

ARLINGTON HEIGHTS SCHOOL DISTRICT 25

1200 S. Dunton Ave.
Arlington Heights, Illinois 60005

School Board Meeting Minutes September 24, 2020

Regular Meeting

Brian Cerniglia, President of the Arlington Heights School District 25 Board of Education, called the meeting to order at 7:30 p.m. on September 24, 2020. The meeting was held at the Dunton Administration Building, 1200 S. Dunton Avenue, Arlington Heights, Illinois. Roll call was noted and the Pledge of Allegiance said.

Board members present: Brian Cerniglia, Chad Conley, Scott Filipek, Erin Johannesen, Rich Olejniczak, and Anisha Ismail Patel. Scott Filipek was in attendance via Zoom.

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

- Jennifer Huntzicker, 316 N. Douglas Avenue, has two children in school. She feels that there should be no lag time in when school should start, and requested that hybrid learning be ½ days in school for students. She would like a limit on screen time. She noted that the teachers are wonderful, and they are not happy with remote learning.
- Marianne Corcoran, 739 S. Roosevelt, is concerned about children with disabilities and EL students and remote learning. She feels that these groups need more assistance. She is concerned about privacy, and of a delay in interventions. These children are falling farther behind, and need to be back in school.
- Brittney Polihronis, 336 W. Waverly Ct., want parents' right to choose either full in person or remote learning. Her son with an IEP needs support, and feels that it can't be done in remote learning. She said that hybrid is a step, but it is not the goal, and wants the district to move forward.
- Erin Kalaway, 311 N. Belmont Ave, read a letter on behalf of a District 25 parent, and teacher at a local parochial school. She feels that there should be a choice for teachers and parents to be either in-person or remote. Ms. Kalaway stated that she is a nurse, and has been working, and feels that we can control the virus with hand hygiene and masks.

- Kerri Hood, 1025 E. Cherry Lane, read quotes that are on District 25's schools' web sites. She wants the district to reopen and give parents a choice of in-person or remote learning.
- Heidi Steinike, 1722 N. Patton Ave, is mother of two students and a former Speech Pathologist. She feels that eLearning is detrimental to our students and doesn't work for anyone, and that children need to be in school every day.
- Dr. David Dobkin, office at 1430 N. Arlington Heights Rd, is a pediatrician, and feels that parents and teachers should have a choice to be in school for full days or remote. He stated that we can't let our guard down, still need to wear a mask, social distance within the classrooms, hallways, outside, and use good hand hygiene. He stated that screen time should be limited to one hour per day.
- Stephanie Levinsky, 623 N. Arlington Heights Rd., directed her comments to Dr. Bein. She noted that Rockford School District has been in school, and suggested that our district should be in-person that as well.

Due to the large number of comments submitted via email and the length of each comment, they are being grouped by topic. 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.

Groups via email:

- 7 - Asked the Board to continue remote learning and not to forget about those students that will stay in remote learning.
- 15 - Requested full in-person learning as soon as possible.
- 1 - Requested a full-day Kindergarten program.
- 5 - Requested a ½ day hybrid model.
- 1 - Requested an increase in community involvement.
- 1 - Asked questions regarding how long will hybrid last, and when will full in person plan be available.
- 1 - Requested an explanation of the hybrid model.

Mr. Cerniglia thanked everyone for their comments, and for everyone's professionalism that spoke at the meeting.

Committee of the Whole Reports

Student Learning – No Report

Student Services – No Report

Business and Finance – No Report

Facilities Management – No Report

Personnel and Planning – No Report

Superintendent Report

Hybrid Learning 2020-2021 Update

Dr. Bein presented information on the transition to the hybrid model of instruction. The August 7, 2020 publication stated that would begin the school year with remote learning with the goal of moving to hybrid instruction. The district is ready to move

forward with that plan with slight changes. The teachers requested to see students on a staggered schedule. Dr. Bein reviewed the changes which include the days in person for each group, the compressed middle school schedule, and the increase in asynchronous experiences. The committee structures were explained. Starting next week, the Transition Advisory Committee (TAC) is going to look at metrics to go back to school full time. The Remote Learning Committee provides questions and comments from a teacher's perspective, and include both elementary and middle school teachers from all grades. The ATA and Administration are meeting together as well.

Important principles of the plan include a fluid transition from remote to hybrid to full in-person; students following their typical schedule; students remaining with their current teachers; EL and IEP Resource and related services maintaining their schedules and working with their currently assigned teachers/social workers; and allowing for "Core + More" instruction. Once TAC determines Step 4 metrics, this model will limit operational barriers, and we can move more quickly into a full in-person model.

Upcoming dates were provided:

September 25 – detailed information will be sent to families

September 30 – Section of Hybrid or Full Remote due (through November 20)

October 8 - 9 – Request for Remote Learning Planning Days (no school)

October 12 – KG, 1st, 5th, and 6th grades will transition to the Hybrid model

October 19 – all grades will transition to the Hybrid model

November 19 - 20 – Request for Parent Teacher Conference Days (no school)

The Hybrid structure was shown and explained. On Mondays all students will be remote. On Tuesdays and Thursdays, students with last names ending in A-K will be in person, and L-Z will be remote. On Wednesdays and Fridays, students with last names ending in A-K will be remote, and L-Z will be in-person. It was noted that 250 students have been in person since September 1, and they would continue their current schedules, as the staff feels continuity for these students would be best. The district is working on a balance in the elementary school Monday schedule. We will work towards increasing asynchronous experiences throughout the week when possible to try to have a good balance of online and asynchronous work.

Each change will bring its challenges. There should be focus on the benefits of in-person learning. In August the concern was that there would be only 2 ½ hours of synchronous instruction, and in October the concern is for fidelity, sustainability, and engagement of both in-person and remote. The transition concern is that it is starting later than desired, but all grades are transitioning within the projected dates.

The situation is fluid, and we have good data about probable and positive cases in the district. The district has not had a positive case on site since mid-August. Our goal remains to move to full in-person learning. The expectations and rules of this year are new, and we all need to be flexible. The safety of our staff and students must remain our first priority at all times. Teachers, students and families have all given 150% effort, and one of Dr. Bein's goals is to help staff find a balance.

Board members commented and had detailed questions regarding the move to the hybrid learning plan, including the reasons for moving to a two-day schedule instead of half days; how the teachers will manage both in-person and remote learners; how to transition to full in-person; operational barriers; professional development for teachers; and extracurricular activities.

Board members on the TAC are confident that the committee has the best interests of everyone, and that the committee is a good cross section of stakeholders. When the district decides to move to full in-person, families could still choose remote learning. Board members also stressed the importance of clear communication to parents.

Technology was discussed and Mr. Fahnoe, the Director of Technology, stated that the district has added monitors to aid teachers; provided hotspots for students without internet; increased bandwidth; increased internet capacity for remote and hybrid students; obtained microphones for the CAP Plus students; and utilized additional access points to handle traffic. The goal is to have a consistent learning experience for every student. Mr. Fahnoe was thanked for everything the Technology Department is doing to assist in the situation.

Dr. Bein, Ms. Mallek, and Mr. Fahnoe were thanked for their input and patience.

Calendar Update for the 2020-2021 School Year

Dr. Kaye stated that in order to support classroom teachers in planning for the hybrid learning model he is asking the Board to approve a change to the school calendar. The change being requested was proposed by the Remote Learning Committee and supported by the District Calendar Committee.

The requested changes include moving the two fall Parent/Teacher Conference days to Thursday, November 19 and Friday, November 20th. This marks the end of the 1st Trimester for elementary students. In place of the conference dates we are asking to use Thursday, October 8 and Friday, October 9 for Remote Learning Planning days. These changes will not impact the end of the school year.

Board members were pleased that teachers will have additional days to plan, and that they are separate from Institute Days, so those days won't be lost.

Motion: E. Johannesen moved and C. Conley seconded the motion that the Board of Education approve the calendar update for the 2020-2021 school year as presented. Roll Call: B. Cerniglia, yes; C. Conley, yes; S. Filipek, yes; E. Johannesen, yes; R. Olejniczak, yes; A. Patel, yes. Motion passes 6/0.

Dr. Bein noted that the Board has requested additional Special Board meeting dates so they can be updated on the school year. Dr. Bein will send potential dates to the Board and will share with the community when they are finalized.

Motion: C. Conley moved and A. Patel seconded the motion to adjourn the meeting.
Roll Call: B. Cerniglia, yes; C. Conley, yes; S. Filipek, yes; E. Johannesen, yes; R. Olejniczak, yes; A. Patel, yes. Motion passes 6/0.

The meeting adjourned at 9:38 p.m.

Submitted,

Lana M. O'Brien
Recording Secretary

Approved: October 15, 2020

President
Board of Education

Secretary
Board of Education

Date minutes available for public inspection: October 16, 2020

Date minutes posted on District website: October 16, 2020

Community Input Received via Email

Name	Address	Question/Comment
Angelique Gunderson	624 N. Highland Ave., 60004	Given that we are seeing an uptick in COVID cases across the country (according to the New York Times today, 41,882 new cases per day, an increase of 14% from the average of two weeks ago), as well as deaths in Cook County on the rise, with now 5,180 cumulative deaths, is the school board planning to reconsider in person return to school dates? Also, is the school board still committed to providing remote learning as an option to students throughout this school year and throughout the crisis?
Betty Levinsky	1210 S. Highland Ave Arlington Heights, IL 60005	<p>Private schools are open. Many schools in other districts have been open full time since the beginning of the school year.</p> <p>In the meantime children in SD25 are suffering.</p> <p>My children need to go back to school in person. We are on 4th week of e-learning and it has already taken a toll on them.</p> <p>My 5th grader is bored and she thinks she is not learning anything.</p> <p>My 8th grader is depressed. He spends 8 hours a day on the computer. Each day he has loads of homework and needs to stay online for at least 2 hours after e-learning ends.</p> <p>In the morning he does not even want to get out of bed.</p> <p>What I don't understand is why some districts are doing in person learning and SD25 is dragging their feet.</p> <p>You are affecting the well being of our children. COVID-19 is not going away anytime soon. You need to learn how to maneuver and live with it. Other districts have been able to figure it out....</p>
Peter Dusenbury	723 N. Arlington Heights Road Arlington Heights, IL 60004	<p>I am writing to you to request for Olive Mary Stitt to return to every day classroom instruction. I am not sure what feedback you are getting from other parents but both of my children (in 2nd and 5th grade) are really struggling with the format and they need to be with their classmates in an actual classroom. 7 year old boys are not meant to sit in zoom calls all day with a tablet. They need to be challenged in person and engaged and compete with others. There is nothing healthy about learning virtually and just isolates children.</p> <p>The COVID cases in Chicagoland are no different than they were back in the summer when you originally announced that kids would return to full day school. The teacher's union should not have the power to force virtual learning for all against the will of the students/parents. Please do the right thing for the students and resume full day in class instruction. I am in Germany at moment and all the kids here are back in school every day. There are other districts who are back full day and no reason why we cannot in district 25 as well in a smart and thoughtful way. Please stand up against the teacher union bosses for the sake of my and others' kids. This feels very political and keeping things closed down until Nov 3rd should not be an acceptable tactic.</p>
Melissa Van Buren	2627 N Bradford Drive	<p>I have three sons that attend Ivy Hill and each have had a completely different experience with very different teachers with remote learning. My oldest has been experiencing anxiety since the start of school that we have never seen before with him. All he cries is that he wants to go to school and see his teachers and friends. Nothing about this is good for his mental or emotional health. Being secluded and isolated from school as he knows it is far more devastating to him than anything else. My husband and I are both nurses, we have lived the pandemic on the "front lines" caring for these patients and feeling completely overwhelmed in the spring when our numbers were so high. But this is no longer the case. We, at the hospital, are no longer overwhelmed. We also, like the teachers, had lots of unknowns, lots of hurdles to overcome, and fear of the unknown. We can relate to what they are going through. Change is hard, but I believe that as a community, we can have our children in school</p>

Name	Address	Question/Comment
		<p>safely and overcome this hurdle and concur this fear and come out on the other side stronger and better than ever. We cannot allow fear to control us, rather it should help us make smart decisions and help us to grow.</p> <p>Please let our children back into the schools, learning and being engaged with their teachers in person. I believe that the more consistency we can provide, the better the outcome will be. Therefore, I am in support of the half day, 5 day a week option.</p> <p>Thank you!</p>
Erin Felten	522 S. Bristol Lane	<p>I am writing to you as District 25 parent who is utterly concerned for my child, and ALL children in the district. This is coming from a place of love and concern for my child, and is not knocking our district, teachers, support staff etc.</p> <p>We are into week 4 of e-learning, and while the teachers have been AMAZING, I am disappointed at the amount of time my child is sitting in front of his iPad and on Zoom calls. I have a 2nd grader with an extensive IEP, who is ADHD and needs 100% IN-PERSON support. All of these are quite apparent if you were to sit next to my son during his e-learning. I am finding that he is learning less, much more disengaged, and physically exhausted. Not to mention the time I am spending having to help oversee his learning-correcting, helping, finding links etc. It is a struggle for all of us. Anxiety is at an all-time high for my son, and even myself with this e-learning. I am worried this is setting him back even further, and how will he ever catch up emotionally, socially, educationally?</p> <p>As an adult, sitting on zoom calls all day with minimal breaks is excruciating! Why are we expecting this out of our youngest learners? I want my child to enjoy school, to enjoy the idea of learning, but this set-up of all-day e-learning is creating the opposite response. I am finding my son bored, not wanting to come back from lunch or break, not wanting to fully participate, or not even paying attention at all. I just do not find this to be age appropriate for an elementary aged student.</p> <p>I understand you are trying to accommodate an ENTIRE district, but my child needs to be back 100% IN PERSON. Give US, the parents, a bit more skin in the game. Allow US to be the decision makers for OUR children. GIVE US OPTIONS. Just like my son's IEP allows for accommodations for his learning, our schools need to accommodate the families who need 100% IN-PERSON and families who need REMOTE LEARNING. Again, we need OPTIONS!</p> <p>My 4-year-old has been back at daycare since June 1st with ZERO issues. The daycare has implemented new procedures, and it has been working! Businesses across Arlington Heights have systems in place to accommodate customers safely. Why can't we open? We need help. This is just not a great long-term solution for our children. Get us back in schools! Please, hear us.</p>
Andrew Martin	607 Valley Lane	<p>As a parent of a child who started Kindergarten this fall, along with being a fellow educator, I would like the board to discuss the prospects of Full Day Kindergarten in District 25. This may be a topic that is not high on the priority list currently, but with what is coming out on the impact of the pandemic on student learning, social-emotional functioning, and future earning potential, there is a very real need to have this discussion. I know there was a review conducted about 3 years ago as part of the Strategic Vision 82020 that determined it was not feasible at that time to move forward with full-day, but I would ask you to reconsider those findings with some updated information from educational research, along with a change in the local school landscape.</p> <p>First, when that study was concluded 3 years ago, it listed 5 districts as having 1/2 day K, including this one. Since that time, D21 has moved to a full day model, and with the use of a bond initiative, they have been able to upgrade and update their buildings to accommodate it. D23 now offers a full day K option as well.</p> <p>In addition, the impact of half-day Kindergarten on working families is immense as the expense of maintaining child care or paying for a private option can be substantial if they do not qualify for full-day Kindergarten based on language testing. Space</p>

Name	Address	Question/Comment
		<p>availability can be managed, and by losing kids out to private kindergartens in the area since they offer full day when we don't, our enrollment numbers are impacted for reporting purposes that could make up for the need for increased staffing. This is only a few of the many concerns that I know will come up in regards to this topic, and with the uncertainty of funding due to local tax revenue, there are many factors that need to be taken into account that I know are not known yet. I am asking only that this be a starting point to put this idea in motion so we may be prepared for the needs that will inevitably arise down the road, and I would refer you to the research provided below for the benefits to self-regulation, academics, and attendance. Thank you very much for your consideration.</p> <p><u>Resources:</u> There are a few studies, however, that claim significant increases in both academic achievement and social development as a result of full-day kindergarten (Finn & Pannozzo, 2004; Winters, Saylor, & Phillips, 2003). As methodological problems in quantitative studies are often indicated as a factor in research inconsistencies, an alternate approach would be to consider parents' assessments of their child's social development. In a study of full-day and half-day kindergarten, Elicker and Mathur (1997) found parents satisfied that the full-day program had positively impacted their children's social development. Parents rankings of the importance of social development and academic goals however, are inconsistent or subject to change. Whereas research by Goulet in 1975 found parents ranked social development a priority, later studies by Dank (1978) and Kean (1980) found parents ranking academic goals higher (as cited in Harris & Lindauer, 1988). Each of these reports of parental preference was in opposition to the rankings of teachers in those studies. The appropriate length of a kindergarten program has been an issue of debate for more than two decades. Results from this study, like many others, attest to the academic advantage for students in full-day versus half-day programs. However, while previous studies are less consistent regarding the effects of full-day kindergarten on social-emotional development, unique perspectives drawn from this study suggest those effects are real and positive. Full-day kindergarten buys teachers the time to implement high quality instruction, and creates for students the social environment necessary for the transformation of "child" to "student" so that high-quality instruction results in enhanced academic achievement. We are certainly not suggesting that high quality instruction does not occur in half-day programs, but results of this study do imply that instruction and student learning benefit from the luxury of time.</p> <p>- Academic and social-emotional effects of full-day kindergarten: The benefits of time; EMPORIA STATE RESEARCH STUDIES Vol. 43, no. 2, p. 64-72 (2007)</p> <hr/> <p>In 2010, the province of Ontario introduced a new universal two-year play-based full-day kindergarten program. The authors exploited the phasing-in of this program over five years, allowing a natural experiment in which children from full-day kindergarten could be compared with those from half-day kindergarten in matched neighborhoods. Children (N = 592) were followed from kindergarten to Grade 2 with direct learning and self-regulation measures. Grade 3 wide-scale achievement test scores were available for 269 of the children. Results showed lasting benefits of full-day kindergarten on children's self-regulation, reading, writing, and number knowledge to the end of Grade 2, including some benefits for vocabulary. Full-day kindergarten children were significantly more likely to meet provincial expectations for reading in Grade 3. The study points to the benefits of a play-based full-day kindergarten program and brings evidence to bear on the mixed findings in the research literature about the fade-out effects of full-day kindergarten.</p>

Name	Address	Question/Comment
		<p>-Janette Patricia Pelletier & James E. Corter (2019) A longitudinal comparison of learning outcomes in full-day and half-day kindergarten, <i>The Journal of Educational Research</i>, 112:2, 192-210.</p> <hr/> <p>Results Children who attended center-based care in preschool and kindergarten had fewer missed school days and were less likely to be chronically absent in kindergarten and first grade. Children in full-day kindergarten programs had more absences by the end of kindergarten, but fewer absences by the end of the following year. No specific combination of early school arrangements was most beneficial. Instead, children who experienced more early educational arrangements were generally absent less frequently and these benefits were larger in first grade than in kindergarten.</p> <p>Conclusions When taken together, findings underscore the importance of formal early educational programs and opportunities on longer-term school attendance.</p> <p>-Ansari, A., Gottfried, M.A. The Benefits of Center-Based Care and Full-Day Kindergarten for School Attendance in the Early Grades. <i>Child Youth Care Forum</i> 47, 701–724 (2018).</p> <hr/> <p>Abstract Two-year, play-based, full-day kindergarten (FDK) has been shown to have long-term academic and self-regulation benefits for young children. This article addresses the question of whether FDK has particular benefits for children who may be at risk for placement in special education. Participants included 592 kindergarten children in their second year of kindergarten, with an average age of 5 years, 9 months. Parent reports indicated that 56% of the children spoke a language other than English at home. The research design exploited a natural experiment that occurred due to the phasing-in of FDK, creating two groups of children who attended either FDK or half-day kindergarten (HDK). Kindergarten children’s outcomes in vocabulary, reading, writing, mathematics, and self-regulation were used to create two achievement groups based on data cut-points: below average and average to above average. Following a series of binary logistic regression analyses, results showed that HDK children were significantly more likely than FDK children to be in the below average group in the areas of reading, vocabulary, and self-regulation. In fact, results for self-regulation showed that HDK children were three times more likely to fall into the below average group. These results are consistent with our larger study on the longitudinal impact of FDK to Grade 3. The article discusses the importance of play-based learning in fostering self-regulation and providing opportunities for small-group learning in the FDK program. For children who struggle academically, full-day learning through play with the guidance of an educator team may present additional benefits.</p> <p>-Pelletier, J., & Fesseha, E. (2019) The Impact of Full-Day Kindergarten on Learning Outcomes and Self-Regulation Among Kindergarten Children at Risk for PI</p>
Laura Culley	511 S Yale Ave, Arlington Heights	I have a 4th grader at Westgate and a 6th grader at South Middle School. In the spring, my children told me that they did not learn anything with the non in person remote learning. I am lucky in that I can afford extra tutoring help in math that they need and I am right now able to work from home as well as my husband so we can help them at least not get any worse with their learning levels. This fall, the in person remote learning was improved from spring in that new topics were being taught and my kids can at least virtually see their friends at times. I think, however, that the remote learning is best served for short periods of time, like snow days, or the short

Name	Address	Question/Comment
		<p>times that children or families may need to quarantine due to covid. It does not serve children well, especially the youngest children who need the socialization and classes spend too much time on daily technical issues, whether at the children's homes or at the schools with video lag.</p> <p>This summer my pediatrician warned me during our regular checkup that she is concerned by the long term consequences of remote learning. In 10 years, she told me, she expects to see more mental health issues and learning difficulties as children are not able to learn the critical social and emotional skills and the children will be hopelessly behind. She advised me to seek ways to have the children interact in person with their friends in a manner consistent with the CDC and APA. Even though we were very concerned about the news on covid and the potential risks, we signed up our children for summer camp with the Arlington Heights Park District. The park district ensured a safe and fun environment with small groups, mandatory masks and mostly outside activities. Not one child or camp counselor to my knowledge ever got covid. And my kid's mental health was well worth the risk. The girls are doing well socially and emotionally because of in person camp.</p> <p>This fall my mother died due to dementia and complications after she contracted covid in the spring. She was one of the groups that should have been protected by the lockdowns. Despite all precautions made by the assisted living center, she was affected and had underlying conditions that caused her to pass away a little more than a month ago. We are a family that has been personally affected by covid. So, my view that we should be hybrid already is made with a personal knowledge and experience with the risks.</p> <p>When cases started to rise in the fall, I understood the districts initial decision to go remote. However, several decisions that the district has made has not made sense to me and have not been communicated well and have eroded trust with the board by many families. While I can understand while in July the initial decision was to go hybrid, the case counts increased in July-Aug timeframe and the initial decision was reversed, I did not understand why we didn't start on Aug 20 with remote learning and instead started on Sept 1. The reason was never discussed. And then we received an email stating that while we met the criteria to go back to hybrid learning we had to wait a month for the implementation. Again, no reason was given what the issues are and what was being done to work through the issues.</p> <p>What hybrid means from a practical standpoint has not been discussed even though it was announced in July. At this point to me any time that my child has with instruction on core topics such as math, reading, languages would be welcome. Gym does not make sense to me to be anything but in person either. The gym teachers have been creative but I'm not sure how much real exercise and love of physical education they are really getting vs what they experience in person. However, I do not want to sacrifice in person time with any regression to the 100% asynchronous learning in the spring. I hope that when you discuss hybrid tonight that it includes a plan that is synchronous in person learning only plus a remote option. For those that need or want remote, it may not be an experience on par with in person learning but remote learning is by it's nature not on par with in person learning. Parents who believe this is achievable should adjust their expectations.</p> <p>In terms of 1/2 day or full day on some days of the week, I will be fine with either option. My main concern is in person synchronous learning that does not involve in person students on their computers. If they go to school and are on their computers all day, I'm not sure what the point of hybrid is. You will have to be very clear to explain that to the parents in order for us to feel confident in the board's direction. The July hybrid plan was not clear and did not have the details that parents and teachers need to make their own decisions and plans for the school year and work arrangements.</p>

Name	Address	Question/Comment
		<p>In terms of surveys, please only send surveys that you plan to take action on. Please include in the email for the survey an indication how they will be used. The surveys in July were not taken action on so parents felt their voices were not heard. That may be why parent groups are now forming that have over 700 members. Not because we want to have our way or the highway. But because we need to have clear communication and see the board take expeditious action on decisions made. At least that was my reason for joining a non-PTA parent group. The group was the only place where I was getting any information.</p> <p>Finally, I know that as a volunteer board that this was probably not the job that you signed up for. The weight of the decisions that you are making, the many stakeholders' positions and views, and the impassioned views of parents may be weighing heavily on you. But that is the job that you have. And I hope that this email is helpful in providing the perspective of many parents (76%) in wanting to find a way to move forward. We may be living with covid for many years to come and we need to learn to live with it, be brave, and make the best decisions that we can for our children. Just as I was brave this summer with camp at the advise of my pediatrician, I hope you will be brave as most of the districts in our area both public and private have already been. I wish that we could have been a leader in this area but sadly we have not. Please move as soon as possible to hybrid and please be transparent with parents and build back the trust that you used to have with my family.</p>
Stacey Tobin	532 S. Donald Ave.	<p>I would like to express my deep gratitude for the incredible job that South's teachers have been doing these first few weeks of school - my daughter is thriving and connecting with her teachers and the material, and though she misses the experience of being in the school building, remote learning has turned out to be so much better than hoped. For that I applaud the daily hard work of her teachers and South's administration.</p> <p>As the school board wrestles with how to shift safely to a hybrid model, I would like to voice my concern that those of us who choose to continue with all remote learning are not left behind as teachers are asked to split their focus between students on Zoom and those in the classroom. My greatest fear is that my health-related decision to keep my daughter in remote learning will ultimately hurt the relationships she is building with her new teachers and classmates and will degrade her learning experience.</p> <p>I completely understand the need for a hybrid model and encourage Dr. Bein and the board in their efforts to transition safely, I just ask that they keep in mind the needs of those students who choose remain in the remote learning lane so that their experience and progress are maintained. Thank you for your time.</p>
Julia Martinez	Address Not Provided	<p>I appreciate the careful planning the district has done. My daughter's kindergarten teacher is making remote learning look easy.</p> <p>I very much want my child to get the full learning experience and understand many things just do not carry over in zoom. It's a challenge all around. That being said, my daughter is high risk. Her doctor strongly discourages interacting with others outside of our household and absolutely not indoors. I would like to know if it is safe to return to school by continuing to look at neighboring districts. I feel we do not yet know how virulent this disease is nor the long term effects on children.</p> <p>Another consideration is that, despite my daughter being high risk, her doctor - a pediatric pulmonologist - expressed more concern about the health and safety of the adults, the teachers, than my high risk child. I have heard many comments regarding the children, but I want to know how the health of all involved is being considered. What is the reasoning behind having students learn remotely but teachers working from the school? What is the threshold for deciding teachers too should stay home?</p> <p>Again, I appreciate that those who had to make difficult decisions have done their best to make the best of this situation. I appreciate those who have continued to be</p>

Name	Address	Question/Comment
		physically present to continue serving the needs of the district. For months, I've been worrying about the health and safety of my family, friends, and professionals that I rely on. This extends to the educators in my child's life. I appreciate your time.
Alina Laurie	807 S. Cleveland Ave., Arlington Heights	<p>Our kids need to be back in school for the full day sooner than later. The gap is widening between families who have the means to hire private tutors and those who do not. Follow the guidelines from the Illinois Dept of Public Health.</p> <p>Hybrid is a stepping stone to full day. Spread the desks out as far as possible and allow all children in the building, every day. All kids should be welcome to learn at school for the full day.</p> <p>Private schools are open and daycares are open. There's 900 kids at Saint Viator and they are open. South and Thomas can open.</p> <p>Even though many mistakes have been made and little preparation was done over the summer it's not too late now to put all the effort into fully opening the schools as soon as possible.</p> <p>Families who only want to do remote for the year could have been put in their own classes. It's not too late to do that. The Board had the results of the summer survey. Do another survey. Don't hold up the thousands of kids from in-person learning while designing something for the "few" , possibly less than 25% of families, who want to keep their kids at home.</p> <p>Go take a tour of the Northbrook schools. They spent all summer prepping their buildings. They have tents outside for lunch and mask breaks. They are committed to 5 days of school for the youngest learners.</p> <p>If the Board members do not want to follow the recommendations of the government to open the schools due to their own personal bias or "germaphobia" then those Board members should immediately resign.</p> <p>All Board members need to remember they are here as stewards of our public school. Public school in America is in-person school for everyone because it doubles as free daycare. The Board members are not virologists or epidemiologists. If public health officials indicate that schools can be open for a full day then the Board should ensure the schools are open for a full day as soon as possible.</p>
Katie Rausch	711 East Suffield Drive	<p>When will you have to plan for full in person?</p> <p>How long will hybrid last?</p> <p>Will you be ready to shift from hybrid to all in person quickly and not need more time again?</p> <p>Can you update parents more often with data that drives the push back into the classroom?</p>
Kristin Irmen	145 S. Patton Ave. 60005	<p>Please reopen the schools to 5 days per week. Masks are to be worn at all times, and the 6 feet rule is to apply only when masks are not able to be worn. Frequent outdoors time for mask breaks will help our children focus, resume their enjoyment in the active learning process, and help them catch up to appropriate grade level skills with renewed energy and focus on academic tasks.</p> <p>There will be risk associated with all choices made. So that our children do not fall behind and our teachers' mental health does not suffer further, please find a way for teachers to teach only in person, OR online, not both simultaneously.</p> <p>This is a tough decision making process. You were elected to lead. We need you to have a CAN DO attitude. More delays in the planning and organization are unacceptable. You will not please everyone. However, Parents want, need, and demand a CHOICE for their children.</p> <p>I believe that choice should be for five day per week in person learning or E Learning at home, with a designated E Learning teacher for each grade level to accommodate the families who may choose to keep their kids at home.</p>
Jamie and Eric Yeh	1640 N. Highland Ave., 60004	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

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		<p>education or a hybrid approach. Families should be given the choice to send their students to school.</p> <p>Our children are suffering with 100% remote learning. As much as we know our teachers and administration is trying hard to build some community with eLearning, it does not replace the value of in-person education.</p> <p>We have watched other public and private schools around our area all successfully open their schools. The American Academy of Pediatrics says children should be in school. The Center for Disease Control has collated the data from domestic and global studies and concludes that children are at higher risk from not being in school than they are from the disease. The World Health Organization wants children in schools and provides guidance on reopening safely, advocating for monitoring protocols specifically with regards to local hospital capacity. As the CDC writes: "Extended school closure is harmful to children. It can lead to severe learning loss, and the need for in-person instruction is particularly important for students with heightened behavioral needs. Following the wave of school closures in March 2020 due to COVID-19, academic learning slowed for most children and stopped for some." Unfortunately, even our best minds won't yield the same result for the children left otherwise without the safety, socialization, and mental stimulus of in-class learning.</p> <p>We are responsible to protect and cherish the mental health of our students. How do we think our students' mental health is faring now? Are they being heard? Cared for? Protected? Prioritized?</p> <p>The science currently supports having our children return to the classroom safely as D25 outlined at the beginning of July. This virus is still new, and parents and the community should be quick to adjust as the science indicates. Our students need to be in school as much as possible. Any parents concerned with the health risks or possible inconsistencies of an in-person or hybrid model can opt for a 100% remote learning platform. However, not all families and teachers share these concerns. Not all families should suffer because of this kind of fear. If our numbers skyrocket and our hospitals get close to being overrun then yes, absolutely, let's shut down again for a couple weeks at a time to flatten the curve – not crush it. Let's do what we can to prevent that from happening: limit our socializing, wear masks, continue to work from home, go to the grocery store only when necessary. We should be our own first line of defense – not our children.</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.</p> <p>We recognize that you have an incredibly difficult task. We also know that you are responsible for doing what is best for our students, the staff and our community. We appreciate your devoted consideration of our children in this unprecedented time.</p>
<p>Jacalyn and James Derengowski</p>	<p>207 S Derbyshire Lane. AH. 60004</p>	<p>Thank you to all the board members for your time and contributions for all the children in SD25. The Hybrid Model is a first step in getting students back in the classroom full-time and we as a community need to make that happen. We are looking to hear from the board tonight about hard deadlines for students to be in the classroom, not "soonest or possible". Teachers are working hard with elearning, but it is a poor substitute for being in the classroom.</p> <p>I would like to know if the board could explain why schools on the Southside and Southern Illinois are getting students back in the classroom, but SD25 is not? Today is September 24th, are you committing to the October date discussed at the last meeting? Let the students learn. Thank you.</p>
<p>Erin Kalaway</p>	<p>311 N. Belmont Ave.</p>	<p>I would like to give a snapshot of what a day of e-learning looks like in my house: For my family, and many others, it's not going well. It has been depressing, disheartening, and unproductive. Dropped zoom calls, lack of motivation, confusion about assignments, an eighth grader who has not had a chance to meet his teachers</p>

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		<p>in person to establish a relationship. He said his math teacher completed an entire lesson not knowing that her screen wasn't showing her slides and no one wanted to speak up and tell her. The kids were all talking on the side about it on their phones. He sits from 7:45 until 12:30 with little break or movement. Plus homework at night, on the screen. How is this healthy for a teenage boy?? I feel sad for him every day. My 4th grader struggles to do her math assignments because the online program is difficult to use, and dragging her answers to the right place makes her fingers hurt. This week she got dropped from zoom and the teacher didn't let her in for 10 minutes because she was reading to the class and didn't notice. She was in tears because she wanted to hear the story and don't know when the teacher would notice she was waiting. She misses her friends desperately and I wish she was getting the exercise from walking to school and playing at recess. I see the other kids on her screen rolling around, doing acrobatic stunts, they look like caged animals going crazy. Wouldn't anyone go crazy looking at a screen for the entire day?</p> <p>Parents deserve the choice of whether or not to send our kids back to school in person, and I still cannot believe that was taken from us at the beginning of the year. And then postponed again. No one - including teachers - should be forced to go in person if they don't want to, but it saddens me that my kids are suffering in this holding pattern right now when I want them to be in the classroom. As a registered nurse, taxpaying citizen and human being, I am shocked that this district has disregarded both medical advice and majority opinion in favor of indecision. We cannot risk the emotional and physical health of our children for much longer. Nothing in life is 100% safe, and I urge you to move forward ASAP with your best plan, even if it isn't perfect.</p>
John Hoffman	2627 N. Highland Ave.	<p>I want to reiterate my support for doing what is right for the students and the parents and that is giving them a choice and having the schools open for in person learning if the students and parents choose. We should be open now, according to your own metrics you choose to use and the advice of the advisory committee. Opening the schools back up immediately and giving the choice is in the best overall interest of the students. You cannot continue to ignore the many detrimental side effects of children staring at screens all day with no in-person interaction with other students and their teachers.</p> <p>If some students and parents still want to do remote learning, that is fine and that is their choice. I'm not asking that students must come back into school - we want the option to choose. I'm one of thousands of parents and students that feel this way in our district. I'm one of tens of millions across the country. We will continue to make our voices heard and pressure will only grow on you and the board.</p> <p>Recall that you, your staff, the teachers, and the board work the students, parents, and taxpayers. It is not the other way around. I expect at the meeting tonight that you will give a definitive date as to when and how the schools will be open well prior to 10/31/20.</p> <p>If you, the district, and the board continue to ignore the wishes of the parents and the students and continue to put our students behind your special interests or the special interests of the teacher's union, the next step we will take is legal action. I'm happy to talk further with you.</p>
Rachel Berkhof	503 N. Belmont Ave.	<p>I teach first grade in a nearby suburb. While I know that the size of D25 offers extra challenges I would like to share my experience of being in person since the beginning of the school year.</p> <p>My district has students attend in the morning, home for lunch, and remote learning in the afternoon for all special and non-core classes. The in person time is spent on core subject areas...mostly reading, writing, and math. I was extremely anxious before school began and all of that has subsided after being in school for 20 days now. The students are so happy to be back that they will do most anything to keep it going. I understand for D25 you would need to divide the groups in half. So teachers</p>

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		<p>could deliver the same curriculum in the mornings and in the afternoons like kindergarten teachers have been doing for decades.</p> <p>Taking any eating out the equation has eased the worries of so many parents and staff. The original plan was to extend the day with lunch after 28 days and then to extend to full day after another trial period. The community has been happy and the board voted to stay with our half day remote plan and not extend because the teachers could not maintain the level of education for in class and remote learners if the school day were extended. And adding lunch would add another extremely difficult degree of sanitation to the mix. If D25 can hire the custodial staff to clean each classroom between groups, I feel that the half day hybrid option would be absolutely the best option for students and teachers. The community may have to figure out the rest but the students would be getting back to school and teachers would be able to handle the immense work load without burning out after 2 weeks. I would also like to request that students be brought back to school based on last name so that every family has the children on the same schedule.</p>
Stacey Nunez	920 S. Cleveland Ave., Arlington Heights	<p>As a mom of a 3rd grader and 7th grader in District 25, I am in favor of sending our kids BACK TO SCHOOL, IN PERSON and receiving live instruction, off screens and interactive learning. We as parents deserve the CHOICE. We deserve to be heard. I CHOSE to raise my kids in Arlington Heights because of the nationally acclaimed school district and its leadership role in the state of Illinois. Our school district is failing us right now and instead of paving the way as it has done for so long, it is falling behind and our kids are suffering.</p> <p>But don't take it from me, ask my kids: "I want to go back to school because I want to see my teacher in person to really get to know her and meet my new friends in class." - Josie, Dryden 3rd Grader "I want to go back to school. I miss interacting with my teachers and my classmates." - Sophie, South 7th Grader.</p> <p>We are a community of leaders who rise to the occasion and overcome challenges. Will it be easy? Of course not. But we can do hard things.</p>
Alexis & Doug Hammond	1440 N. Race Ave., Arlington Heights 60004	<p>We 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 was the right thing for everyone, and it is still the best decision now.</p> <p>I realize that the advice from the CDC is constantly changing and that you are asked to make decisions based on this information. As of Friday, guidance was given regarding aerosol transmission and later removed.</p> <p>"In the Friday update, the CDC had added new measures to protect yourself in others, including recommendations to use air purifiers to reduce airborne germs in indoors spaces and clear guidance to "stay at least 6 feet away from others, whenever possible." The updated CDC page had also changed language around asymptomatic transmission, shifting from saying "some people without symptoms may be able to spread the virus" to saying "people who are infected but do not show symptoms can spread the virus to others." That language has now been removed." - CNN.com</p> <p>In regards to aerosol transmission, The World Health Organization has the following information on their website. "There have been reported outbreaks of COVID-19 in some closed settings, such as restaurants, nightclubs, places of worship or places of work where people may be shouting, talking, or singing. In these outbreaks, aerosol transmission, particularly in these indoor locations where there are crowded and inadequately ventilated spaces where infected persons spend long periods of time with others, cannot be ruled out. More studies are urgently needed to investigate such instances and assess their significance for transmission of COVID-19."</p> <p>We are relieved that masks will be required in school and that policies and procedures have been put in place to keep everyone safe. Nevertheless, we believe that these policies and procedures may not be enough. We are concerned about the</p>

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		<p>ventilation of the schools themselves and aerosol transmission. In regards to learning, we are committed to keeping our children at home to learn virtually. We want to do everything we can to keep them safe. We will keep them remote for the rest of the school year unless an effective vaccine becomes available.</p> <p>Our children's teachers are doing an excellent job adapting and changing to the virtual environment. It is obvious that teachers are working around the clock to prepare new virtual lesson plans and figure out new ways to engage the students virtually. They are constantly tweaking their lesson plans as they quickly learn what is working virtually....and what isn't. They are working the kinks out of the technology that they are now relying on. Asking the teachers to pivot yet again to a hybrid system in which they will be engaging with face to face students and virtual students, seems daunting. We believe the caliber of teaching that our students are receiving now, will have no direction to go but down as teachers are spread too thin.</p> <p>Let's continue to learn from the virtual environment and make additional changes to make sure that our children are learning and thriving. Let's continue to all work together to make the best of this unprecedented situation. Continued caution will save lives. We offer you our support and genuine appreciation as you navigate the new "normal."</p>
Mairin Gradek	1228 N. Chicago Ave., 60004	<p>It is the responsibility of our school board to ensure the district is doing everything possible to get our children back to in person learning. You are failing our children right now. Their mental health is greatly suffering and they need their connections with classmates and teachers. Our children deserve FULL DAILY in person learning, not a few hours each week. There is no reason our children should be left out while other public and private districts are making it work!</p>
Todd Witherow	731 S. Roosevelt Ave.	<p>Arguably the State of Illinois has been one of the most proactive and restrictive states in the US related to management of the spread of COVID-19. We were one of the first states to mandate quarantine last spring. Illinois has one of the highest testing capacities of any state. Our Restore Illinois plan is clear and being implement state-wide. For context, we are still the only state in the Midwest still not allowing fall sports to take place. All of the advice, metrics and planning from the Governor are provided by the Illinois Department of Public Health.</p> <p>I wanted to quickly provide the board and community an update on the local health dynamics related to our re-opening metrics:</p> <ul style="list-style-type: none"> · Metric 1: Cook County Test Positivity Rate is 5.8%, well below the target rate the TAC established. · Metric 2: Weekly Case Rate at 73.6, well below the 175 upper bound <p>IDPH has published a county-based dashboard for having children in school. The two metrics above are 2 of their four metrics. Both are “moderate” and thus supportive of in person education. The other two metrics are New Cases and Youth Case Increase – both are rated as minimal.</p> <p>IDPH Phase 4 status for Education and child care is PK-12 schools, higher education, all summer programs, and child care open with IDPH approved safety guidance. Specific guidance is:</p> <ul style="list-style-type: none"> · Wearing a cloth face covering especially when [emphasis added] other social distancing measures are difficult to maintain. · Maintaining a distance of at least 6 feet from other adults, and from students when feasible [emphasis added]. · 6 other common practices (wash hands, cover coughs) <p>One of the most proactive and conservative states during COVID is telling school leaders to bring children back to school. A majority of our neighboring school districts are back to school. We are in Phase 4 and our public health officials are telling us it is safe to be back in school. I believe our district understands this, I do not understand why our district seems to be one of the few that is unable to re-open.</p>

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		<p>D205, Elmhurst is one of many great examples to look at related to community engagement and working to get children back. The educational leaders and teachers at D205 went into the summer with a goal of doing what is right and aligned with State guidance – have kids in school. On August 31st, school began and a small number of students were in person. It was also communicated that day that on September 8th all Pre-K and K classes will be in person and on September 14th grades 1-5 will be back in person. Further they let families know that on September 10th information about grades 6-12 would be sent out. The district superintendent has sent 11 messages to the district families since August 1st.</p> <p>Three weeks into the school year we still have no date for in-person learning (hopefully coming tonight). As a parent, I am frustrated that we are at this point on September 24th. We are behind a majority of state schools, and falling further behind local school districts. Your actions to date have not aligned with, and are more restrictive than the State. Remind you the state has been one of the most restrictive to date.</p> <p>Think about this, D205 sent an email on July 29th, the deadline for D205 was that day for families to “Opt-In” for remote learning. The district did what was best for their students, our children. It stated: <i>“Elmhurst Community Unit School District 205 believes that all students should be provided with in-person instruction to the greatest extent possible. As scheduling for the 2020-2021 school year was considered, the Open D205 Team considered the following guidance from the Illinois State Board of Education:</i></p> <ol style="list-style-type: none"> <i>1. A high priority should be placed on providing in-person instruction for students who have Individualized Education Programs (IEPs), 504 Plans, and/or who receive English language support when building an equitable schedule for Blended Remote Learning Days.</i> <i>2. Schools should consider prioritizing in-person instruction for students under the age of 13.</i> <i>3. Districts should develop procedures to ensure 6-foot physical distance from other persons as much as possible. The expectation pertains to students and staff members in all areas and settings to the greatest extent possible .</i> <p><i>Given the size of the student population in each of our buildings, providing social distancing throughout the school day in many of our buildings is not practicable . Additionally, it is our belief that we can bring specials and other activities to children in the younger grades (Pre-kindergarten through 5th grade) within a classroom setting (rather than having students moving throughout the building) throughout the day in an effort to prevent the spread of the virus. For example, a physical education teacher might use Zoom to teach a class from another part of the building. While the students would stay in the room, they would still receive regular classroom instruction.”</i></p> <p>Remember July 29th in D205. On July 30th, D25 communicated it was ignoring what educators know is best, state recommendations, and 75% of the district families and adopting a 100% remote approach. Why? D25 has committed to accommodate the minority for the entire year with remote learning. Why did you constrain yourself? It’s time to be a leader and take action for the 75% of the community you are falling short on meeting their expectations. Excuses are what we use to not make bed in the morning or cut the grass. Excuses cannot be allowed when we are talking about the education of our children. Be stronger than your strongest excuse. Do what D205 did in July – full time in-person with a choice for parents to Opt In for remote. I hope we don’t hear we will continue to follow not lead our students and community in a hybrid approach.</p>
Heather & Sean Molina	905 E. Hawthorne Street	<p>Our sons are in 2nd and 4th grade at Olive Mary Stitt. We are writing to yet again express our desire for our children to be in IN PERSON learning. Our son’s teachers do a great job given these circumstances but nothing replaces in person learning. New research published this week suggests that opening schools is not as</p>

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		<p>risky as was feared. We encourage the district to implement a 1/2 day everyday hybrid approach with the intention to transition to full day in person as soon as possible. Half day is the best option - especially for the elementary school aged children - as advised by the Illinois Board of Education. We expect the board to act in the best interest of our children and 1/2 day accomplishes that by:</p> <ol style="list-style-type: none"> 1 - giving them face to face interaction with their teachers daily - focusing on their core curriculum while in school 2 - gives them peer to peer interaction daily, helping their social and emotional well being 3 - allows them to eat lunch at home - instead of in a small classroom with masks removed 4 - eliminates the need to hire additional people from outside the school to supervise lunch and recess (assuming the need to hire lunch monitors to cover lunchtime giving the teachers a well deserved break) 5 - allows the teachers to focus on the in person students instead of trying to manage half the class on line at the same time - nearly impossible for teachers at the younger grades to accomplish. Have you ever listened to a Kindergarten, 1st or 2nd grade zoom call? If not, it might be worth your time to see all the teachers must juggle! <p>If the Superintendent submits a plan for 2 full day in class, we ask that the board seek to understand specific reasons why that is what is best for our children instead of the 1/2 day. We want to understand specifically what our children will do while in person those 2 days - will they still be on screens in class? Our goal should be to get them off the screens for both their physical and emotional health. We should all be concerned with what staring at a screen does to the developing brain and eyes of a young child. If you dig into the research in this area or talk to a pediatrician or eye doctor what you find will be very concerning.</p> <p>We implore the board to implement a 1/2 day hybrid approach effective immediately and transition to full in person shortly following. Please prepare now for the next phase so that we aren't spinning wheels once we meet our next set of metrics!</p>
Valerie Prorok	1542 N. Patton Ave. 60004	<p>What is the main reason the school board changed their plan for hybrid learning from half days to full days? Did the price hike in transportation determine that switch? Has the district been polled to see who will take bus transportation at this point? Wouldn't half day benefit the kids and teachers and be an overall better option? With half day hybrid, the kids would receive a break from masks and eat lunch at home. Wouldn't the school have less risk of the virus spreading in that model? The teaching method presented for half day seemed to put less stress on the teachers. How will they teach and manage remote learning at the same time? Please explain the benefits of full day hybrid. Thank you</p>
Megan Kerpec	913 N. Beverly Lane, 60004	<p>Please consider 1/2 day hybrid for the elementary schools. We as parents are hearing that this is the preferred model for our elementary teachers for many reasons. Please support our teachers with the best possible model for return to school. Kids could focus on math reading and writing while they're in school with her teacher and the other half of the day can be dedicated to specials and other subjects that can be done more easily from home. 1/2 day eliminates all the issues caused by eating lunch at school (allergies, mask removal, etc) Instead of teachers having to help kids both in person and online at the same time (which will be incredibly difficult) they will be able to focus on just the kids in their room and give them high quality and dedicated attention. The half-day is a better transition for the elementary students who won't be used to wearing masks all day and all of the new rules that will come with being in person during Covid. If kids have to keep distance and be kept somewhat separate this will be very difficult to do for an entire day versus a few hours. Kids will have a chance to be in school part of each day. No option will be perfect but this is the best option for teachers and students. Families are used to making this work for</p>

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		kindergarten and they can do it again. We will pull together as a community to help each other. Please do what is best for both students and teachers.
Monish John	2134 N. Williamsburg St.	<p>I want to take a moment to sincerely appreciate D25 School Board and Superintendent Dr. Bein for the logical, and wise decisions for D25 Children and Community taken so far.</p> <p>As we approach winter months and flu season, it's my trust and requests that the School Board make decisions for remote, hybrid, or in-person with the view that the COVID pandemic with all its fierce threat is still having its destructive run, which is evident in the seven-day rolling average.</p> <p>Another aspect many schools which have reopened is struggling with is, the ability to provide the same leaning when the student population becomes a mix of remote and in-person with remote children lagging with the hybrid approach. Request SD25 to ensure the same expected learning for both remote and in-person students. The slow, cautious, and careful approach that D25 board currently following is definitely a reason why positivity rates are not spiking in our neighborhood.</p>
Jessica Humann	811 S. Roosevelt Ave.	<p>I have a child in 3rd grade and one in 6th grade. I believe strongly that my children should be given the choice to be in school minimum half days.</p> <p>My 6th grader has already lost so many opportunities and experiences and to continue to watch him just sit on a daily zoom is devastating. He is in need of face to face interaction with both classmates and teachers. I want him to feel confident as a 6th grade boy especially as he navigates this new phase of his life. Him being on a computer ALL day is not the answer.</p> <p>My 3rd grader has more academic struggles and while the teachers have been amazing the support she receives is just not the same on a daily zoom. These years of early intervention and support are absolutely crucial. She has already lost so much time. She needs the interaction, she needs the one on one. She needs the support desperately.</p> <p>I have always prided myself on being a Arlington Heights resident and primarily for the amazing school district. I hope that this school district can pull it together for what is really important our children. They have already lost so much time. They are the future of this community and deserve to be given the chance.</p>
Carrie Holt	1118 N. Dryden Ave.	<p>Thank you for all the additional hours you have put in making plans for our students to return to school safely. I would like to show my support for half day hybrid model that other parents spoke to at the previous board meeting. I would like to see the board and school administration consider this model versus a 2 day in model. The half day model offers children the consistency and routine that they need and allows them to have daily face time with their teachers. This model would allow for teachers to provide students paper copies of asynchronous activities and reduce the amount of time our children are on screens. In addition, it eliminates the need for lunch to occur at school. This would reduce the risk of transmission as students would not need to be unmasked during the day.</p> <p>Furthermore, additional consideration needs to be given to teachers and their plan time as the district transitions to hybrid. The amount of hours teachers have been putting in for virtual teaching is not sustainable. Adding hybrid to the equation will only increase the burden on our teachers.</p>
Lindsay Nugent	505 S. Banbury Rd., 60005	<p>I am a parent of a 3rd grader and 1st grader at Dryden. I am also a proud product of District 25 schools! This is why my husband and I chose to move to my hometown of Arlington Heights, because it's schools are exceptional. Many friends and family have moved "back home" for this reason, and friends who have moved away often like to reminisce about the quality, progressive education we had at Olive, and how they wish their kids were so lucky.</p> <p>I'd like to start by saying my childrens' teachers at Dryden are phenomenal. I don't know how they are doing this day to day. I would like to thank them and all teachers for again doing the "impossible." I really don't think our remote learning could be</p>

Name	Address	Question/Comment
		<p>much better than it is now. Having said that, remote learning CANNOT replace the hands-on instruction, life lessons, skills and bonds that in person school provides. Six months ago, my then kindergartner's in-person schooling stopped at such a crucial time. She was on the verge of reading. This year she should be reading and writing. Both of these critical skills cannot be taught and retained over Zoom, even as we are trying our very best as teachers and parents. She sits on Zoom a lot of the time, frustrated and confused. She thinks less of herself as a student and it breaks my heart. She lacks confidence she needs to progress to the next level because she is at home in a breakout room, rather than in a classroom with her teacher nearby. My 3rd grader is in a better position, but her frustration and sadness is obvious. The best part of their day is when they can have lunch outside with their neighbors. They are longing for interaction with peers, even though they are well aware it will not be what they are used to. It is that important to them.</p> <p>Although we are hopeful that our kids can stay in person for the remainder of the year, we understand there is a possibility this may not happen. So, why can't we try to go back now?! Now is thee time! Why are we finding holes in every plan instead of finding solutions? Don't we teach our kids a "can" attitude? It's been more than six months since our kids have been in school. Let's try to get them back so they can learn some important skills that can stick with them if they can't stay in person. I am so proud of all the kids in this district for adapting to a totally new way of learning. We owe it to them to get them back in person as soon as possible.</p>
Hillary Lockwood	1007 N. Patton Ave.	<p>I want to express my deep appreciation for the teachers, staff and admin for District 25 during this unpressenced time. From the beginning of all of this, I have trusted the school district and the decisions that were being made on behalf of my children and the children of the community, as they have made logical decisions in the past. However, I have great concerns over how the process of returning to in-person learning is happening. I sent an email before the August school board meeting expressing my concerns. My main problem with the whole situation is the lack of transparency that is coming from the district, my individual school and the school board. The community has been left in the dark about the very important decisions that are being made. We are only alerted to the changes/decisions after they have been made for us. I fear that the hybrid model that is going to be presented tonight will be the final solution to how we will return to in-school learning. Will there be a survey to allow for community feedback before the final hybrid model is determined? How were the decisions for the model made? Was the advisory board the only group that was consulted on the decisions? Are we only making decisions based on the parents that have spoken out and what they perceive as being the best method for return? Have other school districts that have successfully reopened been consulted on what has worked for them?</p> <p>Overall, I am very concerned about the lack of transparency. Where we currently stand as a district and how the decisions that are being made for the future is very unclear. I truly believe if the SD was more transparent with the community as the process is unraveling, there would be less unhappy families about the decisions being made. People would stop speculating about what is happening and what will happen. And people might be more understanding with the decisions that are being made.</p> <p>PLEASE, be more upfront with the families. The decisions of a handful of people are greatly affecting the community. We deserve to have a voice.</p>