

ARLINGTON HEIGHTS SCHOOL DISTRICT 25

1200 S. Dunton Ave.
Arlington Heights, Illinois 60005

School Board Meeting Minutes
July 16, 2020

Brian Cerniglia, President of the Arlington Heights School District 25 Board of Education, called the meeting to order on July 16, 2020 to accept a motion to adjourn into closed session at 6:07 p.m. The meeting was held remotely via Zoom.

The meeting was noticed for closed session to discuss: Appointment, Employment, Compensation, Discipline, Performance or Dismissal of Specific Employees/Independent Contractors/Volunteers of the District, 5 ILCS 120/2 (c)(1); Review closed session minutes, 5 ILCS 120/2 (c)(21); Litigation when an action has been filed, 5 ILCS 120/2(c)(11).



Regular Meeting

Brian Cerniglia, President of the Arlington Heights School District 25 Board of Education, called the meeting to order at 7:35 p.m. on July 16, 2020. The meeting was held remotely via Zoom. Roll call was noted and the Pledge of Allegiance said.

Board members present: Brian Cerniglia, Chad Conley, Scott Filipek, Erin Johannesen, Rich Olejniczak, David Page, and Anisha Ismail Patel

Board members excused: None

Others Present: Dr. Lori Bein, Superintendent; Stacey Mallek, Assistant Superintendent for Business/CSBO; Dr. Brian Kaye, Assistant Superintendent for Personnel and Planning; Dr. Becky FitzPatrick, Assistant Superintendent for the Department of Student Learning; Dr. Peg Lasiewicki, Assistant Superintendent for Student Services; Chris Fahnoe, Director of Technology and Assessment; Ryan Schulz, Director of Facilities Management; Adam Harris, Head of Communications and Story Telling; Lana O'Brien, Recording Secretary; staff; and community.

Mr. Cerniglia noted that the Public Hearing on the eLearning Plan was cancelled. Dr. Bein stated that there will be additional information coming from the state of Illinois regarding opening plans for the start of the school year. The Public Hearing about the eLearning Plan, the board approving the eLearning plan, and the update on planning for the 2020-2021 school year agenda items were removed from the agenda. New information will be presented at an upcoming meeting related to these topics.

Recognitions and Presentations - None

Community Input

Due to the large number of comments submitted and the length of each comment, they are being summarized by topic at this time. Each comment will be submitted to the Board of Education members in writing and posted to our website with the recording of tonight's meeting. It is attached at the end of the minutes.

Topics:

- 4 - Please allow sports and clubs to occur at the middle school and elementary school
- 18 - Reopening of School for the 2020-2021 School Year - General Questions
- 1 - Reopening of School for the 2020-2021 School Year - Special Education Programming
- 2 - Concern about Teacher's Contract having a 2-tier system
- 10 - Reopening of School for the 2020-2021 School Year - Should be a Remote Environment for All
- 4 - Reopening of School for the 2020-2021 School Year - Support for Full Opening On-site Learning
- 5 - Reopening of School for the 2020-2021 School Year - Need to Add a Hybrid Model for ½ of student population attending at a time to support social distancing
- 4 - Reopening of School for the 2020-2021 School Year - Need a New Option
- 2 - Reopening of School for the 2020-2021 School Year - Increase Teacher Input - As a parent, I trust the teachers to design how to do the school year
- 1 - CAP - Unhappy that if I choose Remote Learning, my child's spot isn't held for the 2021-2022 school year
- 5 - Racial Injustice - Thank You for Including on the Agenda; providing requests and ideas, and looking forward to learning more about the District's action steps
- 1 - American Heart Association - Thank you to staff and families for supporting this program
- 1 - Reopening of School for the 2020-2021 School Year - Please be consistent in how teachers communicate with students - some use Schoology more than others.
- 1 - Reopening of School for the 2020-2021 School Year - Allow students to use their lockers
- 2 - Thankful for teachers who were able to pivot on a moment's notice last year to provide excellent support to our children. Please keep these amazing, talented teachers in mind when planning for the new year as well as the physical and mental health of all those involved.

Mr. Cerniglia thanked Dr. Bein and the administration, and stated that the Board welcomes and takes all of the input under serious advisement.

Consent Agenda

Motion: D. Page moved and S. Filipek seconded the motion that the Board of Education approve those items on the Consent Agenda as follows: (A) Personnel Report and Addendum to Personnel Report; (B) Treasurer's Report; (C) Invoices; (D)

Fixed Asset Disposal Report; (E) Regular and Closed Session Meeting minutes of June 18, 2020

Roll Call: B. Cerniglia, yes; C. Conley, yes; S. Filipek, yes; E. Johannesen, yes; R. Olejniczak, yes; D. Page, yes; and A. Patel, yes. Motion carried 7/0.

Communications:

The following reports were given:

- NSSEO – Ms. Johannesen reported that there was no July meeting. NSSEO is going through the same planning as District 25. They had to cancel their fundraising event for the new playground. If anyone is inclined to do so, they could donate to the playground. Ms. Johannesen will send information to Mr. Harris to include on social media.
- IASB – MS. Patel said IASB has been very supportive by providing connection for school board members. She virtually attended the second book club meeting on governance.
- ED-RED – Ms. Patel reported that there is an Equity Ad hoc committee, and they would like to include more school board members.

The following reports were received:

- PTA – Ms. Liz Nierman, Council President of the PTA, noted that the PTA has starting training sessions for the new officers. The PTA is looking forward to support to the schools.
- ATA – Ms. Drevline thanked Dr. Bein for sending the informational video to the staff. Teachers are excited to get back, but also concerned about returning. The ATA look forward to work together with Dr. Bein and the administration.

There were no reports from the following.

- ABC25

Committee of the Whole Reports

Student Learning – No Report

Student Services – No Report

Business and Finance

2020-21 Consolidated District Plan

Ms. Mallek explained that this is a new requirement that the Illinois State Board of Education began last year which will consolidate and streamline the federal grant management process. She explained that Phase I of this plan is the Consolidated District Plan, which allows grantees to answer one set of planning questions to meet the requirements of the federal grants. One of the assurances that District has to provide under the plan is a date the plan was presented to and approved by the Board. There are no significant changes from last year.

Motion: S. Filipek moved and E. Johannesen seconded the motion that the Board of Education approve the Consolidated District Plan for Fiscal Year 2020-21 as presented. Roll Call: B. Cerniglia, yes; C. Conley, yes; S. Filipek, yes; E. Johannesen, yes; R. Olejniczak, yes; D. Page, yes; and A. Patel, yes. Motion carried 7/0.

Resolution Authorizing Intervention in Proceedings before the State of Illinois Property Tax Appeal Board

Ms. Mallek explained that the district receives notices when claims are filed with the Property Tax Appeals Board (PTAB). For each triennial that we receive PTAB notices, the Board passes a Resolution that allows Franczek Radelet to intervene in PTAB cases upon direction from the Assistant Superintendent for Business. As we are beginning to receive appeals for more recent tax years, we need to update our resolution with PTAB to allow Franczek Radelet to intervene in appeals for the 2018-2021 triennials. The resolution allows Ms. Mallek to direct legal counsel to intervene on behalf of the district. As with past PTAB's, District 25 will share the cost of intervening with District 214 and any other taxing bodies that choose to participate.

Motion: D. Page moved and E. Johannesen seconded the motion that the Board of Education approve the "Resolution Authorizing Intervention in Proceedings before the State of Illinois Property Tax Appeal Board".

Roll Call: B. Cerniglia, yes; C. Conley, yes; S. Filipek, yes; E. Johannesen, yes; R. Olejniczak, yes; D. Page, yes; and A. Patel, yes. Motion carried 7/0.

Presentation of 2020-2021 Tentative Budget

Ms. Mallek presented information on the tentative budget for the 2020-2021 school year. Ms. Mallek reviewed the budget assumptions, noting that revenue from property taxes is based on a 99% collection rate, and that the CPI was 1.9% in 2019 and is 2.3% in 2020. Interest income is 0.5%, and the Corporate Personal Property Replacement Tax (CPPRT) decrease is \$650,000. There was a reduction in the state transportation reimbursement as a result of lower 2019-20 expenditures due to COVID-19. There were no significant changes in federal funds and the ESSE Emergency Relief Grant was \$200,439, which will be used for technology. The district is no longer providing food service for two other districts, so they have been removed. Building rentals have been removed because there have been no outside activities except for Miner and Rand. The total revenue budget decrease is \$376,944.

The expenditures were reviewed and Ms. Mallek explained that personnel costs are 81% of the budget, excluding debt and construction. Salaries are based on the current collective bargaining agreements and tied to CPI, and health insurance costs increased six percent. The district will provide many instructional tools for students, and focus on differentiation, literacy, personalized learning, special education and Response to Intervention. The budget includes \$ 1.3 million to support the Technology Plan, as the district is moving to 1:1 device ratio because of the pandemic. There will be a decrease in Special Education tuition, a decrease in community food service supplies, and a decrease in phone and fiber costs. There is an anticipated increase in the insurance

premium. The majority of the capital project budget is the galvanized piping replacement at Patton Elementary School. The budget could still include costs related to items we are not planning, such as buses for field trips, but could be added back.

We will continue to finalize and make changes to the budget, and the Board will vote on the budget in September. We may need to add some expenditures to provide a high level of health and safety for staff and students next year, such as portable sinks for hand washing. The tentative budget will be posted on the District 25 website on August 14, 2020, and the notice for the public will be posted in mid-August. Ms. Mallek shared the budget timeline in accordance with legal requirements.

November 2019	Adopt tax levy
Jan. – March 2020	Build budget assumptions
Feb. – June 2020	Build budget (building allocations, departments, staffing, enrollment)
April 2020	Personnel Plan approved by Board
July 16, 2020	Presentation of 2020-21 tentative budget
August 14, 2020	Publish notice for public hearing
September 17, 2020	Public Hearing
September 17, 2020	Adoption of final budget

Board members asked several questions and there was discussion regarding grants, the current district debt, the increase in salary percentage, and property tax revenue timing. We know that 45% of people in Arlington Heights (not all District 25) build their tax payments into their mortgage, so we don't anticipate those being late. 55% of people pay direct, so we could see some risk. Board members thanked Ms. Mallek for her diligence and extensive work on the budget.

Facilities Management - No Report

Personnel and Planning - No Report

Superintendent Report

Resolution affirming the Arlington Heights School District 25 Board of Education's Commitment to Eliminate Racial Injustice

Dr. Bein stated that it is important for the Board of Education to lead District 25 into a future more purposefully focused on eliminating any racial injustice that exists through our curriculum, our actions, or our inactions. While we are doing important work already to advance racial equity and justice, we can, with intentionality, do more.

This resolution was adopted by the Illinois State Board of Education, and the district adapted it to District 25. Dr. Bein read the resolution.

Ms. Patel is grateful to Dr. Bein for presenting the resolution to affirm our commitment to the students, teachers and community. Inclusiveness is important, and as a Board, we must learn and grow in our understanding of racial injustice. Mr. Olejniczak thanked

Ms. Patel for the strong words, and stated that he fully supports the resolution. Mr. Page thanked Ms. Patel for the powerful words, and thanked Dr. Bein for moving forward to have real change in the district.

Motion: D. Page moved and S. Filipek seconded the motion that the Board of Education approve the "Resolution affirming the Arlington Heights School District 25 Board of Education's Commitment to Eliminate Racial Injustice".

Roll Call: B. Cerniglia, yes; C. Conley, yes; S. Filipek, yes; E. Johannesen, yes; R. Olejniczak, yes; D. Page, yes; and A. Patel, yes. Motion carried 7/0.

First Reading of Policy

Dr. Bein stated that the resolution is the first step of leading District 25 in the area of eliminating any racial injustice that exists through our curriculum, our actions, or our inactions. The second step is the new policy that is included for a first reading, which was recommended by our local League of Women Voters. Our attorney reviewed the policy and stated that it is very appropriate. This policy will help us move forward with action items once it is approved. It will be brought back at the next meeting for a second reading and adoption.

New:

1:35 Diversity, Equity, and Inclusion Policy

The Board did not return to the closed session.

Motion: D. Page moved and S. Filipek seconded the motion to adjourn the meeting.

Roll Call: B. Cerniglia, yes; C. Conley, yes; S. Filipek, yes; E. Johannesen, yes; R. Olejniczak, yes; D. Page, yes; and A. Patel, yes. Motion carried 7/0.

The regular meeting adjourned at 8:44 p.m.

Submitted,

Lana M. O'Brien
Recording Secretary

Approved: August 13, 2020

President
Board of Education

Secretary
Board of Education

Date minutes available for public inspection: August 14, 2020

Date minutes posted on District website: August 14, 2020

Community Input – July 16, 2020 Board Meeting

Name	Address	Question/Comment
Hayden Dieringer	419 S Donald Avenue, Arlington Heights	<p>I am going to be an 8th grader at South. For the upcoming school year, I would really hope that sports will be incorporated into the year. School sports gives kids ways to make new friends & teammates that will continue throughout high school. School sports gives kids a chance to exercise if they didn't have a way to at home. School sports teaches many things like team building, good sportsmanship, the sport and respect. School sports can also relieve some of the stress that school or other areas might be putting on kids. If school sports were taken away because of a virus, think about how much that would impact a huge percentage of kids attending school. If kids, parents and coaches are willing to participate in the sport, why not let them? As an 8th grader, I would hate to have my last year at South not be filled with the opportunity's sports have to offer. Last year, the 7th grade girls volleyball team that I was on, was going to state, but that was cancelled because of Covid. It would be extremely sad if any sports didn't even get the chance to try to go to state. I have gone to state for cross country as a 6th and 7th grader & my goal is to go all three years. Practice is outside, social distancing can happen with the many kids that run cross country. Thank you for taking this into consideration.</p>
Therese Orlando	3 N Forrest Ave. Arlington Heights, IL 60004	<p>I have a son going into 8th grade at South Middle School.</p> <p>I know you all are very busy trying to manage school for the fall during this COVID pandemic. I just wanted to reach out to ask that D25 and South Middle School consider allowing some level of sports for the students this fall. I realize it may not be entirely what is used to be, but if they could participate to some degree in their fall sport, it would be greatly appreciated. Many of the athletes truly thrive in their sport and it is part of their identity. Without it, they feel a bit lost and it is causing a negative impact to their physical activity, and their mental and emotional well-being.</p> <p>My son has been training for cross country, but he is just so sad because he feels like there is probably no chance to compete in the fall. And he LOVES to run. Motivating him when he feels like there is just no point to anything anymore is so hard and so sad. However, he continues to train and get ready for his fall sport. We are trying to keep him positive, so he continues to train and we tell him to keep his hopes up - maybe a fall season of some sort will happen.</p> <p>I know the IHSA has put out guidelines for high school sports and they are allowing modified camps for high school students starting next week. Normally middle school students could attend, but they are not invited this summer. These middle school students just feel lost in all this.</p> <p>Thank you for hearing me out and for hopefully considering going forward with fall sports for middle school students in D25. My son is an 8th grader at South and would love to run cross country in the fall! I am willing to help if you need extra adults to help with the program. I do work full time but can try to get out early from work some days to help the cross-country coach at South if needed.</p>
Barbara Watts	217 N Douglas Ave, 60004	<p>Can we receive more details on what remote learning will look like in the Fall? We are struggling to make a decision on what to do with the kids without this valuable information. The spring was a bit chaotic (understandably) and we are hoping for a better understanding of the fall (specifically Windsor Elementary). If this information is already available, please direct me to its location.</p>
Margery McCarthy	2606 E. Garden Walk, AH 60004	<p>I am writing to you as a concerned resident of Arlington Heights and as an educator of 35+ years. I have worked in both Palatine for Children's Home and Aide for 20 years and I am currently teaching in District 57 in Mount Prospect since 2004. According to your website and current teacher contract you are utilizing a 2 tier pay scale for your certified teachers. This concerns me on many levels. I would like the following concerns to be read at the July 16, 2020 School Board meeting.</p> <p>1) A 2-tier pay scale causes division among staff and ultimately impacts overall morale in the school environment. It is sad to think the teachers' union, school board and administration ever thought this was a fair contract for all of its members. The weakest, nontenured and least experienced teachers were not given fair consideration during these negotiations. It is shameful! As a member</p>

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		<p>of the negotiating team in District 57 during the 2014-2015 school year I can tell you that our union was willing to fight for a contract that was fair and just for all of its members. We were hours away from striking over a 2-tier pay scale. Ultimately, the Board of Education and the administration agreed. We were fortunate to have an awesome community that provided never ending support and a union that was willing to fight for its weakest members.</p> <p>2) A 2-tier system limits a district's ability to attract the most qualified and talented teachers. Isn't that what we want? I believe quality teachers equals a quality district. A 2-tier system also causes a much higher turnover rate. The whole school suffers with teacher turnover! Schools depend on their most seasoned and experienced teachers to mentor new teachers. I have seen many of my colleagues struggle to meet the needs of a new teacher, especially if that teacher moves on to another district with fair pay. The School Board can prevent this by having a 1-tier pay scale.</p> <p>3) If the 2-tier system is allowed to continue then eventually there will be a decline in the quality of education in District 25. Arlington Heights has a great reputation and is a highly sought-after community to live in, but we are only as good as our schools. If the quality of education declines so will the desire to live in Arlington Heights.</p> <p>I have lived in Arlington Heights for 55 years and I would like to see the schools continue to provide an excellent education for all students and provide fair pay for all of its teachers.</p>
Christy Walsh	716 N. Salem	<p>As a D25 family, we appreciate the communication of the draft of the school re-opening from Dr. Bein. We regret that the poll only asked us what we had a question about, rather than allowing us to give more detailed feedback.</p> <p>In the draft, it stated that "most classrooms will not have 6-feet between students" and that schools will "space classroom seating out as much as possible." How does the district plan to address the safety of children and students with this directive? How much space is "as much as possible"? It would be helpful to parents who must make this decision to either have more assurances as to the actual spacing of their children or to have an alternate plan where students would come less days a week, spaced out, to ensure more safety for students and teachers. Thank you.</p>
Jenny Lee	1211 W. Thomas, 60004	<p>Are there plans to have physical dividers? Like plexiglass? I think a lot of people would be willing to pay for this if it's possible. Also, can we bring children home for lunch, if they cannot have a plexiglass surround or other barrier. Will students' temps be taken or parents required to fill out a screening form? Lastly, can we start in school and change to remote mid-trimester if we choose? Thank you for all considerations</p>
Ruth Miller	114 S. Belmont, 60005	<p>I am a parent of several children in the district and an educator myself. Given the uncertainty of the virus and the complexities involved in re-opening, I believe it is in the best interest of all involved to start the year 100% remote. No situation is ideal, but this way we can be sure that no student, teacher, or support staff will knowingly be put in harms way. I saw it said somewhere that with remote learning "no one wins, but no one dies." Thank you for your time and dedication to our children during these unprecedented times. Stay safe</p>
Bryan Roush	611 E. Crestwood Dr. 60004	<p>I reviewed the plan that Dr. Bein has put forth and there seemed to be no input from teachers or staff. They seem to be at an incredibly high risk of contracting the virus in the plan described, why are we not doing remote learning to start the year? If we know this is the safest option for everyone, why not implement it?</p>
Marc Glasstetter	907 E. Marion St, 60004	<p>I'd like to reiterate my support for the plan to open schools in the fall. I coach a baseball team of to-be OMS third graders in a league full of kids from Arlington Heights schools, and I know the interaction with their teammates/schoolmates is keeping them sane at this point. I've seen first-hand how spending an hour with their peers changes their mood for the better, my son in particular. I'm hopeful you and the team stay the course and maintain plans to open schools in the fall.</p>
Stephanie Harrison	916 W. Grove St.	<p>I am a parent of 2 students at Westgate and 1 at South MS.</p> <p>After learning about the plan for this upcoming school year, I have a concern about the students unable to be 6 ft apart per the CDC guidance. Is a hybrid school learning environment a possibility for the district in order to adhere to the social distancing</p>

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		guidance? I've heard of other districts offering a rotating schedule for students with a mix of in class and remote learning to ensure better social distancing.
Carleen Swanberg	618 S. Evergreen Ave., 60005	In an effort to address the issue of asymptomatic carriers, how often will teachers and support staff be tested for COVID-19? Looking for information of testing beyond daily temperature screenings.
Erin Kranz	1913 N. Fernandez Ave	<p>In light of the upcoming board meeting I would like to share some thoughts regarding the reopening of District 25 schools. There are many questions and concerns crossing my mind but I will try and keep it brief.</p> <p>Just because President Trump is encouraging a return to school and that the most recent guidelines suggest groups of 50 or less are okay, doesn't mean we should return to "normal" as we once knew it.</p> <p>There are the lives of children and educational staff on the line. Statistics state that children have a low COVID death rate but that rate still reflects the death of children. Say that out loud. The death of children. Not to mention long term effects that we know nothing about.</p> <p>We're talking about 20-30 students taking off their masks to eat- not 6 feet apart, but as far apart as we can make it in already tight classrooms. This is an open door for transmission. We then ask them to clean their own desks after eating. Not only do I not want my child touching chemicals, I know the job won't be as thorough as it should be. Open door for transmission.</p> <p>We are asking families to screen their own children knowing that many children come to school sick throughout the year (with colds or early strep or). Will families actually keep their children home if symptoms appear mild and the family doesn't suspect COVID? Not all COVID cases are severe and not every person will be tested if they have symptoms. Again, opening the door to transmission to a child or staff member whose symptoms may not be as mild or may even be life altering.</p> <p>These are young children who will inevitably play with their masks, pull up their masks, pull down their masks. Again, opening the door to transmission. And what about the families who don't want their child wearing a mask or ones who have a medical exemption? We are now being asked to allow our children exposure to someone potentially carrying COVID. Please know- I don't fault the children or adults who are unable to wear a mask. I fault the unknown. But the unknown doesn't make me any more comfortable potentially exposing my child.</p> <p>The proposed return doesn't address the concerns of staff. The staff who are being asked to care for and teach 20-30 students who are eventually going to need to be comforted from falling and scraping a knee or a shoe needing to be tied. The staff who are being asked to spend 6 hours in a room with 20-30 students, five days a week. To interact with many children and potentially bring home COVID to their family, children, or elderly parents. Are the concerns of staff being listened to and addressed?</p> <p>Los Angeles and San Diego school districts are going fully remote to begin the year. New COVID cases in Florida are over 15,000 per day. While our cases in IL went down, they are going back up.</p> <p>All of this is just the tip of the iceberg. I have dozens of questions and concerns, many which don't have answers because of the uncertain times. If things are this uncertain is it a responsible decision to fully reopen school? Thank you for your time.</p>
Robyn Swanson	1301 E. Kensington, 60004	<p>Can the board explain why meeting a 5-hour clock requirement was deemed priority over the health/safety of the students, teachers and families, knowing that recommended six feet social distancing guidelines can't be maintained in the classroom and on the bus with a full student population?</p> <p>The answer cannot be a consistent education, because the board is creating two distinctly different educational experiences that are not equal; home school e-learning v. in school.</p> <p>Parents who work, may be left with no other option but to send their kids to what they would otherwise deem an unsafe environment.</p> <p>The board is in effect creating a privilege for families who have the resources to be able choose full time e-learning as an option</p>

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		<p>because they are uncomfortable with the plan being put forth in regards to their children's health and wellbeing. Many others will not have that luxury.</p> <p>Can the board outline the option available for parents who are not comfortable with the current plan for in school environment for preventing the spread of Covid19, but cannot utilize the e-learning option due to work or other reason?</p>
Jen Anderson	311 S. Windsor Drive	Can you please explain the thought process and data used to support the 5-day a week in-person option selected by the district in lieu of a more gradual and flexible re-entry that the various hybrid schedules offered in the ISBE could provide
Stacy Shein Stapleton	205 S. Yale Ave.	<p>Thank you for allowing us to send in questions. Here are the few I have.</p> <p>For the middle school. Will the kids be changing rooms for each class?</p> <p>Will the District be providing free testing if there is an outbreak in a building? Similar to what Lake Zurich is doing now from their sports camps.</p> <p>If a student has a family member at home who is COVID positive will they be required to stay home and for how long? And will they be able to switch to E Learning?</p>
Hallie Jacob	1010 N. Walnut, 60004	<p>I believe COVID-19 measures are on your agenda Thursday evening, as such I am writing to ask that you consider the following:</p> <ul style="list-style-type: none"> • Please equip each classroom with a thermometer to allow teachers to take students' temperatures daily. • Hopefully windows in classrooms can be open as much as possible to let fresh air in to circulate. • I think your idea of keeping elementary grades together in their classroom groups for lunch, recess, etc. is spot on. It could reduce exposure during the day. • Please do not allow music class to include singing until Stage 5. • I have heard advocating for 'mask breaks' during the day. Please do not allow this to happen inside the school. <p>Thank you for your consideration in this matter. I know you are doing your absolute best to make decisions that will keep the staff and students as safe as possible during this unprecedented time. As a parent of a child who has asthma, I cannot thank you enough!</p>
Troy Brinson	2002 N. Verde Dr., 60004	<p>With all due respect, There are several things I would like to point out:</p> <p>First, I believe the district is running headfirst into a scenario in which the health of children will be endangered And the school buildings could become centers of a super spreading activity. Jumping into full school weeks at full capacity Does not show and intent to cautiously move back into a normal school environment. Teaching the children in classroom rules, putting up physical barriers, working with teachers to maximize the amount of space in a classroom do not seem to have been addressed in the video. I believe a staggered reentry is better than bringing everyone together all at once.</p> <p>Second, I see no indication from the superintendent's video that any teachers have been engaged in the decision making process. These people work on the front line And have a better understanding of the children and their needs then top level administrators. I believe they have a lot to offer with regards to creative thinking about how to deal with the facts on the ground.</p> <p>Third, our schools do not exist in a bubble. Many childrens' parents work and commute to Chicago, Which has a higher incidence rate than the suburbs. Furthermore, children tend to spread viruses and disease as soon as fall starts. I myself have probably had a cold for the entirety of the school year since my oldest child started in this district 12 years ago. So while you are educating our children, you actually hold the safety of the entire community in your hands please be cautious as you move forward.</p>
Julie Kougias	106 S. Rammer Ave., 60004	I had a couple questions that I was concerned about.

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		<p>1. What will remote learning look like this year specifically? Dr. Bein said different and 5 hours, will the specifics be released to us prior to making a decision for our family? For example, will the remote children have live zoom lessons from their teacher in all subjects? Or does one teacher take all the remote kids? Will they be on track to join their classroom at the end of the trimester?</p> <p>2. If we choose in school, are we able to switch to remote at any time? Dr. Bein addressed the reverse but not in school to remote. My fear is that protocol will not always be followed in the building or numbers may spike and at that point we may want to have our children at home.</p> <p>3. Going along with the last question, if my child gets sick with a common cold, chances are they will have a cough and/or runny nose for a couple weeks. Will they be allowed to come to school with those symptoms if they do not have a fever? And if not, do they switch to remote learning automatically?</p>
Demetra Bubaris	721 Kingsbury Court	<p>I know this is a hot topic but can you please address the following:</p> <ol style="list-style-type: none"> 1. How don't you plan on socially distancing children in the schools, classrooms, etc. Is 6ft even possible? 2. What will virtual learning look like? 3. If we choose remote learning will we be able to stream the live lesson on our school given devices? (Is that even possible?) 4. What happens when families travel for the holidays? Will they be forever to quarantine prior to coming to school? 5. What does your plan for early childhood look like? Nothing was addressed by Dr. Bein in her video.
Kristin Irmen	145 S. Patton Avenue, 60005	<p>I would like to thank ALL administrators and staff and teachers for their hard physical and emotional work on making plans for our children.</p> <p>I am highly in favor of the children returning to school, though very apprehensive. I work in healthcare, and our family experience with e learning was not ideal largely in part due to the age of my children, 5 and 7, and our own emotional limitations, coupled with the complexities of navigating the materials provided. I, in addition to my children have screen burnout, and in person learning is the best choice for our family.</p> <p>I pledge to encourage and educate my children to wear masks and practice social distancing and sanitizing practices to the best of my ability. I pledge to support teachers and staff as best I can. I will keep my family from large gatherings practice social distancing, wear a mask in public, and do my best to prevent the spread of COVID-19.</p>
Danielle Rubel	325 S. Carlyle PI, 60004	<p>I am a Windsor School parent of 3 students who are currently enrolled for next school year. I am also an educator myself - I'm an instructional coach in a nearby school district. I am writing to express my concern with a return to in-person learning in August. While I understand the pressure district and school leaders are under to return to in-person learning, I <u>do not</u> believe it is the safest option for our children and all of the staff in each building.</p> <p>While many are quick to cite the data that children do not pass the virus and have much milder symptoms than adults, children were also the most quickly quarantined last spring and, in general, have had much less exposure than other age groups. The truth is, we don't really know much about COVID and children. I also worry about the adults in each school building and the amount of potential exposure they face each day. We already ask our teachers to sacrifice themselves in situations of active shooters and other hazards that can sadly occur in our schools. And now we're going to ask them to choose between their career and their own safety and the safety of their families at home? I fear we will lose some of our best and most qualified teachers who prioritize their health and safety over their job. The safest option is for all students to continue with remote learning until it is safe to return to in-person, on-site learning. Thank you.</p>
Katie Taranda	2567 N. Haddow Ave., 60004	<p>What will the protocol be if parents decide after school starts that the setting/learning environment isn't working for their child or they feel it isn't safe? Will they be allowed to pull their child out of the physical school setting and switch to e-learning? It was mentioned in Dr. Bein's video that e-learning will be completely different and there will be much more rigor involved. What</p>

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		<p>does the plan look like? Specifically, for lower elementary? Will they be expected to sit in extended virtual classes? Is the additional rigor going to fall on the parents in terms of set up, monitoring, keeping pages of log in IDs and passwords for various educational sites? How can parents make an informed decision on sending their child to physical school versus e-learning if we don't know what e-learning will look like?</p> <p>Will there be additional thought/consideration put into class make up since students will now only have exposure to their class and no reprieve with lunch or recess? Any possibility of allowing some kind of classmate request?</p> <p>Will there be any social/emotional curriculum added specifically regarding issues that may be side effects of the covid/quarantine situation? Social anxieties, new fears, dealing with complex emotions/family situations during this time, etc?</p> <p>What will be the protocol around deciding the extent of possible quarantine situations? For example, does it stop at one classroom? But what about siblings that are in other grades? Or children that share a bus? Who will make the decision on where the line is drawn?</p> <p>For students who receive additional services for reading/speech, will there be allowances for them to wear face shields during that service time versus a mask?</p> <p>Will there be a hot lunch or smart snack program? If not, how can families go about getting money back that was left in the accounts from last school year?</p> <p>We finished last year with "do no harm" grading pass marks. What is the plan for this year? Will it change if the entire school has to move to remote learning? And even if the plan is to just mark as pass because we want to "do no harm", is it possible to still get comments written from teachers? It was extremely disappointing at the end of last year to not even have a couple comments from the teachers. I understand we were quarantined relatively early in the last trimester, but there was still some interaction with the students and they had spent the entire first part of the year together. To just end with nothing felt wrong and unfair after all the hard work my kids put into finishing the year at home with e-learning.</p>
Micki Fayhee	906 E. Rockwell St., 60005	<p>I would appreciate hearing the Board's thoughts on the following:</p> <ul style="list-style-type: none"> -How is the on-going guest teacher shortage being addressed -Will there be pay differentials for guest teachers who will be doing more than a couple of days, but less than a long term stint (i.e. two to three consecutive weeks) -Will there be compensated (pay or PD hours) training provided to guest teachers who will be filling in for RL staff <p>Thank you for your time.</p>
Lisa Lightcap	538 S. Mitchell Ave.	<p>I am a parent of three District 25 students and hope you will put the majority of your staff time, money and other resources into creating a robust remote learning program instead of focusing on in person learning because it is likely that the majority of our school year will be spent at home. By strongly encouraging at home learning, you will make in person learning safer for your staff and those students who truly need to be at school like those with special needs, with limited resources or younger students. Thank you for all of the difficult work you are doing to keep our community safe.</p>
Karen Gonzalez	1011 N. Illinois Ave., 60004	<p>Here are my comments regarding the Fall 2020 reopening plan:</p> <p>I am concerned that District 25 is not implementing enough safety measures to safely reopen schools for the teachers and the students. I am asking the board to reconsider the opening of schools with its drafted plan and start the year remotely to ensure that all of its students and staff can safely interact without the risk of sacrificing their health.</p> <p>On March 13, 2020 Dr. Bein sent an update letter closing the schools until further notice to the possible spread of Covid-19 in our schools. According to the Illinois Department of Public Health, there were 14 new cases on that day in Illinois. School districts across the state were working together to shut down public buildings and activities because of 14 new cases that day. According to the same source, on July 15, 2020 there were 1,187 new cases in Illinois. That is an increase in more than 8,000% for one day. It</p>

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		<p>is difficult to understand how the general consensus to close schools across the state for the risk of 14 new cases a day, could ignore the same risk for our current numbers. Illinois has done a commendable job in slowing the spread of Covid-19 over the past few months because our state leadership made difficult decisions for the good of the people in the state overall. I am asking the leadership of our school district to do the same in making this difficult decision for our local community. Teachers should not have to worry about sacrificing their own health to teach. Teachers and students alike want to return to the classroom, but should not be required to choose between their education and their health. Remote learning for all will allow teachers to focus on educating students and students can learn, without anyone having to risk their health and potentially their life or the life of someone in their family.</p> <p>In conclusion, Dr. Bein wrote in her letter to families on March 12, 2020, "During this uncertain time, let's remember to care for each other. I fully understand that you won't like all of the decisions that I make, but I assure you I am 100% focused on caring for our students and staff. Caring for everyone means mitigating the impact of the current pandemic while also realizing that we have members of our school community who need food and shelter and individual support." I hope her words will still reflect the same caring for our community members now, as they did at the beginning of the pandemic. I know that not everyone will like the decision for remote learning for all, but I hope that the board will also make this decision with "100% focus on caring for our students and staff." Thank you.</p>
Tricia Montesano	1107 W. Thomas St., 60004	<p>While I acknowledge that in person vs. remote school is an incredibly difficult decision, I have serious concerns about district 25's current re-opening plan. I'm grateful for the option to keep my children home, but that option is a privilege for families who can afford to live off one income. It seems to be an all or nothing approach: keep them home or send them into a room all day with full class sizes and no social distancing. Furthermore, this current plan absolutely disregards the safety of our staff members, who statistically are at higher risk than children. I know we are a community that values the wonderful teachers and staff in our district and we unequivocally owe it to them to ensure their safety and do better.</p>
Angie Hamada	402 N. Wilshire Ln.	<p>I am writing as the parent of two children enrolled at Windsor Elementary. Racial justice issues are very important to our family, and not only because our children are biracial. I am happy to see that on the agenda is the District's commitment to fight racial injustice in our District. I am wondering what the District's action plan to fight racial injustice is, and if an action plan is not yet adopted, when one will be put in place. Also, I think the requests made in the District 214 Anti-Racism Manifesto are reasonable and it would be great if those demands can be adapted and applied to District 25.</p> <p>Thank you for your time and for your work in making District 25 one that will fight against racial injustice. She also sent a link to the D214 anti-racist manifesto.</p>
Rosemary Walter	1933 N. Stanton Ct., 60004	<p>Thank you for taking questions and comments to be addressed by the Board at the meeting tonight and hopefully in an email back to the questioner.</p> <p>Given the objective of the Board to 'eliminate racial injustice within the District' what are the specific and time bound actions that the Board intends to take to meet that goal?</p> <p>I am looking specifically for actions around hiring, curriculum development, and discipline protocols.</p> <p>In addition to this issue, I am concerned about the safety of opening schools this fall. If the plan is to open them, what specifically is the plan and what specifically will be done to minimize the risk to students and staff on a daily basis , i.e., social distanced desks, mask wearing, day part distribution of classes, etc.?</p> <p>Thank you again for your answers and your hard work to make our school system safe, culturally expansive, and equitable for all staff and students.</p>
Colleen Kave	813 N. Princeton Ave.	<p>I am pleased to see that a Resolution Affirming the Arlington Heights School District 25 Board of Education's Commitment to Eliminate Racial Injustice is on the agenda for tonight's school board meeting.</p>

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		<p>Last week, an anti-racism manifesto was presented at the District 214 school board meeting, and I am very encouraged to see these topics receiving attention. As a parent of students in both Districts 25 and 214, I feel strongly that we, as a community, must provide a safe and equitable environment for all students and faculty. Moreover, I want our schools to educate our children about the origins and patterns of systemic racism in our nation so that they can grow into an understanding of where we have failed and how we can work towards a better future. I hope District 25 will consider action items like those presented in the District 214 manifesto.</p>
Kristin Meek	1311 N. Walnut Ave., 60004	<p>If one of our children is in a class that is quarantined, what is the resulting effect on other children in the household? Will remote learning then be enabled for the other household members staying home?</p>
Jacalyn Derengowski	208 S Derbyshire Ln. AH. 60004	<p>Let me begin by saying that teaching is a noble profession and having the chance to directly observe/participate in teaching with e-learning in the Spring, gave me the chance to see how much patience, organization, creativity, leadership, etc that teachers need to bring to the classroom every day. I found myself challenged and exhausted at times in keeping them engaged and actively learning, but thoroughly enjoyed my time with them. My questions relate to keeping students in school for the full school year.</p> <p>Q: That said, I want to begin with why would teachers not be considered essential workers?</p> <p>C: Every day, adults head out to work in hospitals, grocery stores, police/fire department because they are needed, the world cannot just stop, especially as students are our future. The occupations I mentioned have been out there when we had very little information on COVID, but we know much more now on vectors of transmission and at risk populations.</p> <p>Q: Why are the needs of the children in this community/state being put last, behind the needs of adults?</p> <p>C: Children from families from lower socioeconomic situations will disproportionately be targeted if full-time, Inschool Learning does not happen in the Fall. Widening the gap between them and their classmates whose economic situation gives them an advantage in the first place. Grade school and middle school are critical periods of time for these students, where school can provide nutrition, counseling and teachers can identify "at risk" students.</p> <p>Q: Why promote fear in students? Why not lead with facts and teach families/students to think and make their decisions based on the facts?</p> <p>C: The mortality rate is .04%, so a 99.96% survival rate. Riding in a car is a far riskier activity than going to school. Wash your hands, don't touch your hands to your face, sneeze in your elbow and stay home if you are sick and go to the doctor. Middle school and grade school students are not vectors of transmission, this is from the data coming out of counties such as Germany, Denmark, France etc where schools have opened.</p> <p>Q: Why are students being taught to be afraid? Why are students being taught to avoid risk and not to evaluate what is the risk?</p> <p>C: I send my children to school to be taught to learn and think, not to just blindly follow. We are all in this world together and parents must be able to decide for their own families on how to proceed and respect their decisions. The schools need to be open for full time, in-person learning and can adjust their procedures as needed. We can do this!</p> <p>Q: What is the criteria where you would take a 2 week elearning break from in person learning? Testing positive versus being symptomatic.</p> <p>C: Testing positive does not mean you are or will get sick. Students in ahsd25 are not an at risk population, although we do have students with comorbidities whose parents need to decide if in person is right for their family. Please clarify if a student would have to be symptomatic versus testing positive.</p> <p>C: I am not looking to argue, but understand the rationale for decisions.</p> <p>Q: is IDPH recommending parents have students tested 3 weeks before school starts to self quarantine if they are worried?</p> <p>C: Would eliminate any worries about testing positive during the school year.</p> <p>Q: Will you have parents sign a waiver? Including parents required to take daily temperatures before attending school?</p>

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		<p>C: Would reduce stress on staff to be taking temperatures. Thank you for your time to working on the school board on behalf of our community.</p>
Kerri Edwards	911 N. Yale.	<p>Thank you for allowing me to share my thoughts about the proposed plan for the 2020-2021 school year. My husband and I are both teachers. I am an elementary school teacher and my husband teaches high school. Our son will be a 7th grader at Thomas Middle School. I understand the daunting task School Boards and administrators across the country have in coming up with a plan that addresses the educational needs of students while also addressing the safety of students and staff. That being said, my husband and I have some serious concerns about the plan that Dr. Bein proposed in her video. All of the school plans from other school districts that have been publicly released try to prioritize safety by attempting to limit class sizes and movement. We know of plans that are utilizing specialists such as reading specialists, instructional coaches, librarians, etc. as classroom teachers to limit class sizes. Also some schools are utilizing space differently. Most middle school plans try to group students into cohorts to limit student exposure or limit the number of students receiving in person instruction. This is what our neighbor, District 21, is doing with the middle school. District 25's plan seems to just rely on the use of face masks and hand washing. Compared to the other school plans that we have seen, District 25's proposal comes up short. The plan does not follow the recommendations from ISBE or the CDC to social distance, limit class sizes, and limit student movement. The proposed plan asks parents of middle school students to potentially have their child exposed to hundreds of other students during the course of a day. Students will be moving in crowded hallways and then interacting with a variety of students in each of their classes. This will also make it very difficult to contact trace should a student or teacher become ill. It also increases the likelihood that many more students will have to quarantine due to potential exposure. The middle school students are already in teams. My husband and I are wondering why those teams can't be broken down further to limit student interaction. A middle school is very similar to high school, and there are no high schools that are running a regular schedule where all of the students are moving around the building from class to class. Most are either using a hybrid schedule in which students are rotating into the building or the entire school is learning remotely. We understand what goes on in a school setting. Based on the information that Dr. Bein shared, we are alarmed that the administration hasn't tried to think creatively to make the environment safer for students and staff. We urge the board to request that administration amend their plans to more closely follow the ISBE and CDC guidelines by increasing social distancing, decreasing student exposure, and at the middle school grouping students into cohorts. We thank you for the work that you do on behalf of our students and for your time.</p>
Gina Tyson	2631 N. Brighton Place, 60004	<p>I am the parent of an incoming 1st and 3rd grader at Ivy Hill School. First off, I want to thank you for the amount of time and effort you and the administration is putting into developing a re-opening plan for the fall. I do not envy the position you are put in, trying to keep students and staff safe, but also continuing to provide the high quality education that the district is known for. As a parent in the district, I would like to urge you to make your decisions based on your teacher and staff voices. These are the people we as parents will have to trust with the health and lives of our children. If they feel unsafe entering the school building, I as a parent feel unsafe sending my children into the building. I have no background knowledge about the feelings of the teachers in your district, but I do know that no teacher wants to see a child in their classroom or colleague fall sick, or worse, due to a choice to open school when this virus continues to run rampant. Nobody wants their colleagues and students to be the subjects in an experiment to find out which protocols can keep schools open safely. The health and lives of our community, staff, and students are much more important than that. We still have no idea what the long term health effects of this virus are and that is a fear, but the immediate health effects are nothing to be experimenting with. Schools should be putting efforts towards building a more robust remote learning experience for students, as this is likely the format that all students will end up in due to virus exposure being inevitable in its current trajectory. Remote learning can and will be better than it was. I hear many people argue the need for kids to have social</p>

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		<p>interaction and normalcy amidst chaos. I recognize that need loud and clear, but with the safety protocols and guidelines put into place, school will not be able to provide social interaction and normalcy. What it seems it will provide is a sense of anxiety and fear. Young children that are accustomed to being able to play together and hug their teachers will see people in facemasks reminding kids to stay apart. As young children, going to school will likely feel like a constant reminder of the scary world we live in right now and the longing for what school used to be. I do not believe this will give them a sense of security and normalcy in the least. Basic needs and safety are at the base of the hierarchy of needs. How will students and staff perform at their full potential without having these needs met first? Although I appreciate the choice parents are being given in the current plan, I have grave concern that, in turn, that means staff cannot be given that same choice. They will be required to expose themselves and their own children and family members to this dangerous virus. Opening school will come at the cost of the health of, at minimum, some of our community. I do not believe that is a risk we should be taking. Thank you for your time and commitment to keeping our kids, school staff, and larger community safe.</p>
Sharon Contreras	Address not provided	<p>I would like to know how I am able to keep a spot for our son who is in 3rd grade in CAP; IF we choose a remote option of some sort? As of now, the CAP program stated that all parents of children who chose the Remote option will be "wait-listed". I think that is unfair that they can do that based on a health at risk decision. Especially if we chose to still pay to keep their spot.</p>
Elaine Schreck	102 N. Belmont, 60004	<p>Thank you for your attention to the issue of racial injustice in District 25. My question centers on how District 25 can educate primary and middle school students on issues of injustice and discrimination. Are there current guidelines for curriculum, or will the District be recommending ways in which schools can incorporate social justice education into the curriculum?</p> <p>I also wish to express my concern for the safety of teachers, staff, and students during the potential reopening of school this fall. I understand the many ramifications of the different potential models, and appreciate the hard work the District is doing to ensure safety and optimal scenarios for all.</p>
Emilie Molidor	American Heart Association	<p>We want to thank and recognize your school district for your support for the American Heart Association through the Kids Heart Challenge programs this year.</p> <p>This program is designed to teach students in a memorable and fun way how to stay heart healthy not only physically but mentally too. Thanks to Dr. Bein's support, we were able to incorporate this programs Greenbrier, Windsor and Westgate this year. I would like to take a moment to recognize the following teachers and administration for their efforts: Al Helmann and Donna Bingaman at Greenbrier, Eric Kirschner and Chris Martelli at Westgate and Kelli Hartfield, Colleen Higgins, Jason Gember and Piper Boston at Windsor.</p> <p>All of these staff members do a tremendous job instilling heart healthy habits in their students with this program, not only physically, but mentally too. It is clear they are so passionate about the health and wellness of their students and we love seeing this come to life at their schools. We can not thank you enough.</p> <p>Not only do these staff members teach students to be healthy but they reiterate the importance of helping others, and offer an outlet for donations to the American Heart Association to go towards advancement in cardiovascular research, local hospitals to provide guidelines for the best care, advocacy efforts and more.</p> <p>While donations are <i>not</i> required to participate in the program, these three school communities raised a total of \$33,721 to fight our nation's leading cause of death, heart disease. It is eye opening to see how many people are affected by heart disease and choose to give back. We are incredibly inspired and we are grateful for the work you do as staff, but also the support of the entire school communities. Now more than ever education on staying heart healthy is so very important to keep hearts strong with COVID present.</p> <p>We also want you to know, these donor dollars have helped the AHA to fund research on COVID as it relates to heart disease.</p>

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		<p>We know that heart disease affects so many, and while we know next year will look different, we will always be here to continue to support your schools with resources.</p> <p>Thank you District 25 <u>so very much</u> for your support. We wish you the best this summer and in your planning for next school year.</p>
Kristine Miller	1411 W. Sigwalt St, 60005	<p>I write this letter to you as a District 25 parent of Westgate school as well as an educator of 17 years in a neighboring school district. In both of these roles, my primary concern for the upcoming school year is the health and safety of students and staff. Per the CDC the highest risk of spreading COVID in the school setting is with full sized, in-person classes, where students are not spaced apart and share supplies or classroom materials. It will not be feasible to maintain 6 feet of distance between students and staff within the footprint of classrooms. The guidelines set forth by the CDC and IDPH are not reasonable and certainly not attainable in our typical school settings. There is no way to guarantee the health and safety of our students and school staff during this crisis within the walls of our school buildings. Any scenario other than full remote learning for all students is a danger to the health and safety of students and staff. I ask that the school board consider a full remote learning option as a means to begin the 2020-2021 school year. In the weeks ahead, give District 25 teachers and administration the opportunity to plan a robust remote learning environment that provides structure and equitable access to students, so that come the start of the school year there is a solid plan in place. You have the power to protect the health and well-being of our students and staff. As much as I would like to return to my classroom and have my children return to theirs, it is simply not safe. I encourage you to acknowledge the seriousness and gravity of this situation and act appropriately. The lives of many are in your hands.</p>
Michael & Jenny Reints	1326 N. Illinois Ave., 60004	<p>Our son is in the ILP Program at Thomas Middle School.</p> <ol style="list-style-type: none"> 1. What is the boards plan to address district IEP goals as they were not addressed in the e-learning plans in the last part of the 2019-2020 school year? 2. Is Hybrid plus more days a week an option for ILP as classroom sizes are less than 10? 3. Contingent on the plan for single classroom attendance, what is the plan to do about sensory breaks and physical activity for regulation purposes? <p>Thank you for your consideration of our questions!</p>
Kim Fuller	Address not provided	<p>I like to request that all teachers are consistent in their communication method with the students. Some teachers at Thomas use Schoology more than others. With some students being out of the building next year, I think full use of Schoology should be required to keep all students well informed.</p>
Laurie Walscheid	2802 N. Harvard Ave., 60004	<p>The purpose of this email is to offer a tangible idea on how to make the process safer for everyone involved (specifically for Thomas Middle School), not to simply add more feedback or opinions. My idea is to set up Thomas Middle School's classroom operations similar to what is done within the elementary school system. To help create a visual of my concept, consider the following scenario—</p> <ul style="list-style-type: none"> • Each student is assigned a single classroom location, designated as their homeroom, with 24 (or whatever number is reasonable) other students. The students in this homeroom would share a similar education level (i.e. not a mixture of advanced math or advanced reading students). • These students would stay in their same homeroom classroom all day, with the teachers rotating between classrooms to teach them. <ul style="list-style-type: none"> ○ For those teachers that require it, each could be given an individual lockable rolling cart/mobile storage locker containing all of their relevant subject-specific educational materials. • Introducing the “homeroom classroom” methodology further limits risk of exposure to the SARS-CoV-2 virus by: <ul style="list-style-type: none"> ○ Providing an environment where they aren’t passing potentially hundreds of other students in the hallways multiple times throughout the day.

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		<ul style="list-style-type: none"> ○ Providing a single desk to each student, rather than having to move to a different (and potentially unsanitary) desk each period. <ul style="list-style-type: none"> ▪ Moving to a new desk in a different classroom each period also makes it impossible to trace which other students were exposed to desks that were also used by a student that tests positive for COVID-19. ○ Eliminating the need for students to constantly carry around their backpacks, jackets, knit hats/gloves/boots (in the winter time), or other personal belongings that would normally be placed in a locker. ● If there was a positive Covid-19 case in the classroom, the quarantine could potentially be limited to only those 25 students. ● This “homeroom classroom” method should lower the cleaning & sanitizing time and materials required because you would really only have to sanitize the teacher’s area (and individual rolling cart/mobile storage locker), rather than also requiring each individual student’s desk be sanitized between each class period. ● The students would eat lunch in their homeroom. ● Daily gym class could be configured such that the students would remain grouped together, separate from other homeroom class groupings, to continue limiting possible cross-contamination. ● The idea would at least allow the students to socialize with their small groups, while still being as safe as possible (given the current situation). ● One area of concern under this methodology would be with the language elective (Spanish, German, etc.). Possible solutions could be: <ul style="list-style-type: none"> ○ Have this be the very last subject of the day for all students, and have this be the one time they would rotate if needed. ○ Include the language elective as a weighted separating factor when assigning homerooms to each student. ○ Provide this course online in “Virtual Classroom” format.
Whitney Simon	407 N. Derbyshire Ave., 60004	<p>I was hoping the board could address the issue of social distancing as laid out in the video sent to parents by Dr. Bein. If I am understanding correctly, social distancing measures in the classroom are considered “not feasible” outside of students facing forward during class. What is the plan to keep children safe in the classroom if they are still close together? What will the quarantine plan be should a student test positive? Will the whole class be kept home? Does this extend to family members who test positive, and if so, what is the reporting mechanism in place to ensure that information is being received by the school?</p>
Maria Zeller Brauer	2722 N. Harvard Ave. 60004	<p>Below please find my comment regarding D25s commitment to eliminating racial injustice for tonight's Board meeting. My name is Maria Zeller Brauer. I am a resident of Arlington Heights and my daughter is enrolled in a District 25 school (Ivy Hill) for the upcoming school year. I am committed to raising my daughter to appreciate the differences in the people in her life, to treat all people with kindness and empathy, and to stand up for inequities in her world. I am doing my best to raise her to be anti-racist. Therefore, I was so pleased to see that our school district was also committed to diversity, equity and inclusion with their staff and student body.</p> <p>But our commitment to racial injustice requires us to speak out. It requires us to have a plan and most importantly, to take action. As outlined in the District 214 Anti-Racist Manifesto, I encourage the Board to take the following actions:</p> <ol style="list-style-type: none"> 1. Conduct an external equity audit for the 2020-2021 school year 2. Provide anti-racist professional development to all staff and administration 3. Create positions to lead equity and anti-racism work 4. Implement and integrate anti-racist goals 5. Outline and implement a strategic plan for review of racist policies and practices

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		<p>6. Reexamine the roles and responsibilities of School Resource Officers, security staff and additional police presence in schools</p> <p>7. Educate, empower and support students in equity and anti-racism work</p> <p>In addition, the District needs to make a public policy statement in support of diversity, equity and inclusion in our schools and our commitment to racial justice. I know that by making this commitment, we can be a catalyst for change, not only in Arlington Heights, but throughout the Northwest Suburban Community. District 25 schools are some of the best in the state. But we need to continue our work to ensure that our policies and our actions welcome and fully support children and families with diverse backgrounds and life experiences.</p>
Alina Laurie	807 S. Cleveland Ave., 60005	<p>Thank you very much for the plan to open the schools for in-person schooling. There are many children and families in our community who need schools to be open as a safe place for learning, a place for receiving therapies or tutoring, a place to receive meals, and as a place to be around peers and educators who are their role models. It is reassuring that we are in Phase 4 and schools can safely open.</p> <p>Please consider encouraging schools to hold some lessons outside on the school grounds and to hold PE outside also, even during the winter; kids can bundle up and do gym class outdoors and take walks around the school grounds.</p> <p>Please consider allowing sports and clubs such as Cross Country and Science Olympiad to occur at the middle school. Ask the students for their input on how to work within restrictions such as masks on and under groups of 50. Our middle schoolers are creative leaders and problem-solvers.</p> <p>It is also very generous of the school district to offer remote schooling as an option for families, even when schools are open, especially since any family can homeschool freely in Illinois.</p>
Chrissy Kordalewski	310 S. Reuter Dr.	<p>I have an 8th grader at South. How can these kids do a whole school day carrying everything they need all day including winter coats or extra shoes? Why is lockers off limits yet my 2nd grader has a hook inside the classroom touching all the other kids stuff and that is ok but the locker isn't? I understand gym but their everyday locker should be able to be used for coats lunches extra shoes even if they have to remove it all at the end of the day at least they are not carrying it all day.</p>
Colleen & Brian Engle	921 N. Salem Ave.	<p>Thank you to the Board for taking the time to listen to the comments from the community.</p> <p>The Board should know that as a parent, I found that remote learning was not what I expected of my child this past school year. But I think we can all agree teachers were able to pivot at a moment's notice and were able to keep the children engaged and needs addressed while dealing with their own health, the schooling of their own children and their own household needs.</p> <p>Specifically, I'd like to recognize people like Mr. Whitaker who videotaped himself singing, dancing and virtually encouraging every fourth grader to continue working on their music program. Mrs. Melamed, who redesigned the entire LMC website so students could more easily navigate their reading and learning. Mrs. G - our long term substitute teacher who knew the children for such a short period of time and yet took them from in-school to home-learning with grace. Mrs. Vincent, who returned with such love and caring after having her first child in February and juggled new motherhood and teaching like she had done it for years. Furthermore, my own 4th grader grew both academically and social/emotionally because she quickly saw herself as an independent learner who was in charge of how hard she was willing to work for this incredible public education.</p> <p>There were amazing talented teachers like Madame Wilson and Dr. Stocco who encouraged my middle school student to push himself and dig deeper into concepts. Through their thought provoking assignments and entertaining videos, he was able to connect his school assignments and learning targets to the everyday world around him.</p> <p>As you discuss what may be best moving forward in the 2020/2021 school year, I hope the board will have these amazing, talented teachers in mind when they consider future plans and the physical and mental health of all those involved.</p>
Ikbal Koseli	2721 E. Bel Aire Dr., 60004	<p>Dr. Bein, Thank you for taking the initiative to eliminate racism and inequality in our school system. As a parent of a District 25 student, I appreciate your efforts toward making our schools more inclusive and safe for our children. Creating a Diversity Advisory</p>

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		<p>Team has shown your commitment to make a positive change in the system. Our schools need a curriculum that explicitly teaches religious, racial, and cultural diversity in order to promote more understanding, acceptance, and equality for staff and students.</p>
<p>Liz Osterhues</p>	<p>634 S. Mitchell Ave., 60005</p>	<p>Dear Board Members, Thank you for your inclusion of the following questions and comments regarding the district's return-to-school plans. My greatest concern is gaining a better understanding of the district's plans for both in-person and remote learning for special education students. In addition, I have questions regarding class size, school day schedules, student rotation procedures, cleaning procedures, rapid response protocols for school day illness and specific precautions put in place for medically involved students.</p> <p>1. Special Education Concern: The Re-Opening Plan Video presented by Dr. Bein asked parents to complete a poll regarding their return-to-school plans. Unfortunately, neither Dr. Bein's video, nor its accompanying slides, made any mention or any reference whatsoever to <u>Special Education</u>. As of today, families have not been given any information regarding what school will look like for students receiving special education services and how they will be served. Considering the minimal support we were provided during remote learning in the spring, this lack of information and communication is of great concern to us. How can special education families complete the district's return-to-school poll when we don't know what our child's education will look like?</p> <ol style="list-style-type: none"> 1. Why hasn't special education information and plans been shared with families? 2. What plans and considerations are being made for SpEd students (both in person and remote learners)? What will my child's education look like at school and what will it look like at home (remote learning)? With mention to remote learning I am speaking about both opting for full-time e-learning, as well as, the potentially needed e-learning days due to classroom/school closures. 3. Dr. Bein mentioned having dedicated remote learning teachers. How will teachers be decided for SpEd? 4. If we opt for remote learning, will my child's aide, SLP, OT, etc be coming to our home to help our child? What if a child is considered homebound for documented medical reasons? 5. If school resumes, yet a family opts for remote learning, do families forfeit FAPE for their child receiving special education services? 6. Will remote learning plans/IEPs provide FAPE? How will the process work? 7. How will IEP minutes be provided for remote learners (amount and delivery)? 8. If my child's IEP needs are not being met due to the RLP, can in-person class be opted in mid-semester? And vice versa? 9. What will a typical in-person school day look like for students receiving special education services? How will they be supported by service providers and special education/ resource teachers? 10. Per the recommendation of the AAP, "The impact of schools being closed may have been greater for students with disabilities. They may have a difficult time transitioning back to school after missing out on instruction time as well as school-based services such as occupational, physical and speech-language therapy and mental health support counseling. School should review the needs of each child with an Individual Education Program before they return to school, and providing services even if they are done virtually." :QUESTION: Will families with IEPs be contacted prior to the start of the school year to collaborate with the school team and make necessary adjustments/revisions to the current IEP in light of the new way school will look/function? 11. If I express interest in remote learning, will we have an IEP meeting prior to the start of the school year?

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		<p>12. Per AAP, “As schools prepare for reopening, school personnel should develop a plan to ensure a review of each child and adolescent with an IEP to determine the needs for compensatory education to adjust for lost instructional time as well as other related services.” The Chicago Teacher’s Union also recommends, “Compensatory services for students with disabilities, including extra supports where needed for transitioning back into the school setting.”</p> <p>QUESTION: How will D25 determine compensatory services for SpEd students? If not providing compensatory services, why not?</p> <p>2. Special Education Concern: During the more than 10 weeks of spring remote learning, my daughter NEVER saw her OT even though her IEP states she is entitled to receive 45 minutes per week (mpw) of services. She received only 30 of the 90 speech mpw she is legally entitled to, 15 of her 85 writing mpw, 30 of her 150 reading mpw and 0 of her 150 math mpw. These are instructional minutes and she received as little as 0% of the minutes per week to which she is entitled per her IEP. I wrote several emails and letters, made many phone calls asking for more instructional support for our daughter. I never received a single reply from any of my daughter’s teachers. I wrote to Dr. Bein and was provided an additional 10 minutes of speech (increased from 20 mpw to 30) and 7.5 minutes of writing (7.5 mpw to 15). No instructional math or OT minutes were provided.</p> <p>QUESTION: If we choose remote learning, how much face to face support (via Zoom, etc) will students be provided? Or will it be a continuation of last spring where teachers sent youtube videos, online games or online activities to complete independently without any teacher support?</p> <p>3. SpEd/Remote Learning Plan Concern: Our child’s Remote Learning Plan was created without any input from us, the parents. Since we are considered members of her IEP team, and this RLP was created to support our daughter’s learning and her IEP, it seems that we should have had input in the development of our daughter’s RLP.</p> <p>QUESTION: If we choose the remote learning option, will a new RLP be created and will it be developed with our input?</p> <p>4. Cleaning/Hygiene: With the increased cleaning efforts needed to keep staff and students safe, other districts and states are increasing custodial staff and having dedicated custodians responsible for frequent cleaning (ex. every 4 hours) of high contact surfaces.</p> <p style="padding-left: 40px;">1. What is D25’s cleaning plan? How often will high contact areas be cleaned? 2. Will D25 increase custodial staff in order to support the cleaning that is needed to keep students safe? 3. In all the years my students have attended D25 schools, the hand sanitizer dispensers have frequently been empty. Will more sanitizers be in place and maintained?</p> <p>5. Illness: If a student or staff member becomes ill during the school day, what is D25’s rapid response and quarantine protocol?</p> <p>6. Playgrounds: Per AAP, “Emphasis should be placed on cohorting students and limiting the size of groups participating in playground time.”</p> <p style="padding-left: 40px;">1. What is D25’s recess plan? 2. What is the cleaning plan for playground equipment?</p> <p>7. What additional precautions, if any, will be put in place for medically involved students attending school?</p> <p>Thank you for your time and response to these concerns. And thank you for allowing families a chance to share their concerns and questions with the Board and school administration. This is a difficult and complicated time for everyone and we just want to gather as much information as we can to make the best decision for our children and our families regarding the upcoming school year. We want to work together to create a safe environment for all students and staff. Thank you.</p>
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<p>Colleen Engle</p>	<p>921 N. Salem Ave.</p>	<p>I know we can agree that the academic integrity of District 25 is of great importance. We all want our children to grow in knowledge and know that their social emotional needs are met. I appreciate the board taking the time to get this right for our children. Our children are also fortunate enough to have an extra layer of safety built in, their parents/guardians. These loving adults are able to look out for their child’s individual needs and as such, parents can choose to send their child to school in person or have school continue remotely.</p> <p>I would like the board to publicly address where they feel the needs of their staff belong in this discussion. As we know, it is the adults that can more acutely and severely be affected by Covid. As such, how are we ensuring the safety of our highly qualified staff members? How will the outcome of the decision on how to open schools impact our professionals in the future? Will teachers feel their health, safety and welfare were considered? Will these incredible educators find a wealth of PPE, including masks, shields, cleaning supplies etc? What will be provided for educators for their home/personal use so they can safely enter their homes with their own children without fear?</p> <p>As we have heard around the world, many health care professionals have quarantined themselves in hotels to ensure they are not bringing this virus home with them; the guilt of thinking you may have passed along covid to your own family because your workplace was not safe, would be extremely damaging to the social emotional needs of our teachers. How are you addressing these social emotional needs of teachers? Are you reaching out to them personally to know what they need on the front lines? Have you procured lawyers so they can more swiftly ‘get their affairs in order’ / draw up a will before returning to work? Lawyer wait times for estate planning is backed up and some teachers may not have their legal papers in order because of this.</p> <p>Could we agree that this legal peace of mind for our teachers would, in turn, help them be more emotionally ready for our children and their SEL needs? Could we also agree that knowingly putting our staff in an enclosed environment with minimal ventilation, minimal social distancing and minimal PPE would qualify them for ‘hazard pay’?</p> <p>If the district would like to think further than the Fall 2020 timeline, it may behoove them to think about how they are treating their staff during this time.</p> <p>I have no doubt that every educator in this district will do what is best for the students before them - whether online or in person. What I also know is that educators talk, and it will quickly become apparent which school districts realized that to protect their in-classroom, highly qualified “talent” was a far better course of action than to rush to fill seats with children because parents needed daycare.</p> <p>Thank you for all the Board does for students. I hope at this time the Board can now think first of the people who so lovingly take care of those children.</p>
<p>Heather Lockhart</p>	<p>724 S. Fernanez, 60004</p>	<p>I appreciate all you are doing to strategize and plan for our district and know that this is a stressful and difficult time. However, I am deeply concerned by Dr. Bein’s announcement that District 25 will not be following the recommendations that students maintain a social distance of 6 feet apart. To say that we don’t have the space for it in our district is not an appropriate response when we are dealing with a life threatening pandemic. We ask our students to be critical thinkers, problems solvers, and to think outside the box on a daily basis yet our district has had months to brainstorm solutions to safely opening up our schools in August and to simply say that following the safety recommendations isn’t possible, is not at all acceptable. Every child you have sitting inside those classrooms is someone else’s whole world. You are putting not only them in danger, but their families as well as your entire staff by not creating solutions that allow for social distancing which we know will help keep staff and students safe. This board meeting tonight being held via zoom is ironic that adults feel unsafe gathering together to make a decision about staff and students gathering together in person in school in just one month. We have a very close example in Lake Zurich about how fast COVID spreads when students gather with at least 36 students having tested positive after a sports camp. The decision to close Illinois schools was</p>

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		made when there were under 100 cases a day in March and we were at almost 1,200 yesterday. If we are reopening the schools given these giant increases in COVID cases, every safety precaution needs to be taken. Please commit to protecting your staff and all students by following all guidelines and safety recommendations including maintaining 6 feet apart especially during times when students will be unmasked, most specifically, when students are eating lunch. Thank you for your time and consideration!
Kim Bolanos	2310 N. Brighton Place, 60004	<p>I am a parent to 3 boys that attend district 25 (6th,3rd, 2nd grades). We are leaning towards in person learning for our family but have some questions on how absences from school will be handled. If we are physically going to school will we be able to access a remote learning platform if I have to keep kids home for mild symptoms or if there is an exposure in their class? Even if it's a situation where we have them tested for covid, it can sometimes take up to a week to get results back and this could result in our family missing a lot of school time.</p> <p>Also, if the in person method is not working out for our family will we have an opportunity to switch to remote learning after the first quarter/ trimester (or 2nd)? I'm wanting this to work for us but hoping to make the most informed choice possible.</p> <p>If these issues are already being addressed please feel free to ignore this comment. Thank you so much for your time and efforts on this beyond challenging situation.</p>
Amira Zaben	34 N. Dryden Place	<p>I have the following questions about remote learning and the 2020-21 school year. Thank you to the BOE for addressing the following:</p> <p>* When will we receive detailed information about eLearning for incoming kindergarteners? I'd like to know the following:</p> <ol style="list-style-type: none"> 1) Will kids who are doing eLearning receive direct instruction using the same curriculum that is being used in the schools? If not, what will be used for instruction (educational sites such as RAZ Kids.....prerecorded instructional videos.....something else)? 2) Will remote learners be given leveled reading books and manipulatives to use at home? 3) What is the eLearning, daily time commitment for kindergartners? 2.5 hours? Will remote learning take place at the same time as in-person schooling? 4) If my child is in PM kindergarten, will she be required to do her eLearning in the PM as well or can she choose to do it in the morning? 5) Will remote learners be graded? If so, how? 6) If a child is doing eLearning for the entire year do they still need to have a physical, dental and vision exam? If so, will the BOE be extending the deadlines to submit those documents? 7) Do remote learners still need to pay fees for consumables? 8) Will remote learners have a consistent online teacher directing their instruction? Will these instructors be certified, kindergarten teachers who are employed in D25? 9) When will remote learners be issued a tablet?
Erin McLaughlin	1100 W. Wing St., 60005	<p>I am a parent at Westgate Elementary School and I have a few questions regarding the school reopening plan. If these questions are already on your agenda for this evening, or will be addressed in another way, please disregard.</p> <ol style="list-style-type: none"> 1) Will the remote learning option have specific students assigned to a virtual "classroom"? <ul style="list-style-type: none"> • Will this be with students from within each D25 elementary school OR at the wider district level? • Will the same teacher remain with virtual class each trimester/year? • Is there a max number of kids per virtual classroom?

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		<p>2) How will rolling closures of in person classrooms work related to siblings? If a child tests positive for coronavirus in a classroom and that classroom must remain home for 14 days, will the classrooms of that child's siblings also be closed? Or is just the sibling of the initial infected student removed from their classroom?</p> <p>3) If an in-person classroom gets sent home for two weeks, does their classroom teacher continue to lead the instruction remotely or do the students get temporarily assigned to a pre-existing virtual classroom? If the former, what tools will the teachers have at their disposal to ensure continuity between the classroom and virtual settings?</p> <p>4) How will music be handled at the elementary level? Will singing be allowed? Will band instruments be allowed?</p>
<p>Kimberly de Jonckheere</p>	<p>406 W. Sigwalt St.</p>	<p>I want to thank everyone for the time, effort and flexibility that has been put forth up to this point. Thank you also for the opportunity to voice my questions and concerns. Some of which you may be addressing tonight.</p> <ol style="list-style-type: none"> 1. In regards to remote learning, <ol style="list-style-type: none"> a. Will the teacher be from my child's home school? Will they be grouped with kids from other schools? b. How will children be integrated back into their assigned classrooms when and if they return to the building? c. If a classroom needs to shut down, does that apply to siblings in another grade as well? And if the sibling/child needs to be home, due to exposure, do they feed into the remote learning class or work with their current teacher? d. If the in person environment is just too much for my child, CAN I switch her to remote learning in the middle of the trimester? Who would she work with at that time? e. If and when in person classes need to stop will remote learning begin immediately? Have teachers been given the opportunity and support to be prepared for that? <p>I look forward to a lot more actual teaching during remote learning as I was extremely disappointed with the level that was presented in the spring.</p> <ol style="list-style-type: none"> 2. In regards to general safety <ol style="list-style-type: none"> a. Who is providing PPE for teachers? Will they get new items every day? b. Who is paying for additional supplies since children can't/ shouldn't share? c. Are temperature checks being done every day, on every child? d. Will there be a staggered start so not everyone is trying to go in the building at once? Staggered dismissal as well? e. What does daily cleaning look like and who is responsible for that? Kids? Teachers? Additional Staff? f. If kids are not able to be 6' apart how can eating lunch together, without a mask, for 30 minutes be safe? g. What happens if our area returns to phase 3? <p>The plans presented at the June meeting had an on site GUIDING BELIEF that "6 feet distance must be maintained at all times." But Dr. Bein admitted in her July 2 video that by returning to school, this will not be possible due to classroom sizes. I ask you, if the 12 or so of you aren't getting together in a room because it represents a risk, I don't understand how it's OK for our kids and teachers to gather in a larger group. All of your meetings are online. What our children and teachers see is all of you on a Zoom telling them it's OK for them to be exactly where you aren't. Please, lead by example and have your beliefs and actions match.</p> <p>I honestly have not made a final decision, as so many questions remain. I am not sure how I can tell my girls that school is a safe place at one moment and then tell them they need to stay home because a classmate or teacher has been exposed and therefore so have they and it's no longer safe to be around each other. I do know my decision will be made with the goal of consistency, my kids physical, emotional and physiological wellbeing and leading by example myself.</p>

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Harlan Heiber	209 S. Walnut Ave.	What are the protocols for deciding on quarantine / remote learning if a teacher(s) or student(s) year positive? Will the individual be quarantined? The class? All who are in contact? What would be the measurable conditions that need to be met to move to remote learning?
Elizabeth Guza	Address not provided	We were disappointed that the Board decided to approve the two-tier pay scale. All teachers should be treated equally. We hope that you reconsider this during the next contract negotiations.
Christopher Jones	612 E. Euclid Ave., 60004	Below are my questions for the board on the eLearning program: 1. Do the five hours of required student engagement during an eLearning day mean 5 hours of “screen time” between students and their teacher(s)? For example, could a teacher engage students on a Zoom call for 3 hours and then assign 2 hours of work to do on their own, or are 5 hours of on-screen instruction required? 2. Will the teachers be receiving additional training on how to effectively use Zoom (or any other platform)? Will the students? 3. I understand the plan for 2020 is to provide each student in the district with a tablet (e.g. Chromebook). Is this unique to this year and the Covid-19 situation, or do you anticipate that this will be a long-term practice that will further enable eLearning? Will students be allowed to bring these devices home prior to anticipated eLearning days, or for that matter, any day of the school year? With regards to the Resolution to eliminate racial injustice and the policy reading related to this issue, I have the following question: 1. How does the administration plan to elicit feedback and engage in communication with members of the community? What expectations does the board have of the administration to engage community members?
Christine Organ	14 W. Euclid Ave., 60004	I am writing to urge the board to adopt a racial justice plan similar to the one proposed to D214 (https://www.change.org/p/district-214-board-of-education-d214-justice-group-manifesto-anti-racist-educational-agenda?recruiter=447020954&recruited_by_id=13bca315-8fe7-48a1-be75-712e511e6a9a&utm_source=share_petition&utm_medium=copylink&utm_campaign=petition_dashboard&fbclid=IwAR1VbaxSdV yVapbrL7Sf2BZS1B4hqftlJmHwzYEMfhawX_3AAUon66CBg). Additionally, I would like the board to consider an immediate, all-district discontinuation of a Columbus Day, and a commitment to increased hiring of non-white staff.
Eric Coval	Address not provided	I have two children in district 25. I am writing today to request they talk about equity and inclusion tonight at the board meeting with an aim to develop a plan going forward to address equity issues.
Rachel Berkhof and Julie Mueller	503 N. Belmont Ave., 60004 316 E. Fremont St., 60004	In-Person Questions... If students are switching classes, how will this happen safely? To have all kids in the hallway at one time is not safe. Could teachers switch classrooms and leave children in one place? From the video, it looked as if children would switch classes as usual which allows for no social distancing. Will arrows and the flow of students be specific? Has the district considered a block schedule so that fewer kids would be in the school at one time to reduce exposure in hopes of staying open for a longer period of time? If there is an outbreak in a classroom, would students have the option of taking a Covid test to reduce the quarantine time? Are extra handwashing and sanitizing stations being set up in the building? And how will the students' use of sanitizer be monitored, required? What symptoms check will be done each day and what happens if a child shows signs of COVID? And how will this be monitored or differentiated from students who may just be sick and have a cough or sneeze? What are the consequences for students who do not follow mask rules? Will masks be given to students who forget to bring them to school? Will end and beginning of the day be altered by grades so that not all students are entering and exiting the buildings at once?

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		<p>At South, classroom desks are closer to 1 than 6 feet apart. The ISBE has recommended 3-6 feet. What will the middle schools be able to do to maintain distancing? Will the district be purchasing extra dividers to aid in the lack of distancing? Where will the students eat and how will the area be sanitized after eating? In order for students to keep all of their supplies in their backpacks, how will the supply list be minimized to make this possible? Will more textbooks be web-based? Will you eliminate the need for a different color of folder and notebook for every class? How will the sharing of supplies like in science class be minimized and sanitized in between uses? Could classes alternate days so that students do not need all of their supplies every day? What will be the protocol for cleaning busses and who will be responsible for it? Will water fountains be turned off? The students always talk about South be very warm. How will you increase fresh air flow and circulation? What will be the policy when any individual tests positive?</p> <p>Remote Questions...</p> <p>Will teachers be given clear guidelines on remote learning requirements? Will teachers give significantly more live instruction and assistance than was given in the spring? How will teachers give regular and frequent feedback on student work? Will the workload resemble and usual school day? How will student accountability be managed to include the expectation that they should complete work and receive feedback on the work assigned? How will students receive assistance if a he/she is having difficulty with an assignment? Will math instruction go beyond Kahn academy? Kahn academy is boring and makes children hate math! Will teachers be given document cameras to use at home to facilitate lessons and prerecorded lessons? Will there be break out rooms in Zoom instruction for small group work? Or small group Zooms scheduled so children may actively participate? There needs to be a full school day's worth of instruction and teachers need to be readily available for live instruction for students. I know this is a monumental task and I know that there is no right answer in what is best for all. But please consider providing an extremely as safe as possible environment for our children in they are in person and a rich, engaging, and meaningful learning environment if they are all remote. Obviously, we'd like the later as well for full in person. Thank you for your considerations and time.</p>
Jennifer Dunn	316 S. Derbyshire Ln, 60004	Middle school and elementary students who are in advanced courses and opt for e-learning should have access to the same advanced course content and instruction as their classmates who choose to attend school in person. Thanks for all you do.
Michele Tolomeo	Address not provided	How will school drop off and pick up occur? Will there be staggered start times to allow for social distancing? Will temperature checks and oxygen levels be taken before entering school? How will music class be handled? Will the kids still sing, play instruments, etc?
Beckie Hejna	Address not provided	As a parent in district 25 and as a former educator, I emphasize greatly with the hard decisions that are being made. That being said, I am extremely concerned about Dr. Bein's tentative plan moving forward for the 2020/2021 school year. What concerned me the most is that the district will not be following the guideline of staying 6 feet apart. I understand how difficult this is for a classroom. But, we are in the midst of a global pandemic. Dr.'s and scientists have said we aren't even half way

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	<p>through this nightmare. To not follow this guideline laid out for us by multiple health experts is dangerous and quite frankly, deadly. Masks, hand washing and social distancing are the 3 things we can do to stop the spread of this awful virus. If we cannot guarantee to keep our children 6 feet apart, we should not be in a classroom setting. I do not believe this is something we should gamble with. None of us have lived through a pandemic, none of us have had to make decisions like this before. But, the health of our children, our teachers and our community is the most important thing to consider. Education is vital, but the lives of the ones we love even more so. When looking at numbers, statistics and data, the number should be 0% for those expected to be infected within our district buildings. Any number higher is too many. Our children our our entire world. I for one am not willing to make the choice between education and their health and well being. At this point in the pandemic, the only option that will keep our loved ones safe and healthy is remote learning for all. If a child, teacher or family member falls ill with Covid-19 due to being infected in the classroom our district will wear that. On July 15, 2020 JB Pritzker held a press conference. He stated that any district that disregards the guidelines laid out by ISBE (face coverings, distancing and classroom capacity) are gambling with the lives of our children, teachers and families. He also stated that those districts that don't live up to the public health guidelines could be held liable in the courts of Illinois. District 25, not promising to social distance is unacceptable.</p> <p>I have a child going into 4th grade at Patton Elementary School. There are 3 sections for his grade. Last year each classroom had 25 students in each section. The teachers worked endlessly to make room for each student and it was extremely challenging. How can you keep 25 children even 2 feet apart from one another! This is not something we wait and see where our numbers are. This is something that needs to be addressed immediately.</p> <p>The last few months I have watched has hundreds, literally hundreds of student have gathered in our local parks to watch 'street ball'. If we weren't living through a pandemic, this would be a wonderful display of unity. I live steps away from Hasbrook Park. I have watched as crowds of over 100 gathered to watch local high school basket-ball all-star play street ball many, many nights. A few weeks ago a YouTube Star came down to Hasbrook. There were easily over 300 kids in this park to watch. I saw ONE wearing a mask. ONE! Our park district, our police and our school district was alerted to these large gathering. Nothing was done, nothing has been done and in fact, when interviewed in our local paper, our leaders in the community gave a response, that they just can't do anything. Unacceptable. These are students that are going to continue to gather in groups until school starts. We can't control what other people do, but we can control the consequences of poor decisions that gravely affects the health of our community. These students that have gathered in large groups all summer will be back in our buildings very soon. It is very likely that many will be positive for the virus, let's look at what is happening at Lake Zurich right now for an example. These students will then pass it to others who have siblings and family members who can also get infected and pass it along. We are in no shape ready to be back to school. Our community has not done enough.</p> <p>Have we thought about our teachers and staff. My heart goes out to them. I cannot begin to imagine being in their shoes. The current plan completely and utterly shows disregard for the health and well being of those that make district 25 such a stand-out school system. Our teachers and staff continue to go above and beyond for our children. The LEAST we could do is ensure their safety and well being. School is NOT a replacement for daycare, it is a place to learn and be educated. When a district values their educations, everyone benefits. My husband and I both work. It is unnerving to think what we have coming in the fall. But I am not willing to risk the health of my children for the sake of education. Remote Learning for is the only option that guarantees the health and well being and equal education to our children, teachers and staff.</p> <p>Finally, as hard as this has to be, we have had since March to think about fall of 2020. The option that we have right now is not sufficient. An all or nothing approach is unacceptable. According to the Illinois Department of Public Health, there has been in increase of 8,000% of new cases per day since March 13, 2020! Even with more testing, that number is earth shattering. We closed back in March when there were 14 new cases in our state. How can we reopen in August? I ask Dr. Bien to look at</p>
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		<p>Plainfield School District 202. They have a laid out a plan that is fantastic and based on the model of safety first. They said that kids need to be alive to learn. It is as simple as that. They have also reinforced the trauma on families of constant in and out of school every two weeks.</p> <p>Thank you for your time tonight in reading all concerns and your consideration.</p>
Robert & Kesha Randall	212 N Dunton Ave. #717, 60004	<ol style="list-style-type: none"> 1. I work in Glenview and I know that district 34 have options to choose from: in person, online, or hybrid. Will we receive the same options? 2. If the children were attending in person schooling will they be in one class for the entire day, or would they have options to go to gym or the lunch room Or even outside (with their same group of course) just to get some air? 3. How would the buses operate? And for working parents such as ourselves, will there be a chance to sign up for before and After school with the same group of kids?
Gayle Hassan	231 S. Chestnut Ave.	<p>As the parent of a biracial student who attended D25 schools, as well as a concerned community member and educator, I strongly encourage District 25 to outline a specific plan to start no later than the spring of 2021 for: training all employees who work with students in how to best serve the needs of BIPOC students, including specific anti-racism training; training all employees who recruit staff in methods of sourcing racially diverse teachers; revising curriculum to reflect the diversity of its student body (in particular to move away from white-centered curriculum); adding stipend positions to each school that will act as advocates for BIPOC students whose specific needs may typically be overlooked or not adequately addressed. Thank you.</p>
Karen Joseph	1434 N. Mitchell Ave., 60004	<p>I am happy to see an agenda item entitled “Resolution Affirming [D25’s] Board of Education Commitment to Eliminate Racial Injustice”. I am the mother of 3 biracial, Black and White, students in District 25. This is not only an important issue for my family, but as current events have shown, it is important for all of us. I attended the District’s first Diversity Advisory Committee meeting in October 2019, I have followed the notes and updates since, and I have worked with my children’s LMC Director to purchase a diverse collection of books to add to the LMC. I have seen interest in addressing this issue from individual teachers and parents and am looking forward to seeing a comprehensive District wide plan to eliminate racial injustice. I request the District and Board review the manifesto being presented to District 214 for specific action items to consider (see link below). Although writing and committing to a plan is a key first step, the plan must have leadership commitment and must have resources for implementation. The community knows this is not an issue that can be addressed overnight. We are happy to see it get started and are willing and ready to work with you to make sure it is a success. I encourage you to keep engaging with the community. Using the Diversity Advisory Committee may be a good first step, although each school administrator should be part of that Committee, should promote inclusion of the Committee in their school and should encourage increased participation. Considering further outreach to a wider cross section of the community may also be helpful. Thank you for committing to this action. Please continue to engage as you move forward.</p> <p>https://www.change.org/p/district-214-board-of-education-d214-justice-group-manifesto-anti-racist-educational-agenda?recruiter=447020954&recruited_by_id=13bca315-8fe7-48a1-be75-712e511e6a9a&utm_source=share_petition&utm_medium=copylink&utm_campaign=petition_dashboard</p>
Tom Nassis Gosia Nassis	15 S. Regency Dr. East, 60004	<p>At the moment, I don't believe Dryden and South Middle School are considering staggering in-class attendance. I'm hearing and seeing more guidance by the health experts that thinning out daily school attendance might limit any potential spread of infections. So instead of all kids going to class every day, perhaps one group attends class on Mondays and Wednesdays and the other group attends class on Tuesdays and Thursdays. And they would alternate every Friday. When a group is not scheduled to attend in-person classes, they would follow classes online. This way a Hybrid Model would be achieved using both in-person instruction and remote learning.</p>

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		<p>This might help relax some of the concerns of parents and teachers. As it stands now, it seems like the options are either one or the other. Either all in-class or all remote.</p>
Danielle Rizzo	Address not provided	<p>What brainstorming has been done to ensure Children with special needs have a curriculum that fits their individual needs and rights? I can tell you from first hand experience that what was done from March-June was not appropriate. The regression my children are showing is unconscionable. I am very worried and know I am not alone. Thank you everyone.</p>
Sunil Soni and Suchi Joshi	41 N. Lincoln	<p>We are District 25 parents of an incoming Kindergartener. It is our belief that it is currently unsafe for students, teachers and families to have in-person learning in the way it has been proposed in the draft plans on July 2, 2020. We came across a very innovative plan that will be implemented in Wake County Public Schools in North Carolina. We wanted to share this plan with you. Specifically, Wake County will be offering the option of choosing between "Plan B" (hybrid learning) and a Virtual Academy (e-learning). "In Plan B, students will be assigned to groups (1, 2, or 3). Siblings will be in the same groups. Groups will attend school in an ongoing rotation by attending school in person for one week and receiving online instruction for two weeks." We personally think this is genius because it will allow for proper social distancing, small class sizes (1/3 of the normal class size), and a manageable group of students for teachers to work with in terms of proper hand-washing, cleaning and disinfecting. If you could, kindly take a look at the attached links to see if this is something that District 25 could implement in our schools. Thank you for your time and consideration. https://drive.google.com/file/d/1Yg8St2cQtu4u-aQpY8ouHd7XZmRitwP4/view https://www.wcpss.net/returntocampus</p>