wanted distance learning. For elementary students, it is particularly important that they have live teachers, as well as the social interaction that comes with schooling. We request that the School Board at its July 23 meeting consider and/or discuss the waiver option for elementary schools as expressly provided for in the State recommendations.

Thank you,  
Scott & Diane McElhern

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strictly prohibited. Moreover, any such inadvertent disclosure shall not compromise or waive the attorney-client privilege as to this communication or otherwise. If you have received this communication in error, please contact our IS Department at its Internet address [REDACTED]. Thank you.

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## Monica Roque

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**From:** Lucy Fitz Gibbon [REDACTED]  
**Sent:** Wednesday, July 22, 2020 6:38 AM  
**To:** DJUSD Board of Education  
**Subject:** Public Comment: Block Schedule

**Categories:** Blue category

To whom it may concern,

I am a graduate of Davis High School (2006) and a professional musician whose career owes much to the excellent education I received as a DHS student--not just in terms of the music classes I took (including Madrigals) but also the language instruction (French) I received. Learning that you have recommended suspending language and arts instruction for 50% of the coming school year is frankly unfathomable. For many students, the arts are a vital component of their scholastic life, no matter if they are intending to make a career of this study. The arts provide ways to contextualize their work in other courses, to help students approach problems in complex ways, and to bond with each other. Perhaps even more importantly during a traumatic time such as this one, the arts provide avenues for exploring and understanding one's self and one's world. Similarly, language instruction allows students the escape of another language and culture, literally creating new avenues of communication. The teaching of grammatical structure and vocabulary in foreign languages has a direct positive impact on the understanding and mastery of English. I certainly experienced this in my years taking French at DHS, as well as observed it in my years of volunteering with academically-struggling children at an Ithaca, NY, middle school: studying Spanish dramatically improved their engagement with reading and writing in English, too.

I fully understand the complexities of education during this time of Covid. I am on the faculty of two universities (Cornell University, where I am the current Director of the Vocal Program, and Bard College-Conservatory, where I am on the graduate voice faculty) and have spent every day since March 13th puzzling out how best to reach and instruct my students. But I can also promise you that the arts and languages--I was also teaching a course on Italian diction this spring--have been lifelines during this confusing, frightening, alienating time. You don't need to expect your students to become professional artists, or professors of foreign languages, in order for them to immeasurably benefit from the opportunity to immerse themselves in these studies. But by depriving students of the bright spots in their schedules--and I say this with all due respect to the wonderful teachers of biology, chemistry, physics, history, math, et cetera--I fail to see how you are going to positively affect their academic outcomes.

Sincerely,  
Lucy Fitz Gibbon

--  
Lucy H. Fitz Gibbon, soprano

[REDACTED]  
hers

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Interim Director of the Vocal Program  
Cornell University

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Visiting Faculty, Graduate Vocal Arts Program



## Monica Roque

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**From:** Matilda Hofman [REDACTED]  
**Sent:** Tuesday, July 21, 2020 7:34 PM  
**To:** DJUSD Board of Education  
**Subject:** Public Comment- Block Schedule proposal  
  
**Categories:** Blue category

Dear School Board Trustees,

Languages and the Arts are an absolutely vital part of any education. They are also disciplines that can only be mastered through constant and consistent practice. A 50% model for these electives would decimate these programs and be a terrible disservice to all students. Please reconsider the Block Schedule, which would completely undermine the quality of a Davis High School education.

Sincerely

Matilda Hofman  
(Davis parent)

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[REDACTED]