

**ARLINGTON HEIGHTS SCHOOL DISTRICT 25**

1200 S. Dunton Ave.  
Arlington Heights, Illinois 60005

School Board Meeting Minutes  
**July 30, 2020**

**Regular Meeting**

Brian Cerniglia, President of the Arlington Heights School District 25 Board of Education, called the meeting to order at 7:00 p.m. on July 30, 2020. The meeting was held at Ivy Hill Elementary School, 2211 N. Burke Drive, Arlington Heights, and remotely via Zoom. Roll call was noted and the Pledge of Allegiance said.

Mr. Cerniglia thanked the community members for all of their input, and Dr. Bein and her staff for all that they are doing. Everyone is doing the best they can with all of the changes, and he asked that members of the audience that wish to speak during the Community Input portion of the agenda, please come forward with respect.

Board members present: Brian Cerniglia, Chad Conley, Scott Filipek, Erin Johannesen, and Rich Olejniczak

Board members present via Zoom: 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; Adam Harris, Head of Communications and Story Telling; Brad Katz, Information Technology Specialist; Lana O'Brien, Recording Secretary; staff; press; and community.

**Community Input**

Due to the large number of comments submitted via email 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 via email:

- 34 - Urge the District to start the school year with an In-person Learning Environment with the option for families to choose Remote as the community majority has requested. Provide details for your decision.

- 1 - Disappointed in Dr. Bein's lack of consistent communication and zero communication about the decision-making process. There needs to be accountability with a communication timeline
- 20 - Support Remote Learning for the start of the school year and look forward to more details on transitioning towards safe on-site learning
- 1 - Appreciation for Dr. Bein's leadership with complete confidence based on her track record
- 10 - Need more details for the plan and providing suggestions to enhance Remote or Hybrid

The following comments were made in person:

- Amy Cataldo, 1324 N. Hickory Ave, wants the decision for in person or remote learning to be made by families for their children. She posed several questions regarding reopening schools.
- Renee Burns, 817 N. Harvard Ave., stated that she appreciates Dr. Bein's leadership over the past six years, and that Dr. Bein has the unique position to gather data from multiple sources and weigh that information to make the best decision for the district. She fully supports the decision to begin the school year with remote learning, which will keep students and staff safe.
- Lyudmyla Ilyash, 1740 N. Windsor, wants the decision for in person or remote learning to be made by families for their children. She stated that the CDC and AAP support children returning to school.
- Kathy Dieringer, 419 S. Donald, stated that she doesn't agree with the decision to start the year with remote learning. She requested that students be able to meet their teachers in person before school starts.
- Chris Jones, 612 E. Euclid Ave, stated that it is a difficult decision to have remote learning, and asked for extensive transparent communication from the administration and Board. He wanted to know when families are going to receive information, and hopes the district will send out details to parents soon. He asked what criteria the district will use to be able to return to school, and has suggestions for when students return to school with a hybrid plan.
- Kerri Hood, 1025 E. Cherry Ln, asked why the district made the change from offering options to only having remote learning; why the district surveyed the parents a second time; and what guidelines the district is following. She wants students to be in school, and feels that teachers aren't prepared for online learning.
- Kate May, 423 S. Donald, thanked the district for the decision to move to remote learning, and for the well-being of students and staff. She is glad that the district chose the safest approach, and acted swiftly. She asked if the district is collaborating with the village or park district for additional resources for working parents.
- Stephanie Cronin, 1266 N. Chicago Ave., stated that it was difficult to hear that the district is moving to remote learning only, especially for a single parent. She explained that France has children in school, and it is working well.
- John Hoffman, 2627 N. Highland, stated the reason schools exist is to serve the students and families. He stated that the teacher's union looks out for teachers,

- but feels that someone should be looking out for the students and parents. He feels the district had five months to try to make in person learning work. He is concerned about teachers and their own children, and how they will manage them and still teach.
- Dain Hampton, 919 E. Valley Ln., stated that students in Europe are back in school, and feels the district should be proactive. He is comfortable taking a chance with his kids, and they need to be back in school. He has worked in direct patient care with only a mask since March, and has had no issues.
  - Angelika Babich, 107 W. Euclid, Mt. Prospect thanked the district for all the hard work that is being done for students, families, and staff. She said that the pandemic is difficult for everyone, and that day care facilities are open and functioning with no spikes of Covid. She is comfortable with her children going to school with precautions, and feels that this is a great district, and it can make in person learning work.
  - Ali Zaimi, 615 E. Appletree Ln, stated that after seeing how Chicago built a hospital in less than two weeks, feels that the district look into building temporary classrooms outside of schools to better accommodate in school learning for more students. He feels the district should put more effort into getting the children back in school.
  - Laura Weigle, 506 S. Highland, stated that parents want more details for the district's decision. She stated statistics regarding children and their incidence of Covid, and wants children to go back to school.
  - Mairin Gradek, 1228 N. Chicago Ave., loves District 25, but is not happy that it is not offering in person learning. She feels that the district needs to be transparent about the details for the district's decision, and that everyone can work together to make in person learning happen safely. She asked for the district to consider offering remote and in-person instruction.
  - Kate Fontana, 1511 W. Oakton St., stated that several public medical groups have said we should have children back in school. She is concerned with the development of children, stated that teachers are essential workers, and that the district should offer the option for remote or in person learning.

#### Committee of the Whole Reports

##### **Superintendent Report**

##### **Planning for 2020-2021**

Dr. Bein thanked everyone for the community input provided at tonight's Board meeting whether it was in person, or via email. She noted that she has received over 450 emails and will respond to each one.

Dr. Bein explained that the district utilized guidance from the Illinois State Board of Education (ISBE)/Illinois Department of Public Health (IDPH) Part 3 Transition Joint Guidance, and the recently published ISBE/IDPH Fall 2020 Learning Recommendation documents. She reviewed the Phases in Illinois and what is allowed in Phase 4, which we are currently in. She explained the requirements of Executive Order 2020-40, and the most recent guidance from ISBE and IDPH. Schools must provide a 5-clock hour instructional experience, with a strong recommendation that at least 2.5 hours is

synchronous live interaction between teacher and students, and the other 2.5 hours of individual practice. She clarified that 5 clock hours is the law, and District 25 normally has a 6.5 day with 1 hour of lunch and recess.

She utilized the Cabinet level administrators and not a committee until it was decided how the district would proceed. Two family surveys were initiated. The first survey had a 70% response rate, of which 85% selected in person learning, and 15% selected remote learning. The second survey had a 96% response rate, and 49% selected full in person, 27% selected hybrid on-site, and 25% selected remote learning. The district also has a remote Q&A document for staff, and held remote sessions with staff. Leadership meetings have been held with Arlington Teacher's Association (ATA), who are dedicated to being a part of the solution. The ATA has not impacted or forced the district's decision, and the district feels no pressure from them.

Dr. Bein noted that all of the pieces of information that she received from various sources were used in the decision to open the school year in the remote learning format. She reviewed community concerns. Special education services will be provided. The spring 2020 remote learning was not adequate, and will not be repeated. We are working with the Arlington Heights Park District and other groups to brainstorm childcare arrangements for families. We are following the guidance from the CDC, ISBE, and IDPH. Parent voices do matter and we utilized the surveys in making the decision.

Dr. Bein explained that she is concerned with the following: implementation of procedures needs significant practice; the middle school cohort model won't work for us, unless we don't have different levels of courses; how to support students that don't wear facemasks in classrooms; long-term staffing coverage related to resignations; staffing for onsite and remote is not adequate, and many staff members would need to take leave.

The updated calendar will include staff work days on August 24-31, with the first day of school for students on September 1. This will be a transition model of instruction in four Steps. Step 1 will include having all students learning remotely, and bringing in high risk students. Step 2 will have an increase of students returning to in person learning, with an increase in the amount of time they would be in the school. Step 3 will be either an AM/PM or 2-day hybrid schedule for all students. Students could choose to remain in remote learning for Steps 2 - 4. In Step 4 all students would be in person, and we can move to this step even if the state does not move to Phase 5.

An advisory committee of stakeholders including Board representation, administrators, employee group representatives, medical professionals, and parents will be formed. They will meet weekly beginning August 31 to evaluate indicators and advise if it is appropriate to progress along the continuum. The final decision will be determined by the Superintendent in consultation with the Board. The district will routinely communicate updates to all stakeholders. Possible transition dates were provided.

Remote learning will mirror the on-site experience of a 5-hour clock day. It may mimic a hybrid model to assist with transitioning to on-site learning, and will also allow for small group instruction within classrooms. All subjects will be provided. Teachers and staff will work from District 25 property except where the law provides an accommodation. Attendance will be taken by teachers, and feedback and grades on assignments will be provided. IEP, 504, and EL services will also be provided. Exceptions may be OT and PT, and specific IEP needs, which will be provided on-site. Social Emotional learning supports will be provided, as will technology and internet connectivity.

The protocols for hybrid learning in the elementary and middle schools were explained. Extracurricular programming will be reviewed on a case-by-case basis. Potential scenarios were discussed if there is a possible exposure, or if someone contracts COVID. The district will continue to work closely with IDPH on making determinations and contact tracing.

The timeline for the school year was shared.

August 7	Detailed reopening booklet sent to District 25 families and staff
August 24	First Institute Day for Staff
August 25	Class assignments will be sent to families
August 31	First meeting of Advisory Committee
Sept. 1	School Begins for students
June 9, 2021	Last day of school for students

Dr. Bein noted that the district needs significantly more time to implement safety protocols, and we fully believe we can best meet our student's needs with a transition model.

Board members asked questions and there was discussion on the topic. A full recording of the meeting can be viewed at <https://youtu.be/q8E-Ma3JABs>. The video of the Board meeting is included in the Board minutes binder, which is housed at the District office.

A summary of the Board discussion is below, and a full recording of the meeting can be viewed at <https://youtu.be/q8E-Ma3JABs>. The video of the Board meeting is included in the Board minutes binder, which is housed at the District office.

Mr. Page

- Appreciates the work that Dr. Bein and staff have put into the plan, even with the plans changing.
- Asked what the August 24-31 staff days are for.
  - Dr. Bein responded that they are typical days used for getting ready for the school year, as well as planning for more rigorous remote learning, so there's a strong start to bring kids online.
- Appreciates that the end goal is to get kids back in school safely as soon as possible. We all have opinions on how to start the school year, but the health and safety of the students and staff is very important.

- He believes Dr. Bein made the right decision.

Ms. Patel

- Thanked the administration and the District 25 team under Dr. Bein.
- Social emotional – consider what was brought up by parents about SEL. Decisions are made for all the students in the district.
- How to consider that the social workers and teachers have 1:1 interaction with students.

Mr. Olejniczak

- Thanked staff and Dr. Bein for all the work that is being done to plan. There is no decision will come without some level of cost, be it financial, emotional, etc.
- What does it mean that the schools must provide a 5 hour clock day?
  - Dr. Bein responded that it's a minimum average requirement. We typically have 6.5, but 1 hour doesn't count for lunch or recess. Also middle schools have passing periods. We meet the 5-hour minimum with a little more, so the 5 hours of remote learning would meet our standards. The remote instructional experience will be similar to what is happening on site, and must mirror the same grade level standards. Moving forward it's required that it is similar, but is remote instead of in a classroom. Providing grades, giving feedback on assignments. And the full curriculum would be provided, PE, art, music, everything we typically have in all levels of courses. EL support is generally in a typical classroom but gets pulled out. We will continue to do that. That is a group that we would like to bring back as early as possible. For our EL teachers we have masks that have clear in the middle so they are able to see their mouths.
- Why can't we have enough teachers for all onsite and remote?
  - Dr. Bein responded that we couldn't staff to do both at the same time starting August 20, because they create certain class sizes. Also, it doesn't allow for everyone to social distance. Once we know who is doing what and where, we need to make sure that there are enough certifications for the curriculum. Larger number of staff here as well as remote to meet the same class sizes. We don't want class sizes of 60 or more students remote. We may not have enough staff to teach a particular subject, and may have to livestream.
- Why can't classrooms just stream live?
  - Dr. Bein responded that it is more possible with high school, but is a bit more difficult with this level. There is a concern with the privacy of the student. When everyone starts remote, they will all have a similar experience with the teacher that they have. The balance is when some are onsite and some are remote, as there would be transition for kids remaining remotely if those others go back. Remote learning would be like a typical school day.

**Motion:** S. Filipek moved and C. Conley seconded the motion that the Board of Education extend the time limit on the discussion an additional 20 minutes.

Roll Call: B. Cerniglia, yes; C. Conley, yes; S. Filipek, yes; E. Johannesen, yes; R. Olejniczak, yes; D. Page, no; and A. Patel, yes. Motion carried 6/1.

Mr. Olejniczak

- Teachers are going back one week later, where do we make it up?
  - Dr. Bein responded that we are reaching the required 185 teacher days and 176 student days.
- Please relook at the hybrid model where students come onsite 2.5 hours and are at home 2.5 each day, or we could do 2 days each and 1 day in between to clean.

Mr. Page

- Teaching children online and in person is a challenge as the teacher is trying to manage people in the classroom and online. It would not work as well as one might think it would. Also, going AM/PM versus 2 days each should be looked at by the administration. We should let the people with the educational background plan what is best for the students of District 25. The Board is responsible for the big-picture view.

Ms. Patel

- We have full confidence with District 25 and the curriculum team. All curriculum questions should be determined by the district administration and teachers.
- The pandemic is the most challenging time, and how schools should operate is challenging. There is no right answer. In this case we have the best worst decision. It's clear that our children are very cherished and loved. I urge Dr. Bein to continue to meet the needs of all of our students and staff.

Mr. Filipek

- For the transition model - does step 4 directly correlate with Illinois Phase 5 for the state?
  - Dr. Bein noted that we could move to step 4 without Illinois being in Phase 5, if we are legally allowed to and follow the local health metrics.
- He is glad to see that a local decision could be made, and we are going to do what is best for our kids and community.

Ms. Johannesen

- If we move to Step 4 because the state puts us there, that would happen, but we could also make it a local decision.

Mr. Conley

- Thanked Dr. Bein and all the staff for all their hard work.
- Not clear on staffing concerns for the two models. What metrics are we going to use, and will it be clearly communicated to the community? We need clear metrics for what is expected, and we don't want the metrics to change as we move forward. He likes the plan because it's well thought out.
- Expressed the importance that staff work from district property.
  - Dr. Bein responded that we want input from the advisory committee to obtain the metrics, and that it's consistent.

Kelly Drevline, Arlington Teachers' Association (ATA) President, District 25 teacher, former District 25 parent, and member of the community addressed the Board regarding the upcoming school year. The ATA is committed to work with administration to make sure the district has the best plan in place, and that everyone is doing the best we can. Our students' and staff health and safety is our primary concern. Remote learning will be very different from what we had in the spring. In the spring, we had to shift gears overnight, but this fall is different. We have had time to prepare curriculum for all subjects for all grades. We know the plan will be the safest for our community, and will provide comprehensive and robust learning.

**Motion:** D. Page moved and E. Johannesen seconded the motion that the Board of Education extend the time limit on the discussion an additional 5 minutes.  
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.

Mr. Olejniczak

- Asked who the members of the advisory committee are and if the minutes of the meeting will be online. He also asked how often they would meet.
  - We don't know the members yet
  - Yes, the minutes will be online.
  - At first, they would meet weekly, then every other week, then monthly.
- Are we calling additional TAs back?
  - Yes, because they are required on individual students' IEPs. These are the low incidence students we would be attempting to bring back as soon as possible. For remote learning middle school students will have different teachers for different subjects, and elementary students would have all of their teachers.

**Motion:** R. Olejniczak moved and S. Filipek seconded the motion that the Board of Education extend the time limit on the discussion an additional 30 minutes.  
Roll Call: B. Cerniglia, yes; C. Conley, yes; S. Filipek, yes; E. Johannesen, yes; R. Olejniczak, yes; D. Page, no; and A. Patel, yes. Motion carried 6/1.

Mr. Olejniczak

- What is the student-teacher interaction expectations? What is the expectation that the teacher is available at another time other than when they are together for a student to ask a question?
  - They would be available at the same time they are available during the onsite. Whatever the process that they normally use in an onsite school setting. At first there will be no extracurricular activities. They will be handled on a case by case basis. We will be using the IESA guidance on athletics. We are asking staff to not host any extracurriculars in September until our instruction program is solid.
- Will we still be giving lunch support for families?



- Dr. Bein replied yes, once school opens, we are back on the national lunch program, and we will still be providing it to them when remote. Families could also purchase lunch. We are applying to provide breakfasts for those that qualify.
- How would bus/transportation operate?
  - Dr. Bein stated that Ms. Mallek will work with our bus company on a modified contract. We are also working with them for when we move to the hybrid model.
  - What about the parochial schools and transportation? There was discussion regarding the parochial schools and transportation, and only three students across the district utilize that service.
- How will mandated testing change?
  - Last spring ISBE waived the state test. They are currently not waiving them, so all students would be tested in the spring. The assessment coordinator is working with other districts to determine the best testing for all students.

Mr. Conley

- Are we considering cross country?
  - Dr. Bein responded that we could, and we would utilize protocols that would meet safety measures.

Ms. Patel

- Could we have golf club, or tennis club? Could we take advantage of outdoor spaces?
- Is there a consideration that students can meet and greet outdoors with their class and teacher?
  - Dr. Bein noted that we are starting to brainstorm on those topics.

Mr. Olejniczak

- Is the calendar committee coming back to look at an updated calendar?
  - Dr. Bein said that the Regional office is guiding us on calendar changes as the ISBE timeline requirements change, but we can bring it to the August 13 Board meeting.

Ms. Johannesen

- We are all in this together, and it is extremely challenging. We all have different perspectives and unique experiences. This is a wonderful district and there is no weak link. It's not us versus them, it's us together. Everyone in the district is working on what is best for our children. We all want the same thing. We must continue to be positive and work together. Mr. Cerniglia agreed.

Mr. Page

- He agreed with Ms. Johannesen and thanked her. I know there is no easy answer that would make everyone happy, but we are in an unprecedented time. We are all part of an amazing community, with wonderful leadership, and supportive staff. Thank you in advance, teachers, parents, students, and staff.

Mr. Cerniglia

- The district and Board have a commitment to get students back in school as soon as possible, and as safely as possible. Everyone has put a lot of time to

make the best decisions that we can, and to do what is best for the students.  
We will be transparent.

**Motion:** S. Filipek moved and C. Conley 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 9:26 p.m.

Submitted,

Lana M. O'Brien  
Recording Secretary

Approved: August 13, 2020

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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 30, 2020 Board Meeting

Name	Address	Question/Comment
Stacey Tobin	532 S. Donald Ave., 60004	<p>I would like to thank Dr. Bein for prioritizing the health and safety of the students, teachers, and staff in Arlington Heights School District 25. I cannot begin to imagine the pressure she and the board are under, or the negative feedback they will inevitably receive, for making the decision to start the school year with remote learning.</p> <p>I strongly urge the district to now use this time to develop a sound, evidence-based hybrid plan that will allow students, teachers, and staff to return to the classroom in the safest way possible. Specifically, I hope that Dr. Bein and the school board will consider</p> <ul style="list-style-type: none"> <li>· The use of a pod/cohort model to reduce exposure and facilitate contact tracing</li> <li>· The use of alternative space in the community to increase distancing</li> <li>· Upgrading ventilation/optimizing air flow in school buildings to reduce indoor exposure risk</li> </ul> <p>No doubt each of these is an enormous and complicated task, but each is absolutely necessary to ensure we get back to in-person learning—which we can agree is essential for academic progress; the mental health of students, faculty, and staff; and economic and social stability.</p>
Diem Lai	1214 W. Kelly St., 60004	<ol style="list-style-type: none"> <li>1. Teachers now start on 8/24 instead of 8/17. Students were supposed to start on 8/20 now 9/1. Why? What was the reason to start one week later for teachers?</li> <li>2. Normal school day is 7:55 am to 2:55 pm at Thomas. That equates to 7 hours. Roughly 50 minutes for lunch. That reduces to 6 hours. Why only 5 hours of instructions and 2.5 hours interactive?</li> <li>3. What is "robust" instructions? What is the measurement for "robust"? Can the superintendent address a typical day for a junior high student?</li> </ol>
Sara Mungovan	2522 N. Hickory Ln., 60004	<p>After taking time to digest the email that went out yesterday, I need some answers. I am a very concerned parent of three young children in district 25, one of which is transitioning to 6th grade at Thomas this year with a 504 plan.</p> <p>I kept my mouth shut during the disastrous remote learning in the spring, because I truly believe in our community and our teachers. I believe they did the best they possibly could under the circumstances. Your data that was presented says 49% of our taxpaying parents wanted in-school learning, 27% wanted a hybrid, and 25% wanted full remote only. As an educated person, it makes zero sense as to why on earth are we going with the minority's choice! These are our children and our future we are messing with and there is nothing more important than them and their education.</p>
Tim and Cherise Mattix	1415 N. Illinois Ave., 60004	<p>My name is Cherise Mattix and I have two daughters in District 25. Lily Mattix will be an incoming 6th grader at Thomas and Leighton Mattix will be a 2nd grader at Patton. I can't imagine how difficult your jobs have been this summer trying to make a plan for the 2020-2021 school year.</p> <p>I was very hopeful when the news came out in early July of full in-person learning. It seemed as if our schools had a plan in place and both the teachers and families (almost 80% of us it turns out) were all on the same page. Flash forward to yesterday evening, reading the letter addressed to all D25 families that we will instead be going to full-remote learning immediately created an utter sense of sadness and despair for myself. I haven't even told my children because of the anxiousness they will both feel upon hearing this news. Especially my 6th grader, who out of both of my children need in-person learning the most. This spring wreaked havoc on my family and my children learned very little. By Mid-May, both of my kids virtually refused to do any outside</p>

## Community Input – July 30, 2020 Board Meeting

Name	Address	Question/Comment
		<p>work besides sit on Zoom calls and zone out to say they actually attended. Kids do not need more screen time. Science shows it inhibits their brains to grow and function properly. But, telling my 7-year-old they must only learn by staring at a computer screen is both disheartening and maddening. My 6th grader has never even toured Thomas. How is she going to actually decipher how this school experience is different than the Elementary school? I'm pretty sure she's not going to understand and I can't expect her to.</p> <p>Why didn't this letter give us any reasons for the complete 180 degree turn in plans? What are the reasons behind this sudden change just 3 weeks or so after we were told in-person learning is a go? Are the teachers refusing to go back to work? Strike? Is it Fear? Is it the lack of PPE for teachers? Facility inadequacy? The families of District 25 deserve more answers and reasons behind this decision. We were given nothing.</p> <p>I am urging you, Dr. Bein, as well as the Board to stand up for our children and figure this out because remote learning seems like the easy way out for our schools.</p>
Chris Weber	707 N. Harvard Ave., 60005	<ol style="list-style-type: none"> <li>1) Why didn't district 25 offer a choice of in school learning or remote learning? Neighboring school districts have implemented why not district 25?</li> <li>2) Why wasn't a hybrid model used to start the school year like many nearby districts?</li> <li>3) What exactly was the point of soliciting the parents' preference for 2020-2021 school year?</li> <li>4) What is plan to return to a hybrid model this year? Please list the criteria.</li> <li>5) Why is daily live video learning limited to only 2.5 hours per day?</li> </ol>
Martie Salemi	1534 N. Fernandez Place, 60004	<p>I am a former District 25 parent and staff member. I know this current decision was very thought through and so difficult. I applaud the administration!</p>
Magdalena Lenarczyk	519 S Roosevelt, Arlington Heights, 60005	<p>I'm writing to express my disappointment with the decision to proceed with remote learning despite the fact that 49% of respondents prefer in-person learning. It will be a huge burden for families with both parents working full time and having demanding work schedules. Please consider extending live learning from 2 1/2 hours to 5 hours per day in the remote learning environment.</p> <p>Our elementary school kids needed our help last school year with explaining the instructions to complete assignments, logging into different applications, managing multiple Zoom meetings throughout the week and recording videos for their teacher and classmates. Quite frankly, we were unable to start some of the assignments each day until later in the evening when we were able to give our kids our full attention hence the suggestion to increase number of live learning hours.</p> <p>I'm not clear why school year will start later on 9/1/20 especially since last school year already ended one week earlier. How can we ensure that our kids are receiving quality education if we are reducing number of school days?</p> <p>Thank you in advance for your consideration.</p>
Pat & Karen Johl	107 S. Waterman Ave., 60004	<p>We are very disappointed with the change in reopening plans for the district.</p> <p>A majority of parents want an in-school option. Why is it off the table? Private schools in Arlington Heights are opening. Sports are taking place. Restaurants and bars are open. Downtown Chicago museums are opening.</p>

## Community Input – July 30, 2020 Board Meeting

Name	Address	Question/Comment
		<p>E learning is less than ideal for many of our students. Just 2.5 hours of actual interaction is not the education they deserve. Many students were depressed and anxious during the spring, when it was necessary to curb the spread. NCH has not had a Covid positive patient or test in 61 days. Our area is not spiking.</p> <p>Teachers and students are out and about now, but it is dangerous and “scary” to go back to the classroom? Why have they not been scared traveling, going to restaurants, and socializing?</p> <p>Your district parents have spoken. The CDC has supported opening schools. If people do not wish to send their kids, the original plan gave that option!</p> <p>Return the decision to parents.</p> <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.html</a></p>
Hillary Lockwood	1007 N. Patton Ave.	<ol style="list-style-type: none"> <li>1. Please share the details on what changed from the original announcement of in school learning to full remote. Also, what specific information was used to make the decision that remote would be best.</li> <li>2. Will all students still be provided with Chrome Books and iPads? What technology will be used to facilitate the live instruction? Will all schools, grades and individual classes be using the same technology? Is there a way to make it consistent. If using Zoom can the same meeting room number be used for each classroom everyday?</li> <li>3. Will all grades/schools be on the same schedule, in terms of when live instruction will happen? Or will it be determined by the individual teachers? I do feel like some sort of virtual “school day” would be helpful with similar schedules across grades and individual schools.</li> <li>4. Is there a goal date for when hybrid learning might begin?</li> <li>5. COVID is here to stay. The situation will not drastically improve until there is a vaccine which could be at a minimum 6 months away to a maximum years. With the metrics that the State of Illinois has presented in Phase 4, in person schooling is allowed. What needs to change, from a COVID standpoint and a district standpoint, to get students back in the classroom? Are long term solutions being addressed, as COVID without a vaccine will be foreseeable future?</li> </ol> <p>I believe we need to think of a “new” long term way of effectively schooling children in classrooms. We have new and effective solutions/procedures for grocery shopping, non-essential shopping, dining in restaurants, playing sports, visiting swimming pools, etc. We must address school in the same way as the situation will not be getting better for potentially the whole 2020/2021 school year. I am not sure re-evaluating the situation monthly will be effective, as I don’t think a lot is going to improve without a vaccine. I also do not feel that remote learning is an effective long term solution for educating the children of District 25.</p> <p>I will continue to support the District’s decision for the 2020/2021 school year because I feel that the district has the best intentions for students, staff and the community. I would however, like more insight and transparency on how the remote decision was reached given there is a large majority of families that would like some sort of in person option. I would also like assurance that the district is taking all measures possible to get students and staff back into the classrooms at some point in the 2020/2021 school year.</p>
Stephanie Levinsky	623 N. Arlington Heights Rd.	<p>Can the Board please address the following:</p> <p>Why only 2.5 hours daily (12.5 weekly) of active live teaching?</p> <p>What is the metric that will be used to determine a return?</p> <p>Why is the Board ignoring the science and specialists who state that children are better in school than out? The Surgeon General</p>

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Name	Address	Question/Comment
		<p>stated that communities with less than 10 percent positivity rates should be places where kids can attend? Arlington Heights, at present, has a positivity rate of .3 percent.</p> <p>Will teachers be required to submit daily/weekly lesson plans? Who will be monitoring the content and quality of the e-learning experience?</p> <p>What will the expectation be of teachers who do not have a classroom; gym, art, music, drama, etc?</p>
Kerri Hood	1025 E. Cherry Ln.	<p>1) Why is the district going against what the majority of this community requested for school? Why do we no longer have an option for in-school?</p> <p>2) The state of Illinois is in Phase 4. According to this phase, schools are open with IDPH safety guidelines. Why aren't we following this?</p> <p>3) If we are now not going to follow the governor's guidelines of going back to school in Phase 4, then what are we following? We'd like very clearly detailed guidelines up front that this district is using to make these decisions. These decisions have major implications not just on the teachers but more so on the families who are now being asked to scramble and figure out how to balance full-time careers and homeschooling again. Do we get reimbursement on our taxes in order to now pay for daycare or home support to monitor our kids with remote learning?</p> <p>4) Why are teachers only expected to do 2 1/2 hrs of live online instruction per day? Why not longer when these are young kids who need more guidance and can't just sit in front of a video monitor all day? If the teachers are not interacting with our kids for more than 2 1/2 hrs per day, then yes, the parents will be filling in the rest of the time no matter how many "self-guided" videos are put together. Many parents are already looking to hire people to help monitor their kids with remote learning as we can't do two jobs at once or teach multiple children in multiple grades at the same time. Again, do we get reimbursement on our taxes in order to now pay for daycare or home support to monitor our kids with remote learning?</p> <p>5) Will teachers be required to teach from the school buildings every single day for the full school day? Remote learning in the spring was seriously lacking at Ivy Hill, and there seemed to be a lack of oversight/push for some of the grade levels to do more than the bare minimum. There was no accountability. Some teachers couldn't set firm days/times for the once weekly 30min zoom call as they were "juggling things." No teachers should be juggling things in the fall, if they are getting paid to be teaching our kids from 9-3:30 M-F.</p> <p>6) Why can private schools go back to school in the fall, but our public schools can't? We moved to this neighborhood and pay the extremely high taxes for these public schools, yet they seem to not be willing to move in the direction that the majority of parents requested via the survey. 76% of tax-paying parents said they preferred some sort of in-school plan, yet the district is choosing to go with the minority that selected remote. What happened to our options????</p>
Stacy Hineline	1028 E. Jules St., 60004	<p>We are very disappointed with the Fall Remote Learning Plan. It's very hard to understand how we moved from a plan that is in alignment with the guidance from the American Academy of Pediatrics, the CDC, the ISBE and as set forth in Phase 4 of Restore Illinois, to an option that was not preferred by 76% of District 25 families. E-learning was extremely difficult for our 1st grade son. He went from a boy who loved school to one who hated it and we've seen significant declines in his academic abilities. We were assured that plans would be put in place to help kids recover from slips that came from e-learning last spring. Without the power of in-person instruction, those gaps are going to widen. E-learning is an extremely difficult way for young children to learn and puts an unreasonable amount of hardship on students and their families. I hope that you and the school board will reevaluate the recommendations of the various expert groups and the majority of families, who have carefully weighed the benefits and risks, and reconsider starting in-person instruction.</p>

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Name	Address	Question/Comment
Adam & Janelle Thoma	1164 N. Hickory Ave., 60004	<p>School isn't school unless children are receiving in-person instruction. Experts locally and nationally support this approach. Our schools are essential. Our teachers are essential workers and our children are essential. Our schools need to reopen.</p> <p>Our community overwhelmingly selected in-person instruction as part of this school year. Since June 23rd, in-person instruction has been "strongly encouraged" by the ISBE. There is little to support the proposal that District 25 "is forced to start remotely as a precautionary measure". We urge you to reject Dr Bein's latest proposal and instead provide families with a choice which includes in-person instruction.</p>
Sarah Van Huis	1147 N. Hickory Ave., 60004	<p>I recognize the difficult position the administration of this and all school districts has currently, and support their choosing to focus on predictability, safety and consistency for our students and staff. I would encourage the administration of each school to release daily schedules as early as possible so families can make appropriate arrangements to take part in each school day as fully as possible.</p>
Kremena Hagel	1314 N. Haddow Ave., 60004	<p>With the newly announced remote learning for all students in SD25 this Fall, many of the families in this community will continue to struggle with finding balance between work and home. It will be essential to communicate the students/classes schedules as soon as possible – zoom schedules per class, times of instruction, etc. Many families will need to hire eLearning facilitators in their homes or arrange work schedules around their children needs to help with remote learning. Please consider the needs of the working families in this community and communicate the eLearning schedule for each school and class early in August to allow families to plan accordingly. In addition, if the existing 2020-2021 school calendar will need adjustment, please communicate immediately.</p>
Susan & Schenley Chen	818 E. Canterbury Dr.	<p>1.) In addition to the 2.5 hours per day of teacher instruction, I would like to suggest at least 30 minutes of private one-on-one with individual students per day. Is that a reasonable expectation since their school day was normally 6 hours, now cutting down to 2.5 hours?</p> <p>2.) Why is the district going against what the majority of this community requested for school? Why do we no longer have an option for hybrid? Are we not capable of following IDPH safety guidelines?</p> <p>3.) The decision to go strictly virtual has major implications not just on the teachers but more so on the families, especially dual-income families who are now trying to figure out how to balance job and homeschooling. Will the district provide kids a laptop to use? Are we going to receive reimbursements from our taxes now that many of us have to either pay a nanny or someone to monitor our kids' remote learning at home?</p> <p>4.) Will teachers be teaching from their classrooms and have some accountability? My son will be in 4th grade but in 5th grade math, will there be a separate virtual session for him with students in advanced math?</p>
Jamie and Eric Yeh	1640 N. Highland Ave., 60004	<p>As elected Board members you have a responsibility to represent our community. A total of 76% of the families in District 25 responded that they want either full in-person education or a hybrid approach. It is therefore unrepresentative of our community's <u>choice</u> to instead have fully remote learning for K-8. It is unfathomable that district 25 "is forced to start remotely as a precautionary measure." At the very least, families should be given the choice to send their students to school, especially as some teachers are willing to teach in-person.</p> <p>We should know who is "forcing" this decision, and why families are not being given the option for any in-person education at this time.</p>

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Name	Address	Question/Comment
		<p>The children of District 25 should not be out of school against the recommendations of the CDC, WHO and AAP and 76% of Arlington Heights families. There is no data to support starting the school year with full remote instruction. What is the data for evaluating when it will be considered safe to re-open?</p> <p>The experts, the data, and the parents believe it is time to return to school and do so safely with all the necessary and available precautions we can take. It is time for schools to reopen. We recognize that you have an incredibly difficult task to plan for the 2020-21 school year. We also know that you are responsible for doing what is best for our students, the staff and our community.</p> <p>Our District deserves to understand why we have so suddenly changed course from the choices previously outlined. Our community deserves to transparently understand the District decision criteria for planning to start school fully remote, and for then evaluating when it will be safe to transition to in-person instruction. We appreciate your devoted consideration of our children in this unprecedented time.</p>
Lisa Parciak	1417 W. Elm St.	<p>I support Dr. Bein's decision to begin the school year with remote learning. Too many things about Covid-19 are unknown and when it comes to the health and safety of our children and staff, there are no acceptable risks. Fortunately, we have the technology to make learning possible during this pandemic. While e-learning may not be as effective as in-person learning, this situation is temporary. To those that are pushing for in-person classes, I ask them which teachers and students are they willing to sacrifice when an outbreak occurs? If schools are opened, outbreaks are inevitable. Israel opened up its school only to shut them down shortly thereafter due to the spike in Covid-19 cases in both students and staff. Here is a link to an article regarding Israel's schools reopening for your review. <a href="https://www.npr.org/sections/coronavirus-live-updates/2020/06/03/868507524/israel-orders-schools-to-close-when-covid-19-cases-are-discovered">https://www.npr.org/sections/coronavirus-live-updates/2020/06/03/868507524/israel-orders-schools-to-close-when-covid-19-cases-are-discovered</a></p> <p>In Illinois, the numbers of Covid-19 cases are trending in the wrong direction. However, if we all do our part by wearing masks and practicing social distancing, our children will be able to safely return to school sooner than later.</p>
Ann and Erik Poyer	2214 E. Gregory St., 60004	<p>I would like to thank Dr. Bein for putting the safety of students and staff first and recognizing that we could not safely return to school at this time. We have dedicated teachers who we would hate to lose to fears over safety for themselves and their families. We want them to know that we support them in their need for safe working conditions. We look forward to the robust e-learning curriculum and are glad to have the time to plan before the school year starts.</p>
McMillen Family 3 <sup>rd</sup> and 7 <sup>th</sup> grade	202 S. Vail	<p>As a family concerned about the spread of COVID-19 in our state and community, we had decided that our children would not attend school in person and were getting ready to find a different remote learning opportunity had the district not decided to offer one this fall. On behalf of my husband and children, I would like to personally thank you for your time and commitment to keeping our children, faculty and staff safe. Being cautious is the right thing to do for EVERYONE right now. I know these decisions do not come lightly and as the experts on education in our community we rely on you to guide us through these challenging times.</p> <p>Additionally, I would like to acknowledge how difficult these decisions must be on you, your families and how difficult it must be on our teachers. Not only do OUR teachers, administrators and staff have to continue to work with a new media and teaching style but they have also had the added stress of comments and hatred on social media. There are families in the district calling for pay cuts and firings, demanding that schools open or they should not have to pay property taxes anymore. It was not that long ago, when the pandemic first hit, that teachers were some of our biggest heroes. We all saw the memes floating around about how we</p>



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Name	Address	Question/Comment
Mercedes Ritchey	1407 W. Lynwood Ave., 60004	<p>need teachers, we love teachers and in fact the exact opposite - about how under paid teachers are. We need to remember that caution is not about keeping our kids out of school but about keeping our community safe so that we can get our children, our faculty and our staff back in the schools when the time is right.</p> <p>I am incredibly respectful of the difficult decisions that you are making in trying to serve our community of educators, families and students. I know that you are taking every precaution to keep us safe in very uncertain times. Given the following, I would like to understand more about why the decision was made to be 100% remote going into next school year vs. offering more customized learning options to families.</p> <ul style="list-style-type: none"> <li>• IL is in Phase 4, and currently seems stable in Covid-19 cases and death rates low</li> <li>• Our hospital system is not overwhelmed or at risk at this time</li> <li>• CDC, WHO &amp; Pediatrician guidance is for schools to be in-person in some capacity</li> <li>• The community of those surveyed asked for some form of in-school option for students</li> </ul> <p>We need to be provided with full transparency of how this decision came to be, in order for our community to understand and support the decision. I know that a one size fits all solution will never make everyone happy, but understanding how this came to be is necessary to have an open/honest dialogue and find a path forward. I do like that the plan is flexible based on monthly decisions, but I also think we need to understand more governance for how that will work and what factors are being used as input.</p> <p>I feel strongly that we want the safety of everyone to come first, but our children’s education must also be prioritized to the same degree. If we are not coming back in person, what does eLearning look like this year and how will it offer a more customized and individual learning experience? How will you think through zoom learning pods and focus for our students who need smaller groups in order to successfully eLearn, in particular our younger learners who don't have the patience for zoom? Can you commit to finding on-site low risk youth activities and sports that might be possible in-person given the Gov. new risk assessment released on July 29<sup>th</sup>? Thank you for all of the time and effort put into these decisions.</p>
Mindy Turner	1356 S. Vail Ave.	<p>I am writing this letter as a parent of three District 25 students, grades kindergarten, third, and fifth. I also work in a private school and as a mental health professional. The last week has been a roller coaster of emotions for parents, as we had planned for our children to go back, filled out a survey stating we wanted them to go back, then were blindsided by being told 100% eLearning. I am seeing a lot of attacking on social media of teachers, the district, and administration by parents and community members. And while attacking people isn’t right parents are also not feeling heard, regardless of if it changes anything.</p> <p>When the crisis happened in March, and everyone was sent to eLearning, we were all just trying to figure it out, get by, and make it work. Well it shouldn’t be that way in the fall. Even my children who had great relationships with their teachers before COVID started, had a complete disinterest in school by May. Relationships are important for kids engaging in school, and being on zoom for 2.5 hours a day is not going to foster good relationships with new classmates or teachers. Students need a full schedule, even if it is online.</p>

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Name	Address	Question/Comment
		<p>Most teachers, like myself, were trying to manage eLearning for my kids as well as my own students. This can't happen again. Teachers need to be in the classrooms regardless of whether students are there or not, and not be managing their own children during school hours. The inconsistency of teacher engagement during the spring has already set the tone for how parents and children feel about Elearning, and there are no reasons teachers can't be back in their space.</p> <p>This is uncharted territory for everyone, and hopefully everyone just wants what is best for the children. 2.5 hours of zoom is not going to cut it this time around. Look at what other districts are offering. These kids need structure back in their lives, the structure of the school day that they are used to. I know the likelihood of going back in person is minimal this year, but can we at least enrich the Elearning so the children are actually learning and engaged in school again?</p>
Amanda & Aakash Bhansali	1202 N. Race Ave.	<p>Our family is writing to you in SUPPORT of the D25 plan to have remote learning starting September 1 for our three children who attend Patton Elementary. It is not the easy choice, but it is the safe choice.</p> <p>I am a teacher in another local school district and I wish that our superintendent would make the safe and responsible decision, as you have. The short and long term health impacts of COVID-19 in children are unknown, not to mention the impacts to the hardworking staff members of D25. One group of teachers or students who get sick is too much. One student or staff member who dies is one too many.</p> <p>Educators have been put in many impossible situations in 2020, yet have risen to the occasion. I have no doubt that the educators of D25 will continue to offer thoughtful and caring instruction to our children during the 2020-21 school year, no matter what school "looks" like.</p>
Chloe Kurinsky	2020 N. Yale Ave.	<p>While I believe schools should be opened at least partially, as a student, I have a few concerns.</p> <ol style="list-style-type: none"> <li>1. Gym class could cause unnecessary and additional risks. Exercising and going to class could cause some problems especially as the weather gets colder and clothing gets warmer. Masks during gym also pose a problem as breathing heavily into a mask is uncomfortable. I think dropping gym class would be beneficial, and would make sense with the governor's orders on sports.</li> <li>2. If we were to use a hybrid model, a AM/PM model seems more complicated than necessary. It would be much easier to have one team go to school two full days of the week and the other team going to school the other two days, with the 3 other days being remote. An AM/PM model could cause some classes to have better learning than others.</li> </ol> <p>That being said, schools should reopen with a hybrid model because it would help the mental health of students while also limiting exposure.</p>
Tony & Hollis Gorrie	2414 E. Kensington Rd., 60004	<p>First let us begin by saying that we are grateful for all the hard work that the district staff have done during this time. My husband and I work in healthcare and with vulnerable populations so we understand the need for caution and the benefit of making data driven decisions. We also understand that this decision was not an arbitrary one.</p> <p>We want to be clear that we are not in agreement with the move to remote learning for all students for the 20/21 school year. We are hopeful that at Thursday's meeting, the board will bring forth some data driven metrics that show how the district came up with their decision. It seems as though the plan has taken a significant turn in the past few weeks as our family was looking forward to returning to an in class environment. We believe that children learn better in the classroom, the classroom can be safe, and the social contact with peers is essential to their mental health.</p>

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Name	Address	Question/Comment
		<p>We know there are many reputable organizations that have expressed their support and recommendation for in class learning, such as the American Academy of Pediatrics. It would be helpful for us to know what sources the district referenced in order to come up with their plan. The original plan seemed to address many parents' needs, so we were very struck by the fact that it changed so suddenly to offer only one option that based on the survey you sent only covered a minority of what the district families wanted.</p> <p>If there is good data behind your reasoning for this change please do share it with us. If there is solid data behind the decision we can understand that, but at this time it is unclear. Additionally, we are hopeful to hear from the district on Thursday about the methods or data that they will use in their monthly reassessment to determine if the learning plan should change.</p> <p>Lastly, thank you for all you are doing for our children's education. Your job even pre pandemic was not an easy one and we respect and understand that.</p>
Kevin Michael and Jennifer Amling	1915 N. Eastwood Dr., 60004	<p>I would like to thank the District 25 Board of Education and Dr. Bein for making the difficult but necessary choice to begin the school year remotely. No one wants this to be the necessary choice for public schools. Our daughters miss their teachers and their friends, and we know this will present a challenge for teachers, students, and families. But public safety and health have to be a priority right now. As parents and residents of Arlington Heights, you have our gratitude and support.</p>
Kris Persons	1019 N. Highland Ave., 60004	<p>I am writing to communicate opposition to the following:</p> <ol style="list-style-type: none"> <li>1) To express my opposition to the plan to go all virtual for the beginning of the year. My sentiments will not be dissimilar to other parents that you may hear from on this matter And I am not going to list them here. That virtual education is no replacement for in person learning and associated benefits of mental and physical health. The fact that private education is going back but not public education exposes that this likely isn't about the kids and supporting families. It appears more about bureaucracy and litigation prevention and has little to do with safety.</li> <li>I can appreciate the complexity of these times and making a decision that has implications for so many. I am grateful for the teachers and administrators that I know who have worked tirelessly during this period of unprecedented disruption.</li> <li>2) I also am troubled by the fact that teachers have indicated that they haven't been asked or surveyed about their preferences and choices. As an employee for a corporation i have been surveyed 3 times. Why wouldn't the district solicit the feedback of one of the most important constituents? What if we were able to pool resources together and provide instruction for people that felt most comfortable? I would prefer that decision to return is left to the teachers and the parents and have commended the "have it your way option". I am willing to sign a waiver removing the district from risk.</li> <li>3) My other point of dissatisfaction is the inconsistent communication and associated planning. We went from all back to school two months ago to all virtual with no information on curriculum, timing, etc and only meeting the MINIMUM 2.5 hours for instruction. To be direct if this were in any other industry it wouldn't be tolerated.</li> <li>4) The lack of transparency as to why. This is the moment to shine. As a leader in the corporate world we have had to make sacrifices and adjustments no doubt. However, the decisions we make are rooted in data. We have had to realign policies and practices to ensure we can continue to support our clients in the same manner as before. Based on all the data I have seen from official sources there is little risk of mass infection in returning to school with maximizing social distancing, proper hygiene, and masks. We are making decisions to disrupt the lives of the majority for the "potential" risk of a few especially when the data indicates that transmission rates are low and the overwhelming recover.</li> </ol>

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Name	Address	Question/Comment
		<p>How can we leverage one of the highest taxes in the state to EXCEED expectations? Where are the leaders that will rise to this challenge?            I submit this article as representation of my POV. <a href="https://www.tommynewberry.com/its-not-about-the-kids/">https://www.tommynewberry.com/its-not-about-the-kids/</a></p>
Lucas & Laura Weigle	506 S. Highland Ave.	<p>We respectfully request the School Board reconsider their decision to go fully remote in the Fall and instead, allow remote learning to be an <u>Option for BOTH parents AND teachers/staff</u>. We believe the information below should be more than sufficient for the Board to allow our children and our teachers/staff to return to school:            On July 23rd, the Centers for Disease Control and Prevention published their <u>Statement on the Importance of Reopening America's Schools this Fall</u> which states:</p> <ul style="list-style-type: none"> <li>• “The best available evidence indicates that COVID-19 poses relatively low risks to school-aged children.”</li> <li>• “The best available evidence indicates if children become infected, they are far less likely to suffer severe symptoms.”</li> <li>• “So far in this pandemic, deaths of children are less than in each of the last five flu seasons.”</li> <li>• “Based on current data, the rate of infection from students to teachers has been low, especially if proper precautions are followed. There have also been few reports of children being the primary source of COVID-19 transmission among family members. This is consistent with data from both virus and antibody testing, suggesting that children are not the primary drivers of COVID-19 spread in schools or in the community.”</li> </ul> <p>The website of the American Academy of Pediatrics currently states:</p> <ul style="list-style-type: none"> <li>• “The AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school.”</li> <li>• “The preponderance of evidence indicates that children and adolescents are less likely to be symptomatic and less likely to have severe disease resulting from SARS-CoV-2 infection. In addition, children may be less likely to become infected and to spread infection.”</li> </ul> <p>On July 23rd, Dr. Carmen Ayala, Illinois State Superintendent of Education, stated:</p> <ul style="list-style-type: none"> <li>• "School districts must provide remote learning services to any student upon request by their parent/guardian." <u>This implies that parents should have a choice.</u></li> </ul> <p>We would also like answers to the following question:</p> <ul style="list-style-type: none"> <li>· <i>If our school Board's decision is not being driven by the experts quoted above, who is it being driven by?</i></li> <li>· In Dr. Bein's July 16<sup>th</sup> email, she stated, "I received some new information related to the 2020-2021 school year. Additionally, we expect that more information may be coming to Superintendents from the State of Illinois very soon." <i>What information did she receive and from whom? What happened between July 2<sup>nd</sup> and July 27th that made the Board change from their original in-school draft plan with a remote option to fully remote?</i></li> <li>· In Dr. Bein's July 27th email, she stated, "Though survey data from our families showed that 49% preferred a Full In-Person model, 27% preferred a Hybrid model, and 25% preferred a Full Remote model, we feel forced to start remotely as a precautionary measure." <i>Who feels forced and by whom?</i></li> </ul> <p>Were the teachers surveyed and if so, what was their response by percentage?</p> <p>Thank you all for your hard work during this difficult time.</p>

## Community Input – July 30, 2020 Board Meeting

Name	Address	Question/Comment
Jacek and Karoline Korzeniowski	Address Not Provided	<p>We are sending this e-mail to you regarding the decision to start the 2020-2021 School Year remotely which is a dramatic change from the initial proposed options. Many of the questions that have arisen for us relate to whether the district is being fiscally responsible and the well-being of our children's education future.</p> <ol style="list-style-type: none"> <li>1. We would like to get a complete explanation of the matter that forced you to make the decision (as per your letter dated July 27, 2020) to enact remote learning or should this request be addressed to the IBSE under the FOIA?</li> <li>2. If a teacher is only responsible to engage the children for 2.5 hours daily is his/her pay being adjusted accordingly? If not, then engagement with the student should be 4 hours. The normal school day is 6.5 hours. The breakdown for the day should be 4 hours directly engaged with his/her class, 1 hour for lunch and 1.5 hours for his/her allotted plan period.</li> <li>3. In the need to be fiscally responsible and the fact that we are not returning to in-person education, has a decision been made to furlough the support staff that is not needed until in-person education is resumed such as school nurses, 2nd shift maintenance/janitorial staff, food service staff and multiple office secretaries/administrative assistants? If not has the District applied for and received a PPP Loan to cover these wages?</li> <li>4. Will the taxpayers be receiving a property tax credit for 2020 since the service that it funds is not functioning in the manner it is meant to be used and the overall expenses for building maintenance should have decreased since limited staff have been in the buildings since March 16, 2020? Are there any other tax credits that the taxpayers are entitled to?</li> </ol> <p>While every other remote worker is expected to be logged in for their entire workday (this information is based on personal experience, conversations with other parents and other sources) we should expect that from the education field also. If we as parents are required and expected to find a way to keep our children engaged in learning while performing our job responsibilities, we assume the teachers of District 25 who also have their own children in districts that are remote learning will experience the same hardship. What mechanisms are put in place to hold the teachers accountable for teaching, engaging and introducing grade appropriate material to the children they teach just like when they are teaching in the classroom?</p>
Alexis & Doug Hammond	1440 N. Race Ave., 60004	<p>We write to you regarding our concern about the spread of COVID-19 in our community.</p> <p>My family and I moved back to Arlington Heights on April 1, 2020 after living in Georgia for 6 years. We specifically moved back to Arlington Heights for better access to education for our two children as well as better access to our son's neurologist at Ann and Robert H. Lurie Children's Hospital. Our son, a rising first grader, is medically fragile and has an Individualized Education Plan. His needs were not being met in Georgia. Our daughter, a rising 6th grader, was not being challenged in school in Georgia.</p> <p>We moved in the midst of the pandemic which is no easy task. We moved to a state with leadership that makes decisions based on science and public health. We moved to be able to provide better lives for our children. My children have never had the benefit of actually stepping foot into Patton Elementary as schools were already closed. But that didn't matter in the least. The principal, staff, teachers, school nurse and therapists were reaching out to us and getting to know our children through phone calls and zoom meetings. They were offering support to both of my children. My children received better care and instruction, and I received better parental support to help facilitate my children's learning, than we ever received in person in Georgia. Patton Elementary is everything we hoped it would be. It truly is a safe and nurturing environment for our children and ideal for student learning and growth. And yes, that "environment" did not exist in the physical walls of the school...it transcended to virtual learning! The teachers adapted so quickly and gracefully to their new virtual platform. I know it was not easy, but they rose to the</p>

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		<p>challenge during the worst of situations...a global pandemic! They have supported our kids socially and emotionally with lunch bunches, student of the day activities, a schoolwide book to read, &amp; zoom scavenger hunts. I have no doubt that the exceptional team that makes up Patton Elementary and the rest of the school district will be able to provide a virtual curriculum so that our students do not fall behind. I know it won't be the same as learning in person, but everyone will be safe!</p> <p>I would like to thank you for making the decision to have the school year start virtually. Thank you for keeping our children, teachers, staff and community safe. Being cautious is the right thing for everyone to do right now. Teachers will be able to do what they do best SAFELY and from HOME. Do not put their lives in danger and their family's lives in danger and the community at risk of the spread of Covid-19. Regardless of the district's decision, we were planning on educating our children at home, and I am relieved beyond measure that my family will have the district's support virtually.</p> <p>Please ONLY consider bringing us all back to school when the time is right. Being cautious now will save lives. I offer you my support and genuine appreciation as you navigate the new "normal."</p>
Mercedes Ritchey	1407 W. Lynwood, 60004	<p>I understand that really hard decisions have been made that put us back into eLearning and uncertainty on a month-to-month basis. I voted for, and am hopeful that we can transition to a hybrid model that prioritizes both safety and education for the full district 25 community, soon.</p> <p>That said, I would like to understand more about how the district is planning to raise the bar on eLearning, and ensure that we set educators up for success and students have access to the top notch education that they deserve.</p> <p>I have strong concerns about taking a system that was intended to educate in an in-person classroom and reapplying that model to a digital format. The curriculum and learning plan must be reimaged to deliver a modern education experience.</p> <p>Last year, our educators took on a herculean effort in building a digital curriculum at the same time as teaching, and making the most of a really hard situation. We were lucky enough to have teachers going way above and beyond for their students, trying to keep a stream of education, building lesson plans overnight, sending out reminders to families to help keep everyone informed and on task, being technical support for every password issue – and like many of us they had their own children at home to task master on eLearning. Any teacher who has 17 1<sup>st</sup> graders on a zoom is well aware that this just isn't a conducive learning environment. It's not an easy job to keep them on task in a classroom, and it's impossible online when so many environmental distractions exist.</p> <p>Here are a few ideas/thoughts for reimaging a virtual classroom &amp; building an operating system that helps promote growth a learning:</p> <p><u>Create a dedicated team of teachers &amp; administrators</u> whose only focus will be building a customized digital learning curriculum by grade level. This should not be the teachers who need to be focused on teaching students – we need to eliminate asking our teachers to build and fly the plane at the same time mentality. This focused team would also be responsible for rolling out the curriculum grade level across the district.</p> <p><u>Adopt a collegiate mindset</u> and rather than assigning a teacher 20+ students for the year, consider educating in small group zoom settings so students can get much needed and personalized time in core subjects (math, reading, and writing). Maybe different teachers in each grade level focus on different subjects vs. the traditional method – but in the name of time being spent on zoom in small groups vs. full traditional classrooms.</p>

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		<p><u>Hire a TA or support for each grade level</u> that can focus on sending the daily reminders for parents on schedule, login information, act as IT support, coordinate packet-pick up for those who lack printers, etc. Again, relieve the burden so teachers can focus on personalized education and students vs. logistics.</p> <p>I am hopeful to see the ambitious eLearning plan from the district that accounts for something fully reimagined and I would like to understand significantly more about what to expect for next year. I am ready to learn about the swift actions that need to be taken. Thank you for listening to my thoughts.</p>
Kate Fontana	1511 W. Oakton St., 60004	<p>First of all, I would like to say, you as part of the school board are in one of the most difficult positions on deciding what is right for thousands of children and staff as well as their families. This may be one of the most challenging decisions of your life. There is no perfect answer as you have stated. I truly understand how difficult this decision is because I work in health care and I too have to make decisions that can end up as life or death.</p> <p>In medicine, we make decisions on risks vs benefits model. If the benefit of the treatment outweighs the risk, we still recommend the treatment all the while acknowledging that there is still a risk. To this point, nothing in medicine, life, or decisions with schools is a 100% guarantee. You stated in your email, that there is “no way to provide 100% guarantee of safety for all students and staff with in-person instruction,” but I would like to counter that there is no way to provide 100% safety with our students outside the classroom as well. A 100% guarantee is never feasible at any point, let alone during a pandemic. There has been well documented learning loss, increase in abuse and neglect, decrease of development of social and emotional skills, loss of physical activity, and loss of nutritional needs with students out of the classroom for prolonged periods of time.</p> <p>You have stated you are not experts in medicine or public health, so I urge you to listen to those who are. The CDC, the American Academy of Pediatrics, WHO and several other public health societies are recommending and promoting in-person instruction. Per the CDC, “Based on current data, the rate of infection among young school children, and from students to teachers, has been low, especially if proper precautions are followed. There have also been few reports of children being the primary source of COVID 19 transmission among family members. This is consistent with <u>data from both virus and antibody testing, suggesting that children are not the primary drivers of COVID 19 spread in schools or in the community.</u> No studies are conclusive, but the available evidence provides reason to believe that in-person schools is in the best interest of students, particularly in the context of appropriate mitigation measures similar to those implemented at essential workplaces.”</p> <p>In-person learning supports the whole child, not just their academic achievement. It helps to develop social skills and peer relations as well continue the development of language, communication, social, emotional, and interpersonal skills. Schools help minimize educational disparities.</p> <p>I know not every teacher or administrator has the same views, but as a member of this society it is hard to not feel like some teachers and administrators are abandoning our youth when they need them the most. Teachers are essential workers. As a health care worker, some may say to me I signed up for this and teachers did not. I would like to say, <b>NO ONE IN THE ENTIRE WORLD SIGNED UP FOR THIS.</b> Since the pandemic was declared, I have showed up to work everyday and to be honest with some fear for my health or the health of my family. But as a member of our society, I needed to show up and assist those who needed help the most. With teachers, as one of the most important members of our society, I am asking the same of you for the</p>

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		<p>good of our society. I am not asking you for political reasons, I am not asking you for financial reasons, I am asking you as a valuable part of our society to do the right thing for our children.</p> <p>I fear that this year sets the precedent for subsequent years. We are currently in phase 4 of the reopening plan for IL. Vaccine and treatment developments are continuing to progress, but it will still be some time until widespread vaccines (which would be 100s of millions of doses) are available to distribute to the US and the world. The ethical decisions will then ensue and decisions will need to be made of who will get it first, are teachers included in that first wave? Will we be in this same place next year at this time? Will we do another remote learning year? How far can we push off the return to in-person classrooms before there are permanent and irreversible consequences for thousands of students? When is the line drawn that students can return back to schools?</p> <p>Unfortunately, COVID 19 is not going away any time soon. We now need to learn to live around it as safely as possible. Will every single infection be prevented? Unfortunately no, as there are no 100% guarantees in life. But here at this crossroads, I firmly believe we need to use the risks vs benefits model. What option has the most benefits vs risks, and go with that plan. Listen to your public health experts.</p> <p>I believe you truly made the correct decision at first, allowing for full remote learning for those who choose or are at risk (for children and staff) and the other option of 5-day a week in-person learning. But I also truly believe you made the wrong ethical decision earlier this week. Not only with only offering remote instruction, but also that your goal only being the hybrid model. Your goal should be 5-day/in-person learning. I urge you to reconsider.</p> <p>I will end with the American Academy of Pediatrics recommendation, “The pandemic has reminded so many what we have long understood: that educators are invaluable in children’s lives and that attending school in person offers children a wide array of health and education benefits. For our country to truly value children, elected leaders much come together to appropriately support schools in safely returning students to the classroom and reopening schools.”</p>
Renee Burns	817 N. Harvard Ave.	<p>On July 1, 2014, the District 25 Board of Education unanimously approved a three-year contract for Dr. Lori Bein, and as a resident, I could not have been more pleased with the selection. As an educator, I knew that she would be a present fixture invested in our community, and ultimately in the education of the children of District 25. She is respected in the education community as an intuitive and data driven leader who maintains the capability to realistically and thoughtfully implement initiatives.</p> <p>Through her leadership, Arlington Heights students and schools have flourished. As a community we have trusted her recommendations regarding teaching and learning, curriculum materials, and assessment for 6 years because she listens to multiple sources to make well-informed decisions for the education of all students. It is for this reason that I am 100% behind Dr. Bein’s recommendation to commence the year with exclusively remote learning. Though I did not select this option when surveyed, I trust Dr. Bein to make the ultimate decision for the whole. She has the unique position to gather data from multiple sources and weigh that information against the landscape of the district. I, as a parent, can have only a one-dimensional view. Recognizing that, I have little doubt her decision is the best one to keep students, staff and families safe in lieu of placating a vocal and marginally informed group. I have complete confidence in Dr. Bein to make the best decision for District 25. Her track record speaks for itself.</p>



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Christopher Jones	612 E. Euclid Ave., 60004	<p>1. You've said that you will re-evaluate the situation monthly with the goal of transitioning to hybrid instruction. What criteria will the District be using to determine if it is safe to return to school in a part-time or full-time fashion? Similarly, if we do return to in-person learning, what circumstances will warrant a return to remote learning? For example, will a single staff member/single student/family member of a student testing positive with no evidence of community spread result in an entire school being closed down? Could the District share their Decision Tree that will be used to make such decisions?</p> <p>2. The recent survey that asked families to rank their educational preferences for the start of this school year mentioned a hybrid plan that would split the school day in half, with half the students in the morning and the other half in the afternoon. If/When we do go to a hybrid method, I would encourage the District to consider one that alternates attendance daily (e.g. every other day or, better yet, Group A on M/T, Group B on Th/F, W for cleaning). This would be preferable over the "half-day hybrid" for a couple reasons:</p> <ul style="list-style-type: none"> <li>a. It exposes fewer students in the event of a positive case. If a teacher goes home feeling ill on Monday, they would have exposed an entire class of 25 kids under the half-day model, but only half that number under an alternating day model.</li> <li>b. It allows ample time for cleaning between switching groups. Either an entire day or evening vs. a couple hours.</li> <li>c. It allows working parents to better plan for full shifts at work, or prevents them from having to drop work in the middle of the day to drop off or pick up their children</li> </ul> <p>3. How does the dynamic instruction work? Will my children be in front of the screen for 2.5 consecutive hours? Will that time be broken up? Will the screen time schedule be coordinated among grades?</p> <p>4. Are you still planning to issue Chromebooks/IPads for each student? How will students and parents be trained to use them?</p> <p>5. Will the District be sending home textbooks and other learning materials such as 10-frames or other materials that teachers use in class to facilitate learning?</p> <p>6. If it's live instruction, what happens in the event a teacher gets ill or can't teach for a day? Would the students login with another class or would there be a substitute teacher?</p>
Christine Organ	14 W. Euclid Ave., 60004	<p>Thank you for your time. I am a 11-year resident of Arlington Heights, and my children attend OMS and TMS. I want to express my gratitude to Dr. Bein and the school board for continuing to put the safety and wellbeing of students, teachers and staff at the forefront of planning. I commend them for being guided by science and data, rather than wishes and desires to rush back to "normal."</p> <p>As much as we would all love for our children, teachers and staff to resume in-person school as usual, the fact of the matter is we are in the midst of a pandemic. These are not "challenging" times in ordinary sense of the word. These are unprecedented, once-in-a-century times. This novel virus continues to wreak havoc on our community, state, and country. While there is a lot we are learning about the virus, it is abundantly clear that moving too soon and too quickly into expanded interactions can lead to disastrous and deadly results. I don't need to recite all the facts and data, as it is all readily available and widely accepted. Simply put, while Illinois is doing better than some areas of the country, the infection is as prevalent as it was in April when we were completely shut down -- and we are moving in the wrong direction.</p>

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		<p>There are no good options right now. In-person schooling, hybrid options, and remote learning are all far less than ideal. The best we can do is look to the science, and err on the side of health and safety. Perhaps in hindsight remote learning will be considered "playing it too safe," but wouldn't we rather err on the side of caution and save lives? This is not to suggest there aren't very real health and safety concerns with remote learning for many children, parents, and families. Parents who must work outside the home, children with IEPs and 504s, and those for whom school is a refuge of safety are most at risk of suffering as a result of long-term remote learning.</p> <p>I commend the district for taking the monthly assessment approach, and I would urge us all -- administrators and parents alike -- to prioritize getting those kids who need it most into the school building. This might mean that those families who <i>can</i> remote learn -- though it may not be the preferred option -- should be encouraged to continue remote learning so that those families who most <i>need</i> in-person schooling can get it as quickly and safely as possible. Simply put, the fewer people in the building, the safer the situation is for everyone.</p> <p>Again, none of this is easy for anyone. No one <i>wants</i> to be starting the school year with remote learning, but I trust that this decision is the safest for our kids, teachers, and community at large. I am confident that our SD25 teachers and staff are up to the challenge, and I hope that we as a community can support each other through this as well.</p>
Connie and Juan Gonzalez	2214 N. Dryden Ln., 60004	<p>We would like to know WHY District 25 decided to go remote learning, when 49% preferred in-person learning and 27% preferred Hybrid model. ISBE is proposing three options to present to families: in person learning, hybrid, and remote. So why is District 25 only offering remote? We should have the option to choose! Parents need accurate data and facts on how this decision was made. What information was used? How was it analyzed? What's the criteria that WILL get us back in school? It's mentioned that this will be re- evaluated on a monthly basis. What's needed to move to a hybrid model?</p> <p>Keeping the kids out of school could be more detrimental to them (from both an educational perspective and social and emotional perspective as well as kids who rely on school for meals or for different social/ family reasons). It's SAD that the kids are being put into something like this.</p>
Mairin Gradek	1228 N. Chicago Ave., 60004	<p>The children in our district need to be educated in person. The CDC, AAP and ISBE are all recommending in person learning. Cases of Covid-19 in Arlington Heights have remained under 1% of the population since March. Our area is not considered a hot spot however our District feels forced to stay closed? Forced by what or whom? At what point is it deemed safe enough? Zero cases? A vaccine to be safely developed? And then will we have to wait until citizens agree to get vaccinated? This virus is not going away and we must adjust and get back to work and educating our future. We have a bright and eager community that is will to problem solve and help in any way possible to create a safe school environment. It is possible to come up with creative solutions for navigating the buildings in a safe manner. 100% safety can never be possible in any situation. How is the District measuring when it would be safe to return to school? Wearing masks, frequent hand washing and distancing students will work to diminish the possibility to all viruses. Our children learn best in a social learning environment. Their mental health is suffering at great cost.</p> <p>Having a goal of only 2.5 hours of direct remote instruction is not sufficient nor does it meet the minimum requirement by the Illinois State Board of Education. If required to resort to remote learning, lessons should provided from the classroom and place of work.</p>

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Jennifer and Steve Smith		<p>We are extremely disappointed with the district's current plan of full time remote learning, which is contrary to the guidance of the CDC, the American Academy of Pediatrics, and the guidance and orders from the Illinois State Board of Education and Governor Pritzker.</p> <p>The Superintendent's statement about "providing a 100% guarantee of safety for all students and staff" is a fallacy — which can never be achieved. This implied basis is impossible and will not be possible even if a vaccine for COVID is developed in the future, vaccines never provide a 100% guarantee. If this is the benchmark then the school district will NEVER open for in-person learning. This cannot be the standard, yet no specific metrics for when the return to in-person learning were articulated. Further, the Superintendent indicated that the "goal" is a hybrid education model, rather than full in-person learning. This is entirely inappropriate.</p> <p>The research and data that has been published to date (which has led to the guidance that kids should be in school for in-person instruction mentioned above) make it clear that children are at extremely low risk of serious illness from COVID-19. The students in SD25 are at a significantly higher risk of depression and anxiety, due to not being in school. Further, there is no evidence that teachers are at any greater health risk teaching in a classroom with students than they are going to the grocery store, eating in a restaurant, attending a protest, traveling on vacation, visiting a salon, or shopping at the mall, etc. Nor is there any evidence that teachers are at a greater risk than any of the other professionals that have gone back to work in the last two months. The district should be capable of appropriately addressing the relatively small number of staff and students that have medical reasons that prevent them from returning classrooms without entirely eliminating in-school learning - the method of education that the district itself acknowledged as superior. The district has had months to figure this out, yet the solution offered this week is the same that was implemented in March, ignoring the vast amount of data now available.</p> <p>Because the Superintendent has not provided any reasonable basis for the decision to offer only remote learning, we are left to suspect that the ATA and/or SEIU are opposing in-person learning. If this is the case, the Superintendent should be forthcoming about the unions' positions and should encourage the unions, if they truly have the support of their membership, to address their grievances in the manner set out in their contracts. The Superintendent should not simply follow union preferences to the detriment of our children and in opposition to the public interest.</p> <p>Since 76% of parents responding to the district's survey requested a full in-person model or a hybrid model, the Board, which is "primarily responsible for determining what the community wants from its public schools" according to its own governance framework, must direct the Superintendent to revise the plan to include both of those options, along with remote learning, consistent with the guidance provided by the Illinois State Board of Education.</p>
Kelli McDonald	Pine Ave.	<p>Thank you for all the hard work and effort you put into making sure the families, children and teachers of D25 are safe. I understand that your decisions for the start of the school year and reopening of school have been very difficult and I commend your efforts. Please continue to put health and safety first.</p> <p>To the teachers of D25, I support you and I believe that our schools would not be amazing and at the caliber that they currently are without you! Stay strong! Our children look forward to the engaging lessons you will plan remotely and also know that last</p>

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		<p>Spring was not an ideal remote situation and that you did your absolute best. Our children are excited to see your faces and meet you, no matter what format that will be in.</p> <p>Stay safe and thank you again for putting our family's health and the health of our wonderful teachers first! We look forward to the day when we can all safely return to school.</p>
Samantha Koller	306 E. Clarendon St.	<p>I support the final plan to start e-learning for District 25 at the start of the year. Although it's a tough decision that presents other logistical and financial issues for families, I commend the district for being honest with themselves regarding their current capabilities. If necessary guidelines required for safety cannot be met, then we have to wait for them to be attainable.</p> <p>I'm hoping that the high school district has the same honest assessment. I'm in favor of doing this the right way once versus rushing in unprepared.</p> <p>My hope is that the remaining time until school starts can be spent providing specific direction to teachers so that they can feel as prepared and supported as possible.</p>
Jen and Matt Anderson	311 S. Windsor Dr.	<p>Our family is relieved with the district's decision, even though it didn't match our #1 survey choice. We ranked the hybrid option as our first choice, but were very torn about doing so and fully expected the wheels to fall off within 2 weeks of the start of school with a quick transition to full remote learning anyway. Most importantly, we understood this was a survey, not a vote to dictate how our schools will be run. We appreciate there are many other factors to consider beyond parents' opinions.</p> <p>Leadership means making unpopular decisions that are for the best of all involved. Parents may be angry, but there is no perfect decision and we commend you for considering how chaotic the year would inevitably be with exposures and quarantines, sub-shortages and the risk to your staff and our children.</p> <p>Thank you for taking a gradual and measured approach. Many families truly appreciate it and we hope you hear from them along with the angry ones, because we do think the majority of District 25 families support you even if they aren't the loudest voices tonight.</p>
Andrea Patrick	1304 N. Dunton Ave., 60004	<p>I know that the decision to do 100% remote learning was a very difficult one, and while I don't necessarily oppose it and was in the group of parents that voted for a hybrid plan, I do oppose being left in the dark about the decision that was made that will affect my children. There has still been zero communication to the parents and community as to the decision making process that went into that final decision.</p> <p>For a timeline of events that have transpired since our children went remote in the spring:</p> <p>Tuesday, June 23 at 8:55 PM - An email was sent by Dr. Bein recognizing the "urgent need to communicate to families about what to expect next school year"</p> <p>Thursday, July 2 at 12:07 PM - A video and poll with regard to the draft 2020-2021 plans was distributed to D25 families - as a result of hundreds of families who had signed up to be in the focus group</p> <p>Thursday, July 16 at 5:53 PM - An email was sent an hour prior to the school board meeting to let parents know that the plan for the 2020-2021 school year was going to be changing and not presented to the school board</p>

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		<p>Friday, July 25 - Dr. Bein tweeted the following "Staff and Families - D25 info on our final framework for the school year will be out on Monday. Detailed info will follow later in the week."  Monday, July 27 at 5:06 PM - An email communication was sent with the final decision to go remote with zero reasons as to why the decision was made, how it was made, by whom, and what metrics move us forward into a potential hybrid or in-person plan? What this plan presented to the school board and approved?</p> <p>First and foremost, Twitter is not an appropriate avenue to communicate urgent news to parents and staff. Not only are a number of parents not on this form of communication, it's not appropriate and its unprofessional. This is a networking social media platform and not a mode of communication for essential school updates and news.</p> <p>It's also counterproductive and meaningless for communications to simply acknowledge that there will be future communications. I would hope that the school district, board, and administrators are being thoughtful in their decisions that directly impact my children and many others. Share the guidance and information that parents and staff are looking for, especially during this uncertain time.</p> <p>As a superintendent, I feel that they play a major role in the direction of our children, administrators, and staff and should be a servant leader of the community that they directly impact. Based on the lack of communication and information coming out of this office, I see zero accountability for the decisions that are being made. In this type of environment and with the lack of information and direction, I have concerns that the "robust e-learning" will be similar to what it was in the spring - very disappointing. Is this also the same level of communication that is going out to the staff and administration?</p> <p><i>What I am requesting immediately is accountability.</i> I am asking for Dr. Bein to release a communication timeline for regularly/weekly communicating updates and information to parents and adhere to this schedule. Let us know what the parameters are for the decision that was made, for accountability with regard to e-learning, for metrics on moving forward in a possibly hybrid situation. Send out weekly updates on anything that has occurred within the district, what to be looking for, how to react if we think our children may be experiencing symptoms. I want to see the whole plan, as does everyone else. We are exhausted with the reactive nature of this office and want to see and know that there are proactive efforts that are taking place.</p> <p>For example, I am currently in a closed group of Olive parents and many questions are going unanswered that should have already been addressed - is the kindergarten screening still taking place next week? What happens to all the school supplies that have been ordered and were sent to school? How does this impact the times for kindergarten? Where is the actual detailed information? This onus should not be placed on the PTA volunteers that so frequently have to answer to the questions and parents on behalf of the school. They are volunteers to help better the school district and community - not paid administrators.</p>
Marc Glasstetter	907 E. Marion St., 60004	<p>I shared this before last month's meeting and I'd like to reiterate that I support a 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 feel it is reasonable to assume students (3rd graders on up for sure) can keep masks on and distance in a classroom setting as proposed in Dr. Bein's video from early July. I'd like the superintendent/board/union to reconsider their position on the plan for 9/1. Thank you.</p>

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Name	Address	Question/Comment
Katy Wendt	102 N. Forrest Ave.	<p>I have a few questions about e-learning (many I am hoping are already covered in the detailed plan):</p> <ol style="list-style-type: none"> <li>1. Will lesson plans be provided for just a day or for an entire week ahead of time?</li> <li>2. Will there be a schedule for when live learning will happen vs. when the kids will be expected to work on their own so we are able to adequately prepare?</li> <li>3. Will materials be provided daily or weekly (printed papers, books, science materials, anything they would have had access to in the classroom) and how will these be distributed?</li> <li>4. Will kids be provided an ipad or chrome book for individual use?</li> <li>5. What virtual tool will be used (zoom, google meet up, webex)?</li> <li>6. Will there be smaller group sessions in addition to the full class teaching sessions (reading groups, math groups)?</li> <li>7. Will specials classes be provided virtually live at all?</li> <li>8. Will there be the same level of support for advanced learners in remote learning as in person? For example, will advanced math be provided as well as advanced reading groups?</li> </ol>
Angelika and Eric Babich	107 W. Euclid Ave., Mount Prospect	<p>I'm a parent of three children that attend Distict 25 schools. My daughter Kayla Babich(6th grade) will be a new student to South Middle School. My son Tyler Babich (5th Grade) Dryden and Dominik Babich (2nd Grade) Dryden. My husband Eric and I moved to Mount Prospect ten years ago to give our children a good education.</p> <p>Our entire world was changed when the Cornavirus pandemic happened. Safety for our children, teachers, parents, and all employees became the first priority to keep everyone safe. As months passed by, we are told to look at the science and follow CDC guidelines. Kids have a 99.96% of survival with this virus. I understand we have to keep the more vulnerable people safe and those with underlying health issues.</p> <p>My children's education shouldn't suffer because of a virus that has a 99.96% rate of survival. 75% of parents wanted their children back in school or a hybrid version of schooling. Our president supported children going back to in school classrooms. Why aren't we looking at measures that will be parallel with the science and government support? According to American Academy of Pediatrics (AAP) That study recommends families develop their own media use plans, and the AAP supports that as well. Parents should set limits on screen time, engage with children and encourage face-to-face communication, and keep their own screen time in mind, per the AAP. My husband and i limit our children's screen time and have more face to face conversations.</p> <p>This upcoming Fall 2020, I would like the Board to look at the science and revise the guidelines to have students safely return back to school in class. This year my children shouldn't have only an hour of education on a screen. I simply don't agree with a slash for a grade at the end of the school year. I refuse to give up on my kids well being and education.</p>
Chrissy Gandor	Address verified	<p>Can clear requirements/expectations be provided about Remote Learning. Will there be a specific schedule each day? Will the student be assigned a teacher or a team of teachers (elementary school)? Will the students be able to collaborate via video chat or other means? Will each student be provided with a device that already has all the applicable programs/applications installed?</p>

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Name	Address	Question/Comment
		<p>What data will be reviewed monthly to determine if the students will have the option to return to school in-person (at least in a hybrid model)?</p> <p>If the students are able to return to school in-person, I would suggest that they are placed in the same class with other students they see outside of school.</p>
Heidi Siena	1611 N. Mitchell Ave., 60004	<p>Thank you for navigating us through these uncertain times. I respect the difficult position you have to serve the community of teachers, administrators, students and families--it isn't easy and is impossible to make everyone happy.</p> <p>I am requesting transparency with the data being used to make decisions as important as our children's education. The CDC, WHO and American Academy of Pediatrics guidance is for schools to be in-person in some capacity. The State of Illinois is in phase 4 and seems stable in Covid-19 cases &amp; death rates low. And our hospital system is not overwhelmed or at risk at this time. What benchmark did we use to say 100% remote without choice?</p> <p>In addition, I would like clarity on the benchmarks the board will be using to determine if it is safe to return to school.</p> <p>Personally, I feel strongly the children in our community should be in school this fall. There are many ways to stay safe in school. Aside from a child's home, no other setting has more influence on a child's health and well-being than their school. The in-person school environment provides educational instruction; supports the development of social and emotional skills; and facilitates physical activity.</p> <p>I also recognize that some families may not feel safe returning and I respect their concern. This is why I believe being able to choose between remote and in person is the best option to help a community make the right choice for their family. It could also serve as a good compromise to help bridge a very divided community. D214 has a plan for in-person and remote learning at the parents discretion this fall. That enables families to make individual responsible decisions. Perhaps D25 could consider a similar plan?</p> <p>Thank you for your time and I appreciate your willingness to listen to our voices.</p>
Jennifer Giese	427 S. Dwyer Ave., 60005	<p>Thanks so much for your efforts in starting school in uncertain times. While this is not ideal for anyone, I appreciate that the decision to open 100% remote was not easy to make. I do wonder how the 2.5 hours of interactive learning will be structured, how things like advanced math and gym will work etc... Now that the decision is made, I think it's best we just focus on moving forward vs. questioning the decision.</p>
Melinda Maupin	816 S. Beverly Ln., 60005	<p><u>Question #1:</u></p> <p>Having completed three months of elearning at home in Spring of 2020, please know that Elementary students CAN NOT and SHOULD NOT be learning at home without supervision and assistance. Children really do learn by being taught and interacting one-on-one with the teacher..</p>

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Name	Address	Question/Comment
		<p>For students that come from a household of two full time working parents, if we want to stay in the district, you have essentially given us three options:</p> <ol style="list-style-type: none"> <li>1. One parent gives up their career to oversee education from 9 am to 3 pm.</li> <li>2. We use a babysitter to educate our kids. Or</li> <li>3. We hire both an educator to oversee the elearning and a babysitter for before and after school hours.</li> </ol> <p>With this understanding, will you consider requiring the teachers to teach all core subjects in the first hours of the day and then allow parents the option to choose whether their students participate in the supplemental classes (art, music, gym) without punishment for non attendance? This will allow us to decrease costs of the educator or possibly allow one parent to oversee the elearning for 2 hours in the morning, if flexibility is given at work.</p> <p>Additionally, this choice would also allow us to choose less screen time for our children, which is strongly recommended for elementary school aged children. We can choose how to involve exercise, music and art for our children.</p> <p><u>Questions #2</u></p> <p>How do you plan to accommodate those students who need challenges above and beyond the core curriculum? Can those students be pulled out and taught together in order to advance through the curriculum at a necessary speed to keep them engaged? Or will we be forced to seek private tutoring, which is yet another additional expense?</p> <p><u>Question #3:</u></p> <p>In a two parent working household, the elearning choice is a financial burden. Additionally, the elearning choice was clearly the request of the teachers union, since your voters and taxpayers voted overwhelmingly for some form of in person learning (all or hybrid). Will you consider allowing parents to submit expenses incurred for a credit against the real estate taxes paid for D25 education? ALternatively, how else do you plan to mitigate this financial burden for the D25 residents?</p> <p><u>Question #4:</u></p> <p>Dr. Bein's email on 7/27 stated that "There is no perfect solution for how to provide in-person instruction while also providing a 100% guarantee of safety for all students and staff. " Does the board really think that absent the pandemic, our students at D25 schools are 100% safe all the time? I can tell you that we've already had an incident at Dryden where the safety of our child was compromised by a D25 employee failing to follow District safety requirements.</p> <p>What criteria has to be met for our students to go back to in person learning during the 2020-2021 school year?</p>
Laura Culley	511 S. Yale Ave., 60005	I understand that there are multiple stakeholders involved with their own specific goals and needs so it is difficult if not impossible to make everyone happy. But I am hoping at least to get some clarity on the whys of the decisions, the how it will work, and the future plans and I'm sure most parents have similar questions:



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Name	Address	Question/Comment
		<ol style="list-style-type: none"> <li>1. How will the day be structured for both elementary and middle school students to ensure that they are getting equivalent live interaction with the teacher as they would as if we were in person?</li> <li>2. When you say that there will be 2.5 hours of live instruction for the teachers, is that the same amount of time that teachers would normally be giving instruction to the kids or less?</li> <li>3. Will teachers have virtual "office hours" where kids who have questions on assignments from the day can ask a quick question? In the spring, teachers only had the option to create videos of answers to children's questions which limited the live interaction for the kids to be able to ask more questions and more easily understand the material.</li> <li>4. Will elementary students be given a Chromebook like middle school with all software pre loaded?</li> <li>5. Who should parents contact for technical support and what are their hours and time that we can expect an answer to a question by?</li> <li>6. Will there be any specials? If so, which ones and what will be the procedures to get materials needed (e.g., art class). How will we have PE class without having equipment at home? Our pediatrician is very concerned about the children's health without PE classes and recess even though our kids are generally active and healthy but all of the sports are shut down so there are limited options available.</li> <li>7. For science class I had at least one time in the spring where teachers did not give a heads up weeks ahead that parents were required to provide household ingredients. My child was not able to complete assignments since it is difficult sometimes to get supplies in the current environment. How will the district ensure that does not happen again and if it does that the child's grade is not adversely affected?</li> <li>8. Will teachers be taking attendance so parents do not need to do that task themselves?</li> <li>9. If a child does get sick, will we use the same online reporting procedures that we did last year?</li> <li>10. What were the factors this fall that led the district to hold classes online and what will be the factors that parents should be able to use to see that the district may start going to a hybrid or in person model? Are you waiting for a vaccine to be available? Are there state statistics that are being used? Right now we are in phase 4 of IL reopening and the positivity rate is about 5% which is much lower than other states having resurgences.</li> <li>11. 78% of parents wanted to at min do a hybrid model. What percentage of teachers wanted a min of hybrid model? What circumstances have teachers indicated that they are comfortable going in person?</li> <li>12. Will students needing IEPs and children of families with two working parents or single parents without the means to hire babysitters be allowed in person at the school? Will hotspots be provided to families that do not have internet or do not have sufficient bandwidth for their needs?</li> <li>13. There was talk about children assessment of learning lost from the spring lockdowns. Will that be still taking place and will we get those results communicated broadly? The district promised to catch students up. How will that be achieved with online learning?</li> <li>14. Our experience with online learning in the spring was that even when we had private tutors that less work is able to be done online vs in person. This is not a statement on the teacher's ability (we love our teachers and believe them to be talented and caring) but the issue of maturity of the technology and training of staff, students and parents. What will be done to enhance the technology experience that will be different than the spring?</li> <li>15. If students are not achieving what they need this year will they be held back or socially promoted?</li> <li>16. If we are so concerned about not going to school, why are we holding tours of South middle school in a week?</li> </ol>

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Name	Address	Question/Comment
Dan Voelker	724 E. Maude Ave.	<p>Can you please provide an explanation for the change in the announced plan to no longer offer the option for in-person instruction to begin the school year, and how the removal of this option is an improvement? Please include any statistics and research that was taken into consideration.</p> <p>Will there be objective, data driven criteria to determine when this option will be offered to students? If so, will it be made public? Is it different for the middle schools vs elementary schools?</p>
Mike & Kathleen Rodriguez	736 N. Kennicott Ave.	<p>I am writing to you regarding the email from District 25 that was sent to families on July 27 to inform us of their plans for the upcoming school year.</p> <p>Despite the desire of the community to return to some form of in-person instruction, the email seems to imply that the only way in-person instruction would take place is if there is a solution that provides “a 100% guarantee of safety for all students and staff.” This is not a reasonable measure—there is not a 100% guarantee of safety with any of the options, but there is a 100% guarantee that many students will be harmed, if the plan proposed by D25 goes forward.</p> <p>District 25 presents a “plan” that is very light on details and long on hope and goals. There is a “goal” of 2.5 hours each day of live interaction between teachers and students, but no firm commitment to that or details on the daily schedule. There is a “goal” of returning to school using a hybrid model, but no details on how the hybrid model would work or what the criteria for moving to that model would be. Given that the approach used last spring was clearly not effective, I was hoping for a better plan for the upcoming school year, but what I have seen so far does not give me any confidence that the instructional model will be effective.</p> <p>By contrast, District 214 released a detailed plan that provides flexibility for families, with the option to either attend in person or remotely each day. Incorporating remote discussion into the regular classroom setting will do a better job for those attending remotely compared to what was in place in the spring, and it will be good preparation for moving to a hybrid or all-remote option, if circumstances dictate that. Additionally, they have communicated changes to the schedule and use of the facilities to reduce the risk to those that are in the building, again in great detail.</p> <p>As others have pointed out, the Centers for Disease Control, World Health Organization, and the American Academy of Pediatrics have issued statements on the benefits of students being in school and have provided guidance on how to safely reopen schools. My suggestion to the D25 board and administration is to follow the science, respect the will of the community, and come up with a detailed plan for some form of in-person instruction to start the school year. Our students deserve nothing less.</p>
Heather Kral	1505 W. Suffield Ct.	<p>I am simply writing to say THANK YOU for making the decision to go remote for your students, your teachers and staff members, and all of their families (whether they agree with it or not). I know that your decision was not an easy one and that there are many people who are angry. But you have chosen the safest option and you have my full support.</p>
Kate and Joe Murray	1218 E. Clarendon St., 60004	<p>My husband and I have 4 children who attend D25 schools. We have 3 at Olive-Mary Stitt and 1 starting at Thomas Middle School. We've lived in Arlington Heights for the better part of 14 years. When we made the decision as a young couple without kids, we knew we wanted a school district with high quality education and we decided on District 25.</p>

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Name	Address	Question/Comment
		<p>Now 14 years and 4 kids later, we are glad we're home. Last Spring was a very trying time for our family, our community and our world. We felt as though District 25 took the lead and put the most important aspect of my children's life front and center, their social/emotional well-being. My 3 older kids had varying opportunities for learning afforded to them and, by June, we felt as though they did well. I was so proud of them and loved the relationships they had built and maintained with their classmates and teachers.</p> <p>This entire summer we have spent considerable time practicing wearing masks, doing summer school work and living in a world that is different than ever before. We socially distance and continue to do so. We worry about Covid19 but know that we are in control of what we come in contact with because of the decisions we make as a family unit. We have had numerous conversations about the "why" behind the masks and the many reasons we haven't joined tons of activities or spend lots of time with friends, one of our children struggles with asthma. As school days are on the horizon once again, we are very apprehensive of sending our kids back to school. While we love our teachers and administrators and we really wish our kids could be with their classmates and friends, nothing in regards to this novel virus has changed. We have many questions about the health and safety of our kids and the biggest one is out of our control, other families who won't follow protocols in the same way we have that would possibly put my children in harm's way.</p> <p>I appreciate your willingness to not only start the year in a remote setting but also to re-consider the numbers and information from the public health department each month. This new year has every opportunity to be just as amazing as previous years as long as we all work together. It really is personal in District 25.</p>
Julie Manis	836 N. Salem Ave., 60004	<p>I'm a Patton parent with a son going into 4th and a son going into 2nd. My oldest receives an hour daily of reading and writing, as well as an hour of speech weekly. My second grade son receives an hour of speech weekly, as well. Will there be a possibility that my oldest can receive his resource minutes in person at Patton? I was able to provide Wilson instruction to him as I'm a Wilson Dyslexia Practitioner in the spring. I do think it's important that my children with IEP's should get in person instruction for the upcoming school year. Thanks for taking the time to read and answer my questions.</p>
Carly Lacombe	414 S. Lincoln, 60005	<p>I am writing to express my disapproval of the Board's choice to begin with remote learning, but specifically of the way in which the decision was announced. While there were many nice words and acknowledgements of the difficulties of this decision in Dr. Bein's email to stakeholders, there was only one reference to the reasoning behind the decision: "as a precautionary measure." Not a single reference to the reasoning behind this decision was given (why is this a necessary precautionary measure, more so that social distancing, masks, etc.), nor were facts given that would support this decision, which was counter to the majority of the public's wishes. I cannot support this decision or have faith in the validity of its motives until I am given the reasoning and facts behind the decision. Additionally, I am left being told to have faith that this will be reevaluated monthly (no criteria given for what is needed to move to a hybrid or other in-person model) and hope that my child will receive some form of in-person education from the district. How can I have faith that learning will be anything other than remote this year when the reasoning for the initial decision has not been made transparent <i>and</i> the criteria for moving to in-person learning has not been made transparent. The lack of transparency does not give me faith in a Board of Education that I would otherwise trust in the position of running such a prestigious school district. In short, your stakeholders deserve reasoning and facts in order to trust decisions of this magnitude. I hope that you plan to thoroughly share them.</p>
Kristin Irmen	Patton Ave.	<p>Thank you to everyone involved for all of your hard work and planning. Please address the following questions:</p>

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Name	Address	Question/Comment
		<p>1) Is the rumor that the teachers have not been consulted at all in making these plans for return to school in the Fall true?            2) Is the rumor that teachers and board members have NOT been preparing E Learning Lessons at all over the summer true? If there are no preparations or lessons made currently, for E Learning, how do you justify that? Surely you recognized that we as a nation would need some sort of reliance on E Learning this academic year?            Please consider the following statements:            I do not believe the 100% safe option that is constantly being referred to exists in this day and age. Going to the grocery store, ordering take out, having a backyard socially distant BBQ are not 100% safe. 100% safe is an unrealistic and unattainable goal and if that is our goal our children will never be in the classroom again. Please don't assure families you are looking for a way to keep staff and children 100% safe - that is a promise that you cannot keep. Hiring a tutor to come into the home, having grandparents watch your children, and essential workers reporting for duty and then returning home for dinner with their family are not 100% safe options. We need to consider this and manage our expectations.</p>
Matt Burns	817 N. Harvard Ave., 60004	<p>We all want to back to school and are eagerly awaiting the safe reopening of District 25 schools, but I am advocating for a data driven decision regarding the resumption of in-person-learning. Seeing how our state's infection rates have been trending up this month, District 25 should take the pragmatic and realistic approach Dr. Bein has proposed.</p> <p>Having never run a school, I can't imagine how complex it would be to implement the guidelines to reopening a school with proper social distancing. How would we reconfigure classrooms to keep students 6 feet apart? How do we get all of the kids to school without cramming them all onto a bus? Do they have the stay in the same classroom the entire day or are they allowed to move between differentiated instruction for math? I don't even want to think about lunch. You get my point. There are a lot of details to think through to attempt to pull this off correctly.</p> <p>Let's call it as it is and prepare for reality. Working out all the details to implement in-person-learning would likely be a wasted effort as schools will be shut down with the first transmission of COIVID. It is better to have staff and parents prepare for the certainty of remote learning for the next month or two. The certainty and preparation time will facilitate a better remote learning experience. As the situation develops and hopefully improves, District 25 can make an informed decision regarding the optimal time to resume in-person-learning.</p>
Jull Gallagher	1324 E. Northwest Highway, 60004	<p>I do not envy the responsibility you have to ensure all families in the district are fairly and equally represented. Based on polling numbers showing roughly half of the community wanting to return to in-person instruction, and only a quarter wanting hybrid, with another quarter wanting e-learning, your choice of exclusive e-learning does not represent what your district is asking.</p> <p>By not giving two options which allows families to review the scientific recommendations, and make their own individual risk/reward analysis, you are forcing many families into financial ruin, on top of the fact that many students are suffering both with mental health issues and academic growth. Please listen to the community you represent and give people the choice to do what is right for them.</p>
Renee Bennett-Smith	2619 N. Brighton Pl., 60004	<p>My major concern is the quality of elearning.</p> <ol style="list-style-type: none"> <li>1. How are the working parents that have their kids in daycare going to be able to do zoom?</li> <li>2. Are the teachers doing their zoom calls from school or their home? This makes a HUGE difference!</li> <li>3. How is the district supporting teachers that have children of their own?</li> </ol>

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Name	Address	Question/Comment
Debbie Lesniak	212 S. Patton Ave., 60005	<p style="text-align: center;">4. Can a substitute teacher come in for teachers with their own children that cannot give 100%?</p> <p>I would like to express my concerns regarding the current District 25 school plan to be fully remote upon opening for 2020-2021 school year. I have a daughter beginning fifth grade at Westgate Elementary and a second daughter starting her sophomore year at Rolling Meadows high school. As you are aware, District 25 &amp; District 214 very greatly in the opening plans: District 25 fully remote; District 214 fully open, (with parental discretion/choice to send kids to school or learn remotely.)</p> <p>My first concern is why there is not uniformity in these two districts? I now have my older daughter going to school by my choice; my younger at home. I work part time during the weekday, with the goal of finding full-time work. Having a 10 year old at home makes this not only difficult, but legally not possible.</p> <p>More importantly, I disagree with District 25's decision to go fully remote for the decline of students not only academically, but more importantly, psychologically. My younger daughter thrives on social interaction. She is a bubbly and very outgoing 10 year old. She is outgoing, preferring interaction with people to being alone. In her classroom, she enjoyed helping out in any way she could (future teacher?)</p> <p>When Westgate went remote in March, which was absolutely necessary at the time due to Covid-19 peak in Illinois, my daughter's personality changed. She became withdrawn, prone to angry outbursts, feelings of melancholy. Though not diagnosed, she had all the stages of depression. My younger daughter is adopted from birth; her birth mother (who we are in regular contact with), suffered forms of depression as a child and also an adult: season affective disorder (less sunlight and shortened days) but also with general depression, worsened with minimal social contact.</p> <p>Does District 25 have a plan for how they will address the psychological effects related to a fully remote plan, which will increase overall fears and possibly result in parents hesitant to send their kids on after school play dates or social activities? Does District 25 have a plan they can address options for kids who cannot thrive in a remote setting, such as small in-school classroom groups, possibly a combined ages class? Why has the District not decided to implement a modified plan, which would allow kids to attend class on select times and/or days of the week, or perhaps dividing the each class in half to attend on alternate days? Does the District have the budget for counselors that are able to meet with students regularly who are not thriving?</p> <p>Finally, I am surprised that District 25 is implementing a fully remote plan at a time when Covid-19 is in phase 4 in Illinois (vs. phase 1 in March). A majority of parents, 75% to be exact, voted on a full school/50% or partial remote/25% plan. So why have the desires of parents and the majority, been ignored?</p> <p>Kids thrive best in school. This has been proven. It is documented that the 2 or 2-1/2 months students did not attend school in the Spring caused most to decline by 6 months academically. Additional remote learning is predicted to decline more drastically: it is predicted that 6 months remote is equal to an 18 month academic decline.</p> <p>I sincerely hope these issues are discussed in more detail. I optimistically hope District 25 changes its opening plans to a hybrid remote or full in-school with parental consent plan.</p>

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Name	Address	Question/Comment
Brian Ashcraft	914 S. Dunton Ave., 60005	<p>I believe the kids should be taught in-person, in the buildings, as soon as possible. The data on children and COVID indicates that they are very unlikely to contract the virus or get seriously ill if they do. Children are also very unlikely to spread the virus if they do have it. More importantly, the mental and physical health of younger people has been shown to be a significant problem when social interaction is restricted. Depression and suicide are the two that get the most attention. There are also the detrimental physical effects of low physical activity and increased screen time. If remote learning is the decision, it must include a strong plan to address the health of the students.</p> <p>I do not envy the people that are tasked with making these decisions. I know no one takes this lightly and it may be a no-win situation. Five years from now, the legacy of Dr. Bein and the School Board members may be wholly and completely defined by the 2020-2021 school year. At this point in time, more than ever before in our lives, the successful development of the next generation depends on the implementation of a plan that addresses the needs of the individuals and the community as a whole.</p>
Ellen and Todd Vermillion	111 S. Stratford Rd., 60004	<p>As parents of a middle-school child receiving special education instruction, it is critical that we know the instructional and support services plan for these children at the same time as the rest of the school community. This has not happened as of this week and needs addressed as soon as possible.</p> <p>As parents we also need an opportunity to review and discuss the proposed instructional approach of our children as part of the IEP team. Communication and collaboration are necessary and so far have not been the case.</p> <p>Lastly, we ask that direct onsite instruction is seriously considered as the primary delivery model for children who have significant learning challenges and disabilities.</p>
Jennifer and Tom Schmit	1322 N. Yale Ave., 60004	<p>Please reconsider removing the option for teachers and students to have in-school learning this school year. Many families, such as my own, support the decision to allow in-person learning. My children are entering 2nd and 6th grades and desperately need the enrichment and learning that can not be replicated online.</p> <p>Thank you for your consideration of allowing the teachers and students who wish to return to in-person, the opportunity.</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. As I stated in a previously written letter to you, in my roles as a mother and a teacher, my primary concern for the upcoming school year is the health and safety of students and staff. I am writing to you again to express my sincere gratitude for choosing a remote instruction delivery model to begin the 2020-2021 school year. I recognize that this was an extremely difficult decision and commend all of you for setting the standard that the safety of students and staff is paramount in District 25.</p>
Multiple Names - Listed after comment		<p>We are writing to you to express our gratitude and support for your hard work and dedication in designing a plan for the 2020-2021 school year, that will ensure our children are gaining new skills, continuing to develop a passion for learning, and most importantly, are safe. What is most important to all of us is that our children are safe and healthy, and their teachers feel that same sense of comfort while doing what they do best, providing invaluable lessons in reading, writing, math, resilience and coping skills, SEL, independence and confidence.</p> <p>We wish our children could attend school in-person and be welcomed back into their classrooms by their smiling teachers. We wish that our children could be eating lunch with their friends in the school cafeteria, creating their own art projects in art class,</p>

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Name	Address	Question/Comment
		<p>finding their love of music while playing the recorder, and learning to navigate a world larger than they know in their school; but we acknowledge that if our children were participating in in-person learning this year, these would not be their experiences.</p> <p>We want to acknowledge that remote learning is a hardship on EVERYONE involved. It is a challenge for children to sit in front of a screen for hours. It is challenging for teachers to find new ways to engage with their students, help a student who is struggling; and is not what most teachers signed up for when they became teachers. It is hard on parents, who are navigating their own professional responsibilities, while feeling the weight of the world on their shoulders, now being a major partner in their child’s education. It is a challenge for administrators to utilize safety guidelines, data provided, and formulate a plan for students and staff that will likely not seem like “enough” for anyone involved. But in a global pandemic, where professional sports are proving it is challenging to keep their adult athletes safe, and the government involvement and guidance is lacking, we feel comforted in knowing that District 25 teachers, administrators and board members are doing their best to look out for our families.</p> <p>There is no “good” plan for schools right now. Every plan has aspects that make families’ lives harder. Truly, the only right plan is the one that guarantees our students and teachers are as safe as possible. It is time for our community to band together and show how we can encourage and support each other in the face of adversity.</p> <p>We appreciate all that you do and are completely supportive of the decision to begin the year remotely. We hope that our teachers and administrators feel our support, so that our children, who are the most important people in this equation, feel the undying love and support of our entire community.</p> <p>Sincerely,</p> <p>427 District 25 Families (see names below)</p> <p>Shaun and Kelley Balmer, Parents of Kinsley and Rylen at Westgate Marcy Meyer, Parent of Charlotte, Grade 3 at Westgate</p> <p>Christopher and Jennifer George, Parents of Brayden, 1st grader at Dryden Piotr Stangret, Parent of 5th grader and Early Childhood student</p> <p>Lauren Buysse</p> <p>Evan Meyer, Parent of a 3rd grader at Westgate Lindsay Breen</p> <p>Christina Dastice, 5th Grade Teacher, Windsor School Amanda Bhansali, Parent at Patton Elementary</p> <p>The Zuber Family</p>

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Name	Address	Question/Comment
		<p>Jill Haggerty, Parent of Finnian and Patrick at Thomas Middle School Whitney Simon Parent of Kindergarten and Third Grade Students at Windsor Mortland Family, Westgate and South Middle School</p> <p>The Cape Family, Jack Kindergartener at Dryden</p> <p>Sarah Armsey, Parent of Madeline Armsey, 7th grade at South Middle School Kelly Frederiksen, Parent of Kayla, 3rd grader at Westgate</p> <p>Lauren Prorok</p> <p>Kelly DeRosa, Parent at Olive Mary Stitt and Thomas Middle School Janine Flauter, D25 Teacher</p> <p>The Martins, Greenbrier Elementary</p> <p>Parents of Jackson Uvodich, 4th Grader and Mason Uvodich 2nd grader at Greenbrier Allison and Luke Vercimak, Windsor School</p> <p>Autumn Jenks</p> <p>Amy Pinski, Windsor Teacher</p> <p>Maribeth O'Dell, Parent of Christian O'Dell, 7th grader at Thomas Middle School Jennifer Ciccone, Parent of Patrick, William and Abigail at South Middle Athanasia Fokas, Parent of a Kindergartener</p> <p>Lisa Parciak</p> <p>Jackson Williams and Family</p> <p>Elizabeth, Parent of future Dryden student Kelly Sedey, Teacher</p> <p>Kate Murray, Parent of Maura, Abby, Nuala and Rory at Olive Mary Stitt and Thomas Middle School</p> <p>Kristine Miller, Parent of 1st and 4th grader at Westgate Nicole Stoga</p> <p>Monica Hinchey McMillen Family</p> <p>Sharon Ball, inHome Daycare Provider for families that have students in the district Kelly McMillen</p> <p>The Spina Family, Thomas Middle School Shantelle Thomas</p> <p>The Matt and Bethany Larson Family, Parents of Kennedy, 6th grader at Thomas Middle School, Matthew, 4th grader, MayBelle, 2nd grader, and Daniel, Kindergartener at Patton</p> <p>The Nierman Family, Dryden Elementary Ross Fraser, Olive Mary Stitt</p> <p>Evelyn McMillen, 3rd grader</p> <p>Kevin &amp; Cindy Vander Klay, Olive Mary Stitt and Thomas Middle School Elizabeth Kelsey</p> <p>Karen Gonzalez, Patton and Thomas Middle School The Small Family</p> <p>John Ripka, Parent at Olive School Parent, Olive Mary Stitt</p> <p>The Lindgren Family, Parent of Nolan, First Grader at Olive Mary Stitt Amy Almer, parent at Olive Mary Stitt</p>



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Name	Address	Question/Comment
		<p>Jeffrey McMillen, 7th grader Clark Family, Westgate  Dana Briggs  The Polifka Family, 2nd grader at Windsor Dorothy Robak-Iacch  Katherine Zucek  Heather Schramm, Parent of Elise, 4th grader and Aubrey, 1st grader Pav Kovacic, Parent of 2nd and 4th grader at Ivy Hill  Jennifer Ciccone, Parent of Patrick, William, Abigail at South Middle The Zbierski Family, Westgate  Julianna Cucci, Windsor The Wheatleys Anneliese  Trotcky  Katie Gore, Parent of Henry, 5th grade and Will, 2nd grade at Windsor SD25 family  Erin Ellen, Parent of Delaney, incoming Kindergartener at Olive Mary Stitt Stacey Tobin, Parent of Hannah, Rising 6th grader at South Middle School The McGuinn Family, Olive Mary Stitt and South Middle School  Andrea Guthrie, Parent of Megan Guthrie, 2nd Grader at Olive Mary Stitt Susan Ellerbrook, Parent at Westgate and South Middle School  Gina Tyson, Parent of Two Ivy Hill Students  Heather Lockhart, Parent of 1st grader, 3rd grader and 5th grader at Patton Elementary School  Lisa Weskamp Deandra Galarde  Jim and Jennifer Licato, Parents of Cole, 6th Grader, at South Middle School and Audrey, 3rd Grader at Windsor  Stacy and Mike Riggs, Parent of Josh, 6th grader at Thomas Middle School Barbara Watts, Windsor School  The Haefligers, Jenny - TA at Greenbrier and Finn, 1st grader at Olive Mary Stitt Thomson Family, 7th grader at Thomas Middle School  The Schrenk Family, Parents of a 6th grader, 4th grader and 2nd grader Jen Anderson  Anetta and Matt Peebles, Parents of Declan, 2nd grader at Windsor Melisa Andrews, Patton Family  Amanda Sharpe, Parent of 1st and 3rd graders at Patton John Ripka, Parent at Olive School  Natalia Roguska, Parent of Colin Tokarzewski, 1st grader Thompson family; 5th grader and 2nd grader at Westgate Jara Kern &amp; Ben Burney, Patton &amp; Westgate  Sarah Van Huis, Olive Mary Stitt Kukulka Family, Dryden  Beckie and Mike Hejna, Parents of Owen, 5th grader and Ryan 4th grader at Patton Kevin Michael, Parent of Thomas Middle School and Ivy Hill children  Jennifer Amling, Mother of Ivy Hill 2nd grader and Thomas 6th grader Megan Harris  Gina Groberski, Parent of Olive Mary Stitt &amp; Thomas Middle School Laura Prorok, Parent of Jackson,</p>

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Name	Address	Question/Comment
		Kindergartener at Olive Mary Stitt Laura Harris Malia Family, Ivy Hill Melissa, Mom of Jonathan, Ivy Hill Rabe Family, Windsor School Kelly Causero, Thomas Middle School Maggie Politewicz Traci and Mike Sara and Family, Greenbrier Renee Burns, Parent of Martin Burns, Thomas Middle School The Derouin Family Ann Buzzo, Parent of Kathleen Buzzo, New Incoming 7th Grader at Thomas Middle School Matt Burns, Parent of Martin Burns, Thomas Middle School Tanu Ann Poyer, Parent of Ashlyn, South Middle School and Kinsey, Windsor The Houx Family, Ty, 5th Grader and Bristol, 2nd grader from Westgate Tricia Montesano Melissa Conroy, Parent of Violet and Degan Conroy at Thomas Middle School and Ivy Hill Tony Montesano Derek Tokarzewski Alexandra Clement Kristin Samuels Mallory Manahan, Parent of Brynlie, Kindergartener at Westgate Jennifer & Geoffrey Foltin, Parents of Stephen, 4th grader and Patrick, 1st grader at Windsor Amie Autenrieth, 1st grade Kimberly de Jonckheere Glickley Family, 1st Grade, Ivy Hill Falak Najam, Ivy Hill TA and Parent of 2 kids at Ivy Hill Noreen Rodriguez Joy and Kevin Chaplin, Parents of Silas, 4th grader, Lilyan, 2nd grader and Casey, Kindergartener Tina Fries, Mom of Carter Fries, rising 5th grader at Patton Angie Andrews and Evan Andrews, Thomas MS Michael Andrews, d25 parent and local educator Sean Conroy, Thomas Middle School/ Ivy Hill The Honan Family Susan Ripka, Olive Mary Stitt Bridget Riley, 3rd grade at Greenbrier Lisa Lightcap, Parent of 3 children at Westgate & South Middle School Beamer - Thomas Middle School The Daley Family, Westgate SD25 Family Riaan and Rivika, Grade 1at Ivy Hill Megan and Phil Williams, Olive Mary Stitt Maggie Roush, Parent of Liam in Early Childhood Sarah and Jason Ivy, new to

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Name	Address	Question/Comment
		<p>the district</p> <p>Anna Sawczuk-Raczkowska, Parent of Kalina Raczkowska, 1st grader at Patton Elementary</p> <p>Melissa Heinemann</p> <p>Lakomski Family, Ivy Hill Elementary Allison Keough</p> <p>Courtney Stocking</p> <p>The Salyards Family, Dryden Elementary School Kristin Allen, Olive Mary Stitt</p> <p>The Ginger's. At Greenbrier. Go Gators!</p> <p>Elizabeth and Mark Hagen, Parents of Ellie, 8th grader at Thomas Middle School Ann Gemmel / Jayson Gemmel, 6th grade South Middle School</p> <p>Ty and Brittany Walentosky, Parents of Mack and Luke, Windsor Paula Karll</p> <p>Dana Messmer Elizabeth Steckling</p> <p>Kate Erickson, Parent of Jack Erickson, South Middle School Catherine Joyce, Parents of Ellie and Griffin, Windsor</p> <p>Kate Jigalov Michelle Eidle</p> <p>Katie &amp; Josh Smith, Parents of Olivia Smith, 1st grade at Westgate Sherilyn Martinez</p> <p>Jen Rehak, Parens of 4th grader at Olive and 7th grader at Thomas Middle School Sarah Wakefield, Parent of Gavin grade 5 &amp; Wyatt grade 3 at Olive Mary Stitt</p> <p>Erin Gavin</p> <p>Lauren Chaharbakhshi, Parent of entering 1st grader at Ivy Hill</p> <p>Chicca Family, 6th grader at Thomas and 4th grader and 1st grader at Patton The Kave Family</p> <p>Megan Kelly, Mother of Eli Leyva grade 6, Thomas Middle School Jennifer Grimaudo, Parent of Sofia Grimaudo, 4th grade at Windsor Nithya mathai</p> <p>Tania Bedrosian, Parent of Nicholas and Noah, 3rd grade at Windsor Maria Maggi</p> <p>Tijana Tufek-Memisevic, Parent of Lana Memisevic, 3rd grade, Olive-Mary Stitt School Mary Kate Schoenbeck</p> <p>Paul Schoenbeck</p> <p>Kerri Connelly, Parent of Ryan Connelly 5th grade, Jake Connelly 3rd grade at Greenbrier</p> <p>Jill Larsen</p> <p>Leslie Charnews, Ivy Hill Parent</p> <p>Eva Terrazas, Parent of Isaac &amp; Luke, 3rd and 5th grade, Greenbrier Karavitis</p> <p>Amy Seng, 3rd &amp; 5th grade</p> <p>Sheryl John, Parent of Nyla John, 4th grade, Greenbrier Christina Perez</p>

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Name	Address	Question/Comment
		<p>Katie Anderson, Parent of Penny Anderson, 1st grader at Patton</p> <p>Erin Kranz, Parent of Emery and Kellan at Greenbrier School Allison Kulla, Parent of Gretchen 2nd grader at Dryden Carolina Hernandez, Dryden school</p> <p>Kristin Irmen, Westgate</p> <p>Robin Bauer, Zander Bauer 6th grader at SMS, Connor Mory 4th grader at Windsor Albert Chaharbakhshi, Parent of Samarah, 1st Grader at Ivy Hill</p> <p>Ken Johnson, P. Johnson Thomas Middle School and teacher at Patton Rebecca Frase, Parent of Campbell Frase, 4th grader at Windsor Andy, Kelly &amp; Audrey Kulas 5th Grade at Westgate</p> <p>Mario Perez</p> <p>Pamela Rosenberg, Greenbrier</p> <p>The Petrovski Family, Parents of future Windsor Wildcats Christy Walsh, Parent of 2 children at Patton School</p> <p>The Elston Family, Parents of Chris, Amy, Liam, Eleanor, and Rosie Stepek Family, Parents of Dryden and South Middle School students</p> <p>Cynthia and Kent Kempski, Parents of Cecilia 3rd grader and Leo 1st grader at Olive Amy Pinski, Windsor Teacher</p> <p>Beth Richards</p> <p>Amy Ksiazk, Parent of Norah 8th grader at South and Olivia 4th grader at Windsor Johnson Family</p> <p>Andy Mitilineos, 7th Grader, Thomas Middle School</p> <p>Diederich Family, Parents of a Kindergartner and 5th grader at Ivy Hill Charlie and Sam Heuer, 7th Grade, Thomas Middle School</p> <p>Kate, Chris, Bretton and Elsa</p> <p>Kane Family, Parents of students at Dryden</p> <p>Meghann VanderBaan, Parent of Noah 5th grader, Reese, 4th grader and Deacon 2nd grader at Ivy Hill</p> <p>JoAnne Lee</p> <p>Natalie Murphy, Parent of Jeremy and Christopher Goads, 8th grader at SMS and 5th grader at Windsor</p> <p>Kelly O’Sullivan</p> <p>Amy Seng, Parent to 3rd grader &amp; 5th grader Melissa Buchberger</p> <p>The Riesing Family</p> <p>Sarah Dempsey, Parent of Isla, 2nd grader at Patton Tricia and Dave Fuglestad</p> <p>Magdalena Piskiewicz Janine Flauter, D25 Teacher</p>

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Name	Address	Question/Comment
		<p>Michelle and Kevin Gross, Parents of Gianna Gross, 1st grader at Greenbrier</p> <p>Rebecca Balyeat, Parent of students in Kindergarten, 3rd grade and 6th grade Megan Geltner, Parent of Brandon 5th grader and Dylan 2nd grader at Ivy Hill Ruth Miller, Parent of students in 1st grade and 3rd grade at Dryden</p> <p>Laurie Wasik Savannah Mahal</p> <p>Emily Miller, Parent of Elliott Miller, Early Education at Greenbrier Judy Locher, Parent of Brian 1st Grader at Westgate</p> <p>The Arndt Family, Windsor Eleanor Park</p> <p>The Houx Family, Ty 5th Grader &amp; Bristol 2nd Grader at Westgate Lauren Gonke, Parent of Nolan, 1st grader at Windsor</p> <p>Ania Figueroa, Dryden Family</p> <p>Griselda Tapia -Gonc, Parent of Matthew Gonc, 6th grader at Thomas Middle School Ben and Amy Kalkwarf, parents of a 2nd, 3rd, and 5th grader at Windsor</p> <p>Mahajan, Parent at Greenbrier and Thomas. Kathryn, Parent of Gabriel, 1st Grader at Dryden Ellie Hicks, parent of Savannah, 7th Grader TMS Beth Kovacic, parent of 2, Ivy Hill</p> <p>Amy Davidson</p> <p>Karen Gonzalez, Parent at Patton and Thomas Len Deptula</p> <p>Bruce Pattie</p> <p>Patricia Valassis, Parent of two children at Dryden and a pediatrician. Maggie Foley, Parent of Stella 3rd Grader, Shane 1st Grader at Dryden Michelle Wiser</p> <p>Thomas Hanson, Father of Alexis 5th grader and Katerina kindergartener at Dryden Michelle Brinson, Parent of Charlotte, 4th grader at Greenbrier and Harris, 7th Grader at TMS</p> <p>Renee Klues, Parent of Kindergartner at Patton The Morrissey Family</p> <p>Caroline Smith, Parent of 1st grader at Westgate</p> <p>Carrie Missele, Parent of Elenore 4th grader, Leo 2nd grader at Patton Lauren Glaser</p> <p>Jennifer Graf</p> <p>Lauren Glaser, Dryden teacher &amp; parent of Brody, 1st grader at Westgate Eva Terrazas, Parent of Isaac &amp; Luke 3rd &amp; 5th Grade, Greenbrier Kougias Family, Parent of 3rd and 5th Grade students Windsor</p> <p>Krikorian Family, Parent of Armen, 7th Grader, Thomas Brittany Sievert</p> <p>Savannah Mahal Gary Parciak</p> <p>Kim &amp; Mario Bolaños, Parents of Sebastian 6th grader at TMS, Oliver 3rd grader, &amp; Jacob 2nd grader at Ivy Hill</p>

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Name	Address	Question/Comment
		<p>George and Sarah Roberts Parents of Carter 3rd grader Corinne Kindergartner at Patton</p> <p>Tricia and Dave Fuglestad Tracy Roth</p> <p>The Matray Family</p> <p>Christine Walanka, Parent of Nolan Walanka 1st Grader at Westgate Justin and Arnelle Thomas, Parent at OMS</p> <p>The Porto Family Crystal Erpelo</p> <p>Meyer Family, Parent at OMS &amp; TMS Sue Smith</p> <p>Mae Flores, Parent of Jonathan Kim, 8th Grade Todd and Katelyn Lorenz</p> <p>Natalie Griffin</p> <p>James and Kristina OBrill, Parents of Sophie at Thomas and Sydney at OMS Marc Sporcich, Parent at Windsor School</p> <p>Jane Treppa, CAP site director and Mom to 3 former Patton/Thomas students Lindsey Lorentz</p> <p>Anonymous Westgate Parents</p> <p>Ashley Larrabee, parent of Finn Larrabee, 2nd grader at OMS Tina Finch, Parent of Annabel Finch 5th grader at Westgate Daniel Larrabee, parent of Finn Larrabee, 2nd grader at Olive The</p> <p>Eshoo Family, Billy, 5th grader and Anna, 2nd grader</p> <p>Amy Reed, parent of samantha, 4th grader and Joanna, kindergartener at Dryden Nicole and Aaron Lindsey, Parents of Teagen Lindsey, 7th grader at Thomas Anonymous Family</p> <p>Anonymous Family</p> <p>Eckert family, Parents of Bridget, 3rd grader and Elijah 1st grader at Ivy Hill Anonymous Westgate Family</p> <p>Fiscus Family, Windsor</p> <p>Kim Hemminger, Parent of Tucker, 7th grader at TMS Sharon Sieg</p> <p>The Washburn Family, Ivy Hill &amp; Thomas Sharon Sieg</p> <p>Rebecca Polley, Parent of Cameron, 7th grader at South; Violet 4th grader and Eliot, 1st grader at Windsor</p> <p>Roopa Prasad, parent of child, 3rd grader at Ivy Hill</p> <p>Baum family, parents of Aleks, 2nd grader and Luka, Kindergartner at Ivy Hill Jill and Michael Stark, Parents of Melissa , 7th grader at South</p> <p>Stacy Schulman, parent of Westgate 5th grader and Thomas 7th grader Andrew Koralik, kindergartener, Westgate school</p> <p>Marquette</p> <p>Smith's Family, Parents of students in grades K, 3rd, 5th, 7th at Ivy Hill and Thomas The Hager Family, Parent of Jacob, 7th</p>

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Name	Address	Question/Comment
		<p>grader at TMS</p> <p>Radlicz family, Parents of Vince 7th grader South Middle School Jim</p> <p>Susie Tropiano Robyn Swanson</p> <p>Nassis Family, Parents of students at Dryden and South Chrissy D'Angelo, Parent of students at Windsor and South Savannah Mahal</p> <p>Laura Palm, parent of 7th grader at South and 5th grader at Windsor Daniel Fuller, parent of 7th grader and 4th grader</p> <p>Susan Menel, Dryden Elementary School Elizabeth Wolff</p> <p>Eileen Gross, parent of Brigid 8th grader at SMS</p> <p>Kyle &amp; Alinda Wilhelm, parents of kindergartener and 4th grader at OMS and 6th grader at TMS</p> <p>The Riesing Family</p> <p>Anonymous Parent, 7th grader at South Middle School Emily Eisenhuth</p> <p>Jennifer Rakowski, parent of Kyra, 3rd grader at Westgate Elementary</p> <p>Mira Park, parent of an 8th grader at Thomas, 5th and 2nd grader at Greenbrier Osterhues Family</p> <p>The Wellner Family</p> <p>Nina Losch, parent of a kindergartener and 2nd grader at Ivy Hill and a 6th grader at Thomas</p> <p>Anonymous parent of 3, South Middle School Beth Deiter</p> <p>Anonymous Parent Sue Thomson</p> <p>Sue and Michael Gogliotti, parents of Ellie and Erin, students at Olive Heather Mau</p> <p>The Terrils, parents of children at Olive Hallie Jacob, parent of children at Olive Rush Delaware</p> <p>Susan Dornbos, SMS TA</p> <p>Anonymous parent of an incoming D25 student Nicole Bielawa</p> <p>Susan Ripka, Parent of students at Olive</p> <p>Daniel Larrabee, parent of Finn Larrabee, 2nd grader at Olive</p> <p>The Blazek Family, parents of Kade, 6th grader at Thomas and Kael, 4th grader at Patton</p> <p>Naureen Fatima, Parent of Zenia Haq, 4th grader and Ashar Haq, 2nd grader at Ivy Hill Sarah and Tom Galla, Parents of students at Olive-Mary Stitt</p> <p>Jody Schaaf, Greenbrier</p> <p>Sara Kuhn, Parents of Kendall and Ryan at Dryden school Susan L Allison</p> <p>Sandra Schroll, Windsor School</p>

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		<p>Dawn Dalton, Parent of Gianna Dalton, 8th grader at South Middle School</p> <p>Aaron Coon, Parent of George, 5th grader Westgate and Peter 7th grader at South Vicki Serritella</p> <p>Shannon Welsh, educator in District 34 and in support of your decision</p> <p>The May Family and Puccini Family, Parents of Julia 4th grader and Maggie 3rd grader at Windsor</p> <p>Joshua Savannah Mahal</p> <p>Tony Montesano, father of three D25 students Lorna Morton</p> <p>Jen Winfield, Dryden Jamie Impastato</p> <p>Kevin Joyce, community member Monica Hinchey</p> <p>DiRe Family, Parents of Alyssa, 8th grader at South and Luke, 4th grader at Westgate JG</p> <p>The Brady Family, parents of kindergartener, 2nd grader and 4th grader at Westgate Eileen Herbster, Parent of students at Westgate and South Middle School</p> <p>Cindy Johnson Aunt of students at Westgate and South Elaine Link</p> <p>Ann Barreca, Aunt of students at Westgate and South Middle School Rebecca DeLine, Aunt of students at Westgate and South</p> <p>Barbara Takata</p> <p>Dennis Takata</p> <p>Bob &amp; Kerry Herbster, Grandparents of Elliana and Santos Senteno Lisa Bram, Aunt to students at Westgate</p> <p>Jeff Thomson</p> <p>Chris Fries, Father of Carter, Patton Elementary Jenny Scapillato, Patton</p> <p>Lisa Mazur, Kindergarten Carla Walloch</p> <p>The Gross Family- Thank you for caring and keeping our family safe Gianna Gross 1st grade Greenbrier school</p> <p>Dennis Takata</p> <p>Beth Deiter, Mother to a 5th grade and 3rd grade student at Windsor Elementary Becki and Rob Bloxsom</p> <p>Chris Deiter</p> <p>Lisa Bowers, Aunt of students at Westgate and South Samantha Riggi, Westgate and South</p> <p>Jaymi Griesmeyer, SMS, 8th grade</p> <p>Joanna Sopel , Greenbrier School, Benjamin pre-K, Michael 3rd Amira Zaben, 34 N Dryden</p> <p>Wayne and Tiffany Brown</p>



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Name	Address	Question/Comment
		<p>Julianne Gold, Parent of Madison Gold, Dryden Jen Matzen - Westgate/South            Chris and Lauren Stump, Parents of Lily grade 4 and Gavin grade 1, Windsor O'Meara Family - Windsor            Michele Hilgart, Parent of Jackson, Kindergarten and Benjamin, EC Elizabeth Osterhues 2,4,6            Maribeth Lee - Kindergartner at OMS            The Ganas Family, Layla, 3rd grader, Greenbrier Casey R. Whitaker, Patton            Jennifer Bates. Katie Bates 3rd grade Westgate, Daniel Bates 5th grade Westgate Phil Connelly (Greenbrier) Ryan Connelly 5th grade Jake Connelly 3rd grade Sarika Sood, Parent of Shyla Sood, Grade 7, Thomas Middle School            Beth Conner, 1st grade, Windsor Anonymous Parent            The Wells Family, Patton            Kerri &amp; Joe Edwards, Parents of TMS 7th grader            Kara and Steve Bolf, Parents of Will 3rd grader, Westgate, and Elizabeth 7th grader South Middle School            Joelle Vena, proud Ivy Eagle            Kim, Scott and Eddie (4th) and Guy (1st), Patton Elementary Jen Wicka (Greyson, 2nd grade, Westgate)            The Bloxsom Family (Robbie 4th and Max 1st)            Kim, Scott and Eddie (4th) and Guy (1st), Patton Elementary Lynn Bengtsen, AH25 TA            Casey R. Whitaker, Patton            Katie Jarr, parent of an incoming first grader and two early childhood students Ursula Malczewski            Dr. Suchi P. Joshi Sunil K. Soni Mastro family            Mary Fendley</p>
John Bush		<p>My name is Dr. John Bush and I have two children within District 25 school system. Over the past several months, I have been working in full capacity at two different hospitals as well as an office setting in a neighboring suburb. The first known patient I cared for who was known Covid (+) dates back to March 11th, nearly five months ago. Over the course of that timeframe, our workplace has continuously adapted to the available data regarding Covid-19.</p> <p>Admittedly, in the early phases of this pandemic, things were scary. Unfortunately for us in essential positions, we did not have the luxury of time to debate our policies and protection methods. As time moved on, our knowledge and testing capacity improved and so did our worries regarding personal contraction of the disease. As it stands, I have lost track of the number of positive patients I have cared for both in my office and through the hospitals. But I can say one thing confidently, we have had no known cases of transmission from patient to provider. This speaks volumes about our ability to protect ourselves.</p> <p>As I have tried to understand the district's decision regarding reopening, I'm left with only one conclusion, the current decision is based on fear.</p>

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		<p>After the parent survey, there exists a clear majority of families who desire some level of in-person education. Governing bodies from the CDC to the American Academy of Pediatrics have made their position clear, schools must reopen. Data driven analysis has proven there is a nearly zero risk to educators and students when appropriate PPE is utilized. So I am once again left with the same conclusion, this decision must have been based in fear.</p> <p>I hope that the administrative body will listen to the concerns of the families that they serve and will wholeheartedly make all reasonable efforts to allow for a level of education which will best nurture and invest in the development of the students. We have a strong community and our schools are the heart of it all. Our children deserve a chance to prove they can be a part of making school a safe place for everyone and that we can all work together as we move forward.</p>			
<p>The following comments were received after the submission deadline and were not included in the summary during the July 30, 2020 Board meeting.</p>					
Amy & Phil Inglis		<p>Good evening. As you prep for the board meeting we are hoping to hear or see a decision making matrix as we move forward into an unprecedented year. Many districts are creating a matrix to guide decisions (see below). Does D25 have this in place so we are not guessing.</p> <div data-bbox="548 675 888 786" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <table border="1" style="font-size: 8px; border-collapse: collapse;"> <tr> <td style="padding: 2px;"> <b>ALL INFILL DAY</b>  <b>Criteria:</b>                      Suburban Cook w/ positivity rate &lt;4%                      Suburban Cook w/ positivity rate &lt;4%                      At least 2 weeks of PPE supplies    <b>Consideration:</b>                      Student health/safety compromise                      Very low Staff and District attendance rates                      Very low number of positive classroom cases                      Very low report of symptoms                 </td> <td style="padding: 2px;"> <b>HYBRID</b>  <b>Criteria:</b>                      Suburban Cook in Phase 4                      Suburban Cook w/ positivity rate &lt;4%                      At least 2 weeks of PPE supplies    <b>Consideration:</b>                      Student health/safety compromise                      Low Staff and District attendance rates                      Low number of positive classroom cases                      Low report of symptoms                 </td> <td style="padding: 2px;"> <b>REMOTE</b>  <b>Criteria:</b>                      Suburban Cook in Phase 5, 2, or 1                      Suburban Cook w/ positivity rate &lt;4%                      Not 20 days                      Less than 2 weeks of PPE supplies    <b>Consideration:</b>                      Student health/safety compromise                      Increasing Staff and District attendance rates                      Increasing number of positive classroom cases                      Increasing report of symptoms                 </td> </tr> </table> </div>	<b>ALL INFILL DAY</b> <b>Criteria:</b> Suburban Cook w/ positivity rate <4% Suburban Cook w/ positivity rate <4% At least 2 weeks of PPE supplies  <b>Consideration:</b> Student health/safety compromise Very low Staff and District attendance rates Very low number of positive classroom cases Very low report of symptoms	<b>HYBRID</b> <b>Criteria:</b> Suburban Cook in Phase 4 Suburban Cook w/ positivity rate <4% At least 2 weeks of PPE supplies  <b>Consideration:</b> Student health/safety compromise Low Staff and District attendance rates Low number of positive classroom cases Low report of symptoms	<b>REMOTE</b> <b>Criteria:</b> Suburban Cook in Phase 5, 2, or 1 Suburban Cook w/ positivity rate <4% Not 20 days Less than 2 weeks of PPE supplies  <b>Consideration:</b> Student health/safety compromise Increasing Staff and District attendance rates Increasing number of positive classroom cases Increasing report of symptoms
<b>ALL INFILL DAY</b> <b>Criteria:</b> Suburban Cook w/ positivity rate <4% Suburban Cook w/ positivity rate <4% At least 2 weeks of PPE supplies  <b>Consideration:</b> Student health/safety compromise Very low Staff and District attendance rates Very low number of positive classroom cases Very low report of symptoms	<b>HYBRID</b> <b>Criteria:</b> Suburban Cook in Phase 4 Suburban Cook w/ positivity rate <4% At least 2 weeks of PPE supplies  <b>Consideration:</b> Student health/safety compromise Low Staff and District attendance rates Low number of positive classroom cases Low report of symptoms	<b>REMOTE</b> <b>Criteria:</b> Suburban Cook in Phase 5, 2, or 1 Suburban Cook w/ positivity rate <4% Not 20 days Less than 2 weeks of PPE supplies  <b>Consideration:</b> Student health/safety compromise Increasing Staff and District attendance rates Increasing number of positive classroom cases Increasing report of symptoms			
Whitney Simon	N. Derbyshire Ave., 60004	<p>I want to express my gratitude and support for Dr. Bein and the teachers of D25. Our children are lucky to have educators who are committed to providing a safe, quality education. I know the decision to choose remote learning for the beginning of the school year was a difficult one to make, and I know that many parents may be feeling frustrated, overwhelmed, and even angry about the prospect of starting the year with distance learning. However, I do feel that this is the only responsible decision the district could make to ensure that students, teachers and support staff remain safe during this unprecedented public health crisis. We know that teachers want to be back in their classrooms, and I look forward to the day when it is safe and smart to reopen schools. Thank you.</p>			
Steve Rigney	317 S. Stratford Rd., 60004	<p>Parents and taxpayers have a say in this as total of 76% of the families in district 25 responded that they want either full in-person education or a hybrid approach, but were told no, why?</p> <p>A lot of time and money was poured into each of the schools in the district 25 to get them ready for the school year, correct? Are the school buildings ready for children, if so then why are the schools not being used with children in them?</p> <p>Is the district 25 prepared to lose a significant amount of families, to either home school, go to private school or hire private tutors if both parents work and/or if only one parent works than home school. The home school only takes 2-3 hours per day to meet the Illinois requirements. The rest of the day at school is Gym, Art, Music, breaks, lunch etc. and those are not included in the E-learning curriculum and not required for home school?</p>			
Steve Brunet	511 Pine	<p>You are going against the wishes of the parents, the well being of the children and causing a furthering of gap between those that have the resources for private options vs. those who do not. What caused 11<sup>th</sup> hour, in the shadows change from the already agreed and approved “in-person w/options for remote” to 100% remote? The prevailing perception is you’ve been cowed by the union, what was the influence of the union?</p>			

## Community Input – July 30, 2020 Board Meeting

Name	Address	Question/Comment
Brian Carlson	Address Not Provided	<ul style="list-style-type: none"> <li>a. What was the point of your poll if you aren't going to follow the results? Our goal as a society is to return to full time in-person school and you should have that same goal! Whether or not we are able to do so, that should be your goal...you've set the bar low.</li> <li>b. If teachers are willing to come back and if parents are willing to send their kids, D25 should listen and provide those teachers the ability to teach in-person and provide the opportunity for the students to learn in-person.</li> <li>c. What guidelines did you follow to come up with the decision to be 100% remote? Provide your specific reasons.</li> <li>d. What makes D25 think if now is not a good time to go back to any in-person schooling that eventually there will be a return of in-person schooling?</li> <li>e. What guidelines are going to be followed by the district to allow the kids to come back to in-person school? Provide your specific plan.</li> <li>f. Are all the teachers going to have the same 2.5 hour live Zoom (they better as this is a must for families with multiple kids and working parents!!)?               <ul style="list-style-type: none"> <li>a. At what time? This is VERY important to know ASAP so we can make all our at-home arrangements.</li> <li>b. I am hopeful the 2.5 hours via Zoom are going to be intense and focused on teaching instead of having the kids to scavenger hunts or being asked to do work on their own in any capacity (and then grade their work with the teacher) as that should be left for the other time or at home with parents.</li> <li>c. The additional 2.5 hours should not be for Epic or SeeSaw or other online tools. Too much screen time is not good!</li> </ul> </li> <li>g. Annual \$50 due. This should be refunded</li> <li>h. Taxes – This is NO JOKE!! The board needs to petition all parties involved in creating the property tax liability for families for D25 to obtain a reduction/waiver of the D25 portion of the tax bill. The school board with any connections they have with local/state government should make their voices heard on this topic.</li> <li>i. Will 100% of the curriculum be taught...not the new curriculum (if it has changed as I don't know) but the curriculum if we were 100% in school?</li> <li>j. Will any guidance on the curriculum be provided (now, not weeks down the road) so we can provide to any outside educators, if we choose to obtain additional support, so they will know what our children will be learning?</li> <li>k. Supplemental – What supplemental options will be provided? I previously brought up D25 leveraging their ability to order in bulk supplies/work books to send to each student. Even though we're doing virtual, all work should not be done on an iPad or computer. D25 should provide hard copy materials of items and not force the parents to print everything like we were forced to do last year. Order all work/text books and allow us to pick up at schools or send to our homes.</li> <li>l. <a href="https://www.isbe.net/Pages/Homeschool.aspx">https://www.isbe.net/Pages/Homeschool.aspx</a> - Take a look as these are potential extra educational costs D25 is forcing many families to add to our budgets. D25 should step up and provide and cover the costs for all these materials. Pick a vendor, work out a mass scale price point and provide supplemental tools.</li> <li>m. D25 should determine (hopefully this is already known as anybody involved in the districts finances should know this immediately) the savings the district is obtaining and divide those savings equally amongst each child who is being impacted. Or based on reserve funds, allocate a portion of the reserve funds to each child to allow the parent to tackle some additional educational expenses.</li> <li>n. The above would be a small token to assist with tutoring, internet speeds, child care, eye-care (due to all the screen time), mental health needs (children &amp; parents)....</li> </ul>

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		<p>o. If legal action against the district is a reason for making this decision it shouldn't be as there are many more potential legal perils that come into play every day at school. If specifically concerned about a COVID lawsuit, then require a waiver.</p>
<p>Maria Brauer</p>	<p>2722 N. Harvard Ave., 60004</p>	<p>I appreciate the time and effort the administration, Board members, and teachers of District 25 have put into planning for the upcoming school year. I know that these decisions do not come easily and that the health and safety of our children and the staff of our schools is most important.</p> <p>While remote learning can be a challenge for many families, many neighborhoods (both online and in-person) have started to join together to ensure that their children are learning and socializing in a safer environment or "bubble." However, there are many families in our community who do not have access to those resources. Resources beyond just being given an iPad/Chromebook and access to the internet. Many working families do not have the discretionary funds to pay for private education and/or care. Many families are struggling to put food on the table or pay rent and don't have the capacity to guide their children through hours of remote learning and assignments.</p> <p>Research is already indicating that these disparities are already putting children in lower-income families behind their peers. Conducting remote learning for the start of the school year, and for what could be many months, is going to put these children even further behind. I hope the Board will address what steps they are taking to make sure that ALL children in District 25 will not only be safe, but will have equitable access to a quality education.</p>
<p>Joseph Edwards</p>	<p>911 N. Yale Ave.</p>	<p>I am writing to support the district's decision to conduct school remotely for the foreseeable future. As a teacher and a parent, I recognize how difficult this decision is and that any decision will always make a segment of the district's stakeholders unhappy. I certainly was critical of the district's original plan to open schools with seemingly little consideration for the recommended guidelines laid out by ISBE for social distancing and cohort grouping at the middle schools but feel that remote learning is most appropriate at this time.</p> <p>There are a number of public safety factors that make going remotely the right decision at the moment. First, cases in Illinois and hospitalizations continue to rise and the positivity rate in our region continues to increase. It is only reasonable to assume that if you bring large numbers of people back together, who for the most part have been in relative isolation, infection numbers will increase. Some may argue that children are less likely to become infected, get seriously ill, or spread COVID. Research is limited, but recent trends in Florida have shown a dramatic 23% increase in the number of children admitted to hospitals for COVID. Even if children are less likely to transmit the disease, every school contains large numbers of adults who by the very nature of school must work in close proximity to one another and can potentially pass it on. Third, research also indicates that it isn't just masking that is important, but also social distancing. If the school cannot guarantee that adequate social distancing can be accomplished, both children and adults are at risk of catching COVID and potentially spreading it beyond the boundaries of the district. Hopefully, the numbers in our area will improve and the district can then phase in learning in person.</p> <p>I know that many parents are upset. However, most of those people have never worked in a school and understand how difficult it would be to keep all students and staff safe. My wife's elementary school district is going back in person to start the year. That district has allocated resources to try to make the school as safe as possible. They have purchased tents to allow students to be</p>

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		<p>outside. Each classroom has been measured and class sizes have been capped to make sure that every student desk will be six feet apart. All specials are being taught in the classroom. Each teacher has an assistant to help with supervisory duties. Each teacher will be provided with face shields. These precautions and others have been taken and still, there are staff that feel uneasy about returning to school and over 20% of families have opted to go remote. Our district does not have the same resources to provide the same level of protection.</p> <p>I also know that many parents are irritated with the district's decision in light of the results of the survey that was administered. Because the survey had three options, it might have been helpful if numbers were released for not only the most popular option but the least popular as well. Clearly the district has bungled this process. Between the original announcement, the survey, and then the reversal to start school remotely, parents have every right to be irritated. Throughout the entire process, the district and administration have not provided explanations for decisions nor have they provided enough details about options for parents to truly make informed choices. Most other districts have provided much more detail about the plans that they have adopted. I hope that going forward the district will be more transparent in its decision-making process. This should mitigate much of the anger and confusion that many parents feel.</p> <p>Lastly, as a parent of a student that had some difficulties with remote learning, and as a teacher who taught remotely, I know that remote learning is not the most ideal solution. All teachers would rather be in the classroom with their students. Teachers do not get into the profession to Zoom with kids. They do it because they love to make connections with students, to see their smiles, to comfort them when things are bad, and to help them grow into confident, well-rounded adults. As a history teacher, we must all realize that we are in a unique moment and that extraordinary measures must be taken to limit the number of people who become ill. Hopefully in the near future students and staff can go back to school safely, but now it is appropriate to be cautious.</p>
Katie Rausch	Address Not Provided	Why are we not listening to the science behind opening schools? Health care professionals are telling us kids need to go back. Also why can surrounding districts like 15, 21, and des plaines figure out in person instruction but we can't. Our district is smaller and more manageable.
Dr. Suchi Joshi and Mr. Sunil Soni	41 N. Lincoln	We would like to express our gratitude and support for your decision to start the 2020-21 school year with remote learning. Thank you for keeping the health and safety of our district 25 kids, teachers, staff, and parents/grandparents at the forefront.
Alina Laurie	807 S. Cleveland Ave., 60005	Please open our public schools. Private schools and daycares are open. Education and childcare should not be only for people who have the money to pay for it. Any family who is at-risk can choose the remote schooling option (or homeschool.) Any educator who is in an at-risk category can take paid FMLA under the CARES Act. Subs are hard to find but pay more and SD25 will be flooded with applicants. Don't be complicit in furthering the gap between privileged kids and non-privileged kids.



**Arlington Teachers' Association**  
**Established 1963**

Thank you Dr. Bein for giving me the opportunity to address the board and the community today. For those of you in the community who may not know me, I am Kelly Drevline, the Arlington Teachers Association president. I am a proud district 25 employee as well as a proud district 25 resident. I have three children and all three of them went through the D25 school system. I love this community, I am part of it and so is 60% of our district staff.

Our association, in conjunction with the district administration, has spent countless hours working on a thorough plan to keep all students and staff safe. We are committed to continuing to work with the Administration to ensure that we have the best plan in place and to address the various concerns of all.

We do understand that this is an exceedingly difficult time for all of our students, families, and the staff. It is unprecedented. And we are all doing the very best we can. Please know our students and staff's health and safety is our primary concern. We will continue to provide the best possible education for all of our students during this difficult time.

We understand that there are some concerns about the remote learning plan, but we can assure you that this will be very different from what you saw in the spring. In the spring, we literally had to shift gears overnight - parents, students, teachers - we all had to quickly do an about face from in-person learning to remote. We had one day to prepare that model. This fall is different. We have had time, albeit, not as much as any of us would have liked, but we have had significantly more time to prepare curriculum on all subject matters for all grade levels.

We know that whatever plan the district puts forth will not only be the safest for our community, it will also be a well-thought out, collaborative plan to provide comprehensive, robust learning with great fidelity for each student. We are all in this together.