

**ARLINGTON HEIGHTS SCHOOL DISTRICT 25**

1200 S. Dunton Ave.  
Arlington Heights, Illinois 60005

School Board Meeting Minutes  
**January 21, 2021**

Scott Filipek, Vice President of the Arlington Heights School District 25 Board of Education, called the meeting to order on January 21, 2021 to accept a motion to adjourn into closed session at 7:05 p.m. The meeting was held at the Dunton Administration Building, 1200 S. Dunton Avenue, Arlington Heights, Illinois.

The meeting was noticed for closed session to discuss: Appointment, Employment, Compensation, Discipline, Performance or Dismissal of Specific Employees/Independent Contractors/Volunteers of the District, 5 ILCS 120/2 (c)(1); Review closed session minutes, 5 ILCS 120/2 (c)(21); Collective negotiating matters, 5 ILCS 120/2(c)(2); Security procedures, school building safety and security, 5 ILCS 120/2(c)(8).



**Regular Meeting**

Scott Filipek, Vice President of the Arlington Heights School District 25 Board of Education, called the meeting to order at 7:40 p.m. on January 21, 2021. 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: Chad Conley, Gina Faso, Scott Filipek, Erin Johannesen, Rich Olejniczak, and Anisha Ismail Patel

Board members excused: Brian Cerniglia

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

**Recognitions and Presentations**

Mr. Jason Coyle from Baker Tilly, LLC highlighted information from the fiscal year 2020 Audit Report. The audit was performed remotely this year, and Mr. Coyle thanked Ms. Mallek and the Business office as they provided everything the auditors required.

The district does a higher level of reporting, which is not required, but is good for transparency. Again this year, District 25 achieved the designation of Financial Recognition status, which is the highest category of financial strength from the Illinois State Board of Education. The Management's Discussion and Analysis document summarizes the highlights of the year, and compares this year to the prior year. He noted that 59% of the revenue comes from property tax, and the majority of the expenses go toward instruction and transportation. There was a question and brief discussion regarding an IT control audit, as well as a quality audit. Mr. Coyle was thanked for his report.

Dr. Bein introduced Ms. Svetlana Popovic from HumanEx Ventures, who presented a report regarding climate and culture in the district for 2020-2021. Dr. Bein noted that the district is in the second year of a three-year plan.

Ms. Popovic stated that the anonymous and confidential online assessment was given to staff, which covered 15 dimensions, and assessed four areas; you, team/department, administrator or supervisor, and the whole organization.

Participation was very good with 71% that submitted the survey, and shows that staff is engaged. All of the dimensions shifted downward, but only two went below 4.0, which is still very strong. Results were given, and the top five questions from the survey were ranked and showed that staff are committed to the success of the organization. The top five dimensions are pride, talent/fit, relationships, continuous improvement, and career development. Satisfaction and engagement are 66.22%, which is a decrease from 81.61% the previous year, but is above the average of 61% in education, and 35% in business.

Additional questions regarding diversity, equity and inclusion were added this year. The results were provided, and the top and bottom five questions were reviewed in detail. The district can open more conversations now that there is data around them.

The Board asked several questions, and there was discussion regarding next steps, morale during the pandemic, and participation by school. Dr. Bein noted that action steps occur at the school level because it is school-level data. Ms. Popovic was thanked for the comprehensive report

### Community Input

- Brittany Polihnonis shared a quote with the Board and Dr. Bein. She feels that communication is an issue, and that leaders should examine what they are saying. She thanked the Board, Superintendent, teachers and staff.
- Katie Rausch thanked the Board for the time they have worked. She is glad to see students back in the classrooms, and hopes the community can move forward as one. She would like the district to make a plan for next year now.
- Todd Witherow said his child was excited to be going back to full in-person today. He thanked the Board for all of their work this past year. He said that the district

- will have to continue to learn moving forward, and to adapt and adjust to any changes.
- Kerri Hood thanked everyone for their time and hard work. She stated that her children were excited to be back in school. The mitigations that the district put in place and that the teachers are doing are working. She wants children to be in school five days per week, and hopes the district is starting to plan for next year.
  - Maryann Zaleski thanked the Board for their time, and noted that the teachers are amazing. She feels that there should be better communication from the Board and administration to the teachers, and that teachers should have more input. She agrees that the Mondays for teacher planning is very important, and hopes we can move to five days per week in school.

Dr. Bein read categories of public comments that were received electronically. All comments will be given to the Board in full and posted on the website tomorrow. They will also be attached to the Board minutes.

- 3 - Do not change the metrics for Step 4
- 6 - Delete the use of metrics for Step 4
- 9 - Move into five full days of in-person learning
- 1 - A 12-year-old youth was banned from District 25 property four years ago. He should be allowed back on property.
- 3 - Please remember to care for our remote learners
- 1 - What percentage of students are now in-person versus remote
- 1 - A "parents have a right to know" group is pushing for more notification of COVID-19 cases. This should not be entertained due to privacy.
- 1 - Eliminate homeroom at the middle schools as this would reduce a period of movement.
- 5 - Thank you, Board of Education, for working to put kids back into school
- 1 - We should not be returning to in-person learning with a more contagious strain and fluctuating metrics.
- 1 - Children are not safely distanced at school while the Board is distanced at meetings
- 1 - Please open bussing to paid riders
- 1 - I am concerned about our teachers' safety. Please make sure they have six feet distancing and N95 masks
- 1 - Suicide and mental health is not a joking matter and shouldn't be treated as such
- 1 - Letter signed by 67 names thanking the Board for their work to get kids into school
- 1 - Open the 2021-2022 school year with five day in-person instruction
- 1 - The abrupt move for in-person learning is not safe. Hybrid allowed for in-person learning with appropriate distancing.
- 1 - Include all supporting auditor documentation in BoardDocs
- 1 - Allow remote students back before Spring Break on a case-by-case basis as more vaccines are available for the family members they may be caring for

### Consent Agenda

**Motion:** E. Johannesen moved and A. Patel seconded the motion that the Board of Education approve those items on the Consent Agenda as follows: (A) Personnel Report and Addendum to Personnel Report; (B) Treasurer's Report; (C) Invoices; (D) Public Hearing on the 2020 Tax Levy minutes of December 10, 2020; (E) Regular and Closed Session Meeting minutes of December 10, 2020; (F) Special and Closed Session Meeting minutes of December 17, 2020; (G) Special and Closed Session Meeting minutes of January 7, 2021

Roll Call: C. Conley, yes; G. Faso, yes; S. Filipek, yes; E. Johannesen, yes; R. Olejniczak, yes; A. Patel, yes. Motion carried 6/0.

### Communications:

The following reports were given:

- NSSEO – Ms. Johannesen reported that NSSEO returned to hybrid learning. They have been working to save money for a new gym and elevator for Timber Ridge School. The shining star this month is a Kindergarten student from District 59. His family took advantage of remote learning by building a special room for him. The student could not walk, but with the special room and more playtime with his older brother, the child took his first steps. There is some good happening in remote learning!
- IASB – Ms. Patel reported that IASB is continuing to provide remote programs. Last week they provided a presentation from two superintendents, which she will share with Board members. IASB is offering a candidate conversation for people that are running for the Board.
- ED-RED – Ms. Mallek reported that ED-RED is holding their virtual legislative roundtable tomorrow and anyone can register today. Ms. Patel provided specifics on the sessions in the roundtable.

The following reports were received:

- PTA – Dr. Bein read a statement from Ms. Nierman, President of the PTA. She thanked the parents who joined them for an evening with a therapist event last month. Due to high demand and parent schedule conflicts, they will be running the event, "Parent Emotions: Setting the Tone in our Families" again on January 24. The Senior Scholarship applications are now live. This year, there will be six Achievement Scholarships and three Power of Courage Scholarships awarded to graduating seniors who attended District 25 schools. Applications are due on February 21, 2021, and can be found at [ahcpta.org](http://ahcpta.org). The PTA will also be hosting a summer scholarship program for elementary students, and more information will be coming soon.

There were no reports from the following:

- ABC25
- ATA

Committee of the Whole Reports

**Superintendent Report**

Transitional Model of Reopening Update

Dr. Bein presented an update to the Board on the Transitional Model of Reopening. The district has entered Step 4, with students either in-person or remote. She reviewed the selection data by school. All classroom furniture for Step 4 was delivered and the teachers provided input on the teacher work space. All desks are facing one direction, and are spaced out to the greatest extent possible. Approximately 16 desks can be six feet point to point in an average classroom. Middle school classrooms could have between one to six feet between students.

The metrics from the November 12, 2020 Board meeting were reviewed and Dr. Bein noted that all of the bullet points are important. The Cook County positivity rate and weekly case rate per 100,000 people in Arlington Heights are being updated on the district website when the CCDPH provides updates.

School nurses and medical assistants are in Vaccination Group 1a, and have just received an opportunity to schedule their first vaccine. Educators and other staff that are connected to keeping the district running and interact with children are in Group 1b. The CCDPH has identified high schools that will be vaccination sites for educators, and we were asked for an approximate number of staff and what site would be closest. The district is also working with Jewel/Osco and Ms. Mallek and Dr. Kaye are hopeful that they can provide vaccines onsite at one of our locations the first week of February.

Through the CARES Act the district received \$204,422, and it was used to support the 1:1 technology need. It is estimated that the district will receive \$675,390 from the Elementary and Secondary School Emergency Relief Fund (ESSER II). The funding must be utilized by the end of fiscal year 2023, and the district plans on using it for free reading and math instruction courses during Summer U in 2021 and 2022, and additional reading and math supports after school.

This year Summer U will be held at Thomas Middle School June 16 - July 14, and information will be sent to families soon. The district will need additional staffing for the increase in reading and math courses. Extended School Year (ESY) will be held at Windsor this summer because of street construction at Greenbrier.

Board members asked questions and there was discussion regarding supporting those students that are continuing in remote learning; how future communication will be addressed; the new contract tracer positions; social emotional needs of remote students; and achievement gaps with remote and in-person students.

There was also discussion regarding diversity and socioeconomic differences, and the number of students in schools. Dr. Bein noted that it is being shown across the state that a large number of Black families as well as low-income families are choosing remote learning. We are not seeing it across the district, but we need to pay attention to it. We are pleased that 99% of students are engaging, but we are checking in with

those that are not, and continue to be aware of it. Board members agreed that it is essential that the district checks on the remote learners.

Dr. Bein, the staff, custodians, and parents were thanked for working on the transition swiftly over the weekend.

Mr. Filipek asked if there is a motion for eliminating the use of Step 4 metrics and directing the Superintendent to begin Step 4. Hearing none, no motion was voted on, so the motion did not move forward.

#### Diversity, Equity, and Inclusion Update

Dr. Bein presented an update to the Board on the diversity, equity, and inclusion work that is being done in the district. She noted that during the 2019-2020 school year, a Diversity Advisory Committee was formed and several meetings were held. She noted that last summer the Board approved the Resolution affirming the Arlington Heights School District 25 Board of Education's Commitment to Eliminate Racial Injustice, and Policy 1:32, Diversity, Equity and Inclusion.

The district is beginning more structured work, and has an engagement agreement with the Illinois Commission on Diversity and Human Relations (ICDHR). Dr. Destiny Peery has done extensive work on the topic, and we will be working with her and Reverend Clyde Brooks. The agreement will allow us to provide webinars and workshops for administrators and staff, and also to invite the community to facilitated dialogues.

Administrators attended a webinar on Cognitive and Implicit Biases and Decision-making for Educators, which Dr. Peery facilitated. Other professional development include a webinar on Microaggressions, Bias Interruption, and Confronting Bias; a facilitated dialogue on What Does Diversity, Equity and Inclusion Mean to Us?; and a workshop on Building an Inclusive Culture, Pedagogy, and Curriculum.

The district will work with ICDHR on an equity audit for our curriculum, assessments, and instructional practices, as well as an audit of our marketing and hiring practices. There is a national teacher shortage, as well as a shortage of diverse candidates. The Strategic Plan Team has been including conversations about diversity, equity, and inclusion in their work and we will expect to see it in the final product.

A Board member asked if the Diversity Advisory Committee will continue, and Dr. Bein noted that she would review it, and determine the capacity and format. The Board appreciates that it is very important work.

#### Second Reading of Policies, Press 106

##### Press 106:

3:40	Superintendent
4:80	Accounting and Audits
4:90	Student Activity and Fiduciary Funds
6:20	School Year Calendar and Day

6:340 Student Testing and Assessment Program  
7:100 Health, Eye, and Dental Examinations; Immunizations; and  
Exclusion of Students  
7:140 Search and Seizure  
7:300 Extracurricular Activities

Misc.:

2:140-E2 Guidance for Board Member Communications,  
Including Email Use

**Motion:** E. Johannesen moved and R. Olejniczak seconded the motion that the Board of Education approve the second reading of the policies and exhibits presented by the Illinois Association of School Boards.

Roll Call: C. Conley, yes; G. Faso, yes; S. Filipek, yes; E. Johannesen, yes; R. Olejniczak, yes; A. Patel, yes. Motion carried 6/0.

Second Reading of Policies, Five Year Review, Press 106

Five-Year Review - Press 106:

5:270 Employment At-Will, Compensation, and Assignment  
6:315 High school Credit for Students in Grade 7 or 8

**Motion:** E. Johannesen moved and R. Olejniczak seconded the motion that the Board of Education approve the second reading of the policies presented by the Illinois Association of School Boards for a five-year review.

Roll Call: C. Conley, yes; G. Faso, yes; S. Filipek, yes; E. Johannesen, yes; R. Olejniczak, yes; A. Patel, yes. Motion carried 6/0.

First Reading of Policy

Dr. Bein noted that the policy needs to be updated because there is a change in the law. We cannot require that people refrain from discussing specific personnel and students. The district hopes that the community would be kind and not speak about specific personnel or students, but we cannot prohibit this. A Board member noted that Board members will not talk about specific students in public.

Misc:

2:230 Public Participation at Board of Education Meetings and  
Petitions to the Board

**Student Learning** – No Report

**Student Services** - No Report

**Business and Finance** – No Report

**Facilities Management** – No Report

**Personnel and Planning**  
**2021-2022 School Calendar**

Dr. Kaye presented information on the 2021-2022 proposed school calendar. He also described the process utilized, including a committee structure that involved parents, teachers, and administrators. Dr. Kaye stressed the committee's work to more closely align the calendar the District 214 calendar.

Opening Day will be on August 16, 2021, and August 18 will be a building-based teaming day. August 16 and 17 will be Institute Days. The first day of school for students will be August 19 with a full day of student attendance. The first day of school is within one week of District 214's start date of August 11. To further align more closely with District 214, students and staff will observe non-attendance days on September 7 and 16.

Parent-Teacher Conferences will be held on October 21 and 22, 2021 and February 17 and 18, 2022. Keeping conferences in October helps better serve staff, students and parents by getting the information to families sooner, and allows parents to have more information prior to grades being finalized.

The week of Thanksgiving will be non-attendance days for students and staff. Winter and Spring Breaks will align with the District 214 calendar. Winter break begins on December 20, 2021 and students will return on Tuesday, January 4, 2022. Spring break begins on March 21, 2022 and the students will return on March 28, 2022.

The final change in the calendar was to build all five emergency days back into the calendar at the end of the school year anticipating that emergency days taken during the school year will be identified as "E-Learning Days" thus not requiring the day to be made up. We are still required to add these into our calendar in case we do need to take an emergency day during the school year.

If no emergency days are used, the last day for student attendance will be June 3, 2022, and the last day for staff will be Monday, June 6. The last day of student attendance for District 214 is May 27. The start and end dates of the calendar don't match District 214's exactly, but they are very close.

Dr. Kaye thanked the Calendar Committee for their work, which was very collaborative. The Board also thanked the calendar committee.

A Board member asked if we would eventually line up with District 214, and Dr. Kaye noted that the week before the start of school is a full week of training for new staff. Additional staff are needed to help train new teachers, so it would be difficult to push that back two weeks earlier. A question was asked regarding the achievement gap and the calendar, and Dr. Bein noted that the Board can edit the calendar as they see needs change.

Dr. Kaye was congratulated for receiving the New Member Award from the Illinois Association of School Personnel Administrators.

**Motion:** R. Olejniczak moved and E. Johannesen seconded the motion that the Board of Education approve the 2021-2022 School Calendar as presented.

Roll Call: C. Conley, yes; G. Faso, yes; S. Filipek, yes; E. Johannesen, yes; R. Olejniczak, yes; A. Patel, yes. Motion carried 6/0.

**Motion:** R. Olejniczak moved and E. Johannesen seconded the motion to adjourn back into the closed session at 9:38 p.m.

Roll Call: C. Conley, yes; G. Faso, yes; S. Filipek, yes; E. Johannesen, yes; R. Olejniczak, yes; A. Patel, yes. Motion carried 6/0.

**Motion:** E. Johannesen moved and G. Faso seconded that the Board of Education adjourn closed session.

Roll Call: C. Conley, yes; G. Faso, yes; S. Filipek, yes; E. Johannesen, yes; R. Olejniczak, yes; A. Patel, yes. Motion carried 6/0.

The meeting adjourned at 10:41 p.m.

Submitted,

Lana M. O'Brien  
Recording Secretary

Approved: February 25, 2021

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President  
Board of Education

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Secretary  
Board of Education

Date minutes available for public inspection: March 1, 2021

Date minutes posted on District website: March 1, 2021

Community Input Received Electronically

First and Last Name	Public Comment
Melissa Buchberger	<p>Please do not change metrics for entry into Step 4 of the return to school plan that were adopted by the school board on November 12, 2020. Parents have used these metrics as guiding factors when considering sending their children back to school under the step 4 model of District 25. To change the metrics after parents have already made a selection is duplicitous and a betrayal of trust of community stakeholders. Thank you!</p>
Kien Tran	<p>It has been almost a year since the wake of the pandemic. It has been almost 4 years since the wake of an issue that barred by then a 12 year old child from going to school, from meeting and making friends, which ruined his childhood.</p> <p>This child's parents were asked to not return for 2 years from 2014, and Dr. Bein imposed an order to bar this then 12 year old child from ever returning again after those 2 years, starting from 2017.</p> <p>It is time for reform, and the district shall grant this poor child his basic human rights to friendship and unity with the public. This child can no longer see the value of childhood or friendship.</p> <p>Dr. Bein declined any further meetings or contact with our family and the local sheriff's department. Our family has tried for so many years to resolve this issue with Dr. Lori Bein, but our efforts were futile, as she held the power to take away a child's childhood and his memories.</p> <p>Our family wants the best for this child, and using legal warnings and making this child a criminal in the eyes of the parents and public are the best, only in Dr. Bein's eyes.</p>
Mary Smith	<p>The metrics are antiquated and outdated. Send kids to school 5 days a week where parents and kids request it. Our kids are falling behind because of the boards inability to act. We already have a choice to stay home, let kids stay hybrid if the choose, let kids come to school if they choose. Other "lower graded" school are back full time. We are sucking our own tailwind, if we choose to be ambiguous about a return to education.</p>
Kelly Causero	<p>Please leave politics and OPINIONS at home. DATA just keeps rolling in that supports and shows schools should be open. Please put students, many of whom are struggling at home, back where they belong. Thank you.</p>
Kellee Janus	<p>What is the reasoning behind students going back in-person only 4 days/week and not 5? Since when is full in-person one day less than years past? Again, private schools, D15, high school districts are ALL going back 5 days in-person. D25 is holding back our students' education.</p>
Tracey	<p>We often discuss the social/emotional and educational needs of in-person learners. I feel like the same needs of remote learners have taken a back seat to those demanding in-person. Each and every student is important. I plead with the board to take a step back... We have kept our children in a remote setting because we feel that is the healthiest decision for our family, teachers and community but remote learning (I think, we can all agree) comes with it's challenges and it is less than ideal. Our kids need your attention...how can we support kids in remote learning? Can we dedicate extra resources (time) on Mondays to them? Our teachers are great; they have exceeded our expectations. This is more about highlighting a group of kids that I worry are not on the radar.</p>
Kellee Janus	<p>Please disclose the results from the latest survey - how many families responded and of those who have responded, what is the percentage that want our children back full-time in</p>

First and Last Name	Public Comment
	person? The ones who don't respond shouldn't even be considered since Dr. Bein extended the survey deadline and stated for those who had not responded would automatically be in remote.
Eileen Ryan	How many studies need to come out in the last month (including the one you used to form your metrics) saying you should open the school for full person instruction do you need? The lack of acknowledgment of current facts and guidance is embarrassing
Leah Ross	It is negligent to ignore THE very institute that guided your original metrics now that that institution is changing its recommendations. The Harvard Global Health institute is showing growth mindset in action as they now have provided scientific evidence that covid spreading in an at large community does NOT mean that it's spreading in schools. Community metrics are now proven to be an inappropriate and ineffective measure of how safely a school can function amidst the presence of a virus, a virus that shows no signs of being completely eradicated and our children shouldn't have to wait for that day. You asked us to wait until January. We have waited. Families who don't feel safe have their home option always there. What about US? What about all the kids that need 4 days for a vast array of academic and social-emotional reasons? (not sure what happened to 5 days being a full school week but as usual, we have gotten used to rationalizing that we have to "take what we can get"). At this point, you aren't even being asked to take a risk as many districts did in boldly opening back in August. You as a board can now stand on THEIR shoulders. Use THEIR evidence. Use YOUR chosen scientific body to inform action toward moving further. Our children shouldn't be sitting on zooms for the majority of the school week now at month 10, going on 11, of our world living with Covid. Fickle positivity metrics mean nothing to these children and they shouldn't have to sit at home and wait for things to change when we know more children can attend more days in all of the schools. Don't stay stuck. Don't stay fixed. Stop the obsession with six feet and our dysfunctional state's positivity reporting. Grow along with all of the changing science, research and information presented now that so many schools have been successfully and fully open for so long. Stand on their shoulders and open.
Kristin Keil	It is time to move into Step 4 and allow families the choice to send their students full time to school. We all have data, studies and articles at our fingertips daily. There is no denying that new data from reputable sources along with studies are showing that schools are not spreading the virus and it is safe for teachers and students to be in the buildings. I implore you to listen to the experts and get our students back in school full time. Illinois is one of the few states where public schools are still denying students the right to a full time in person education. Please do not force our community to choose local private schools which have been in person since August 2020 over our public school district. Our school district is going to suffer if this Board continues to listen to poor leadership instead of facts. Thank you.
Chrissy K	Please adjust your metrics and get our children back in school. Why is this taking so long? Give the choice to those who want to remain remote. If the majority of parents want their children back in school that should speak volumes. If teachers are worried about teaching in person and remote students simultaneously, do what District 15 and many other have done and move teachers to remote only teaching and keep in person teachers with in person only. You are stalling our reopening based on your god awful metrics. You have spent more time creating these than on your plan for our kids retuning to school. You have failed the children in district 25. A poll was created, and because of your lack of listening to the parents and community, parents will be choosing private school over what USED to be a district we all felt so lucky to be a part of. A district that set standards, now we look like a joke. Districts with less resources and space have put their students first and have brought them back to school. My children are begging every day to go to school, that should mean something to this school board. Unfortunately I have to break their hearts week after week telling them they have to remain in hybrid. My 4 year old is in preschool every morning and is the happiest in my household. A room full of 4 year olds who can follow social distancing and

First and Last Name	Public Comment
	wearing masks because they know if not they can't go to school. 4 YEAR OLDS!! Get our kids back in school. You will see an overall change in your community if you do not and they will alley rest on your shoulders Dr Bein.
Melissa Van Buren	I have listened to many board meetings that echo what Lori Bein is is quoted saying, we need to be able to adapt to the fluid situation and be to adjust to the ever changing pandemic. This appears to only be meant for when people want schools closed not open. Please! Let's review the science and those our TAC chose to follow at the start of this past fall. Let's adjust our metrics as they suggest, and let's get our kids back in school full time. 5 days a week. Let's have each board member do t fulfill their role and let's not hide behind the rhetoric of give Bein the power. It isn't hers to have. It belongs to the board.
Kim Dyer	I urge you not to be irresponsible and vote to remove metrics to move to Stage 4. Those metrics were based in hours of research by administrators and our district committee. It includes recommendations by Government health organization's research. As my students watch the tables and desks in my room increase and the space for social distancing decrease they have expressed concern about feeling safe. So far we have done a nice job getting children in school and keeping everyone safe. Please do not change that balance.
Holly Schafer	Please keep the current protocols for determining Step 4 by looking at the metrics and positivity rates. Also, please use the metrics to determine if schools need to close, not just waiting until an outbreak and for the health department to close a school. The metrics are a part of the mitigation strategies and their removal would put our community and school community at greater risk for the spread of Covid.
Antonio Sasmitamanggala	There is currently a petition circulation titled "Parents have a right to know". The premise of this petition is that parent should receive notification of a COVID case in the classroom, even if their child did not require contact tracing. While I realize that the spirit of this petition is for the greater good, the petition is asking the district to commit a HIPPA violation. I bring this to your attention because there is a lot of support for this petition in the community among parents and educators, and I believe it is imperative that the board clearly communicates that this petition cannot be entertained because of the HIPPA implications.
Sharon Sheehan	With middle schools no longer using lockers, has the elimination of homeroom been considered? That would make for one less movement in the day. Attendance and announcements can easily be combined into the first class.
Kerri Hood	Thank you to the board for your continued hard work on putting kids FIRST!
Christy Goduto	Thank you for hearing the parents of D25 and opening the schools for 4 days in person learning. I have been teaching in person since August and I am so happy my kids finally get the same experience my students have been getting. I am so thankful for the teachers and staff in D25 for showing up for the kids. I'm am hoping we can eventually get to 5 days and keep moving forward. Again thank you for all your hard work!!
Elizabeth Wolf	Going back to full time in person school when a new, more contagious strain of coronavirus that has not been studied has arrived in our area seems unwise. Furthermore, the communication we received and the sudden nature of the change suggest this was a rushed and hasty decision.
Leah Ross	<p>Thank you for opening our schools for two more days of the week. I can appreciate and understand the massive undertaking it has been for teachers to teach, plan for, and asses students in two groups, one in front of them in the classroom and one at home. I understand, for now, the need to make Mondays mostly asynchronous so teachers can utilize planning and grading time during that work day.</p> <p>My new sense of urgency now that our children nearly have a full week of school, is that the board seriously begin to discuss and plan for the 2021-22 academic year. Teachers should</p>

First and Last Name	Public Comment
	<p>not have to teach two groups. If it's anticipated due to lingering concern over COVID-19 that any group of students or teachers might still not want to be in the classroom, then some kind of other plan needs to be in place. Across the board in every school next year, I hope to see teachers teaching in person and students who want to learning in person and teachers should not be expected to do both.</p> <p>Any need that an individual has to be outside of the classroom must be anticipated now and the board should clearly negotiate and communicate with the ATA about what is expected. With the time to look ahead and plan, we must be able to offer a full in person school year to all the children of D25 and a "business as usual" classroom for teachers. They should not have to teach both remote and in person students. I hope our leaders can come together to seriously consider what the 2021-22 school year will look like. It's not too early to plan this as we now see that decisions made back in March 2020 to transition to remote learning are still affecting us to this day. I'm happy all have had the choice to stay remote this year, but let's not ask teachers to bear that responsibility for another school year now that all will have the opportunity to be vaccinated. Thank you.</p>
Shelby Menely	<p>I would like to commend the board for holding firm on your commitment to get our kids back in school. And furthermore to the school staff who have worked hard to create and maintain the safety protocols that allow in person school to happen. It is time now to look to having the children in school FIVE days a week versus four. For the parents who want our kids in school, adding the fifth day will be a welcome modification to the schedule and another step down the path toward the normalcy that is so badly needed by our children.</p> <p>Finally, I would again encourage the board to discuss a plan for FULL TRANSPARENCY and board discussion when a consideration is made to send a school into full remote mode. The month long closure of TMS did not make any sense based on the data that was communicated to the parents. Until the information and reasoning is made clear to us, we cannot trust that the decision is reasonable or appropriate.</p>
Jennifer Sia	<p>Thank you for allowing schools to open 4 days a week for in-person learning. The emotional health of my kids desperately need to be in school. I am in favor of 5 days in person learning as soon as possible.</p>
Tracey	<p>With children moving back into the classroom full time, I am hoping that we are hitting our new normal for the remainder of the year. I would like to bring a focus back to the needs of our remote students. What can be done to ensure these students are not left behind? Is this left up to the individual schools or is it possible to brainstorm ideas and suggestions to support these students?</p>
Michael Tumilty	<p>The COVID-19 positive cases in District 25 have not demonstrated a flat or decreasing trend; thus, the metrics established at the November 12th Board meeting to transition to Step 4 have NOT been met. Although the Region 10 daily test positivity rate dipped just below 8% when Dr. Bein made the call to go to Step 4, two days later this metric was back up to 8.8% which would not warrant a move to Step 4. Based on the internal metric not being met and the daily positivity rate only being met for one day at the time the decision was made, the district should NEVER have moved to Step 4. It is reckless for the Superintendent and the Board to make decisions without the use of metrics and to ignore metrics that have been established and communicated to parents. Metrics MUST be used to make informed decisions about the safety of our children and teachers.</p>
Holly Connors	<p>Thank you for your efforts. Thank you for choice. Our community right now, NEEDS choice for all students, families and residents. Thank you for getting our kids back in school.</p>
Kien Tran	<p>Mr. Scott Filipek and I knew each other before from a separate matter, and I hope as him a police officer, can I get in touch with him to solve this ongoing matter together between me</p>

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	<p>and Superintendent of District 25, Dr. Lori Bein.</p> <p>September 30th, 2020:</p> <p>"Did you have a specific school related or district 25 specific issue that you wish to share?"</p> <p>"I have already tried multiple times to resolve this problem with her over the years, and she still would not cooperate. I even asked her for a meeting, and she declined"</p> <p>"This email serves as my notice to you that you should not contact any Board member nor District 25 employee"</p> <p>And because of that: "Mr. Tran</p> <p>You are no longer a student in District 25. If your parents wish to meet with me as community members, they should contact me directly. "</p> <p>Which I assume I am not a community member is her eyes.</p> <p>Despite more attempts at scheduling a simple meeting:</p> <p>"I see no reason to meet."</p> <p>Even though:</p> <p>"A lot of students who were never part of district 25 participate in activities that use these schools." And "Lots of students from District 214 have access to all of district 25's property, and are no longer part of your district."</p> <p>And sincerely: "I wish best of luck to our cooperation." ~Kien Tran.</p>
Kim Dyer	<p>As the board sits in a room following all the Social Distancing rules, I wonder how you all feel about putting our children in rooms that don't follow those rules. Do you walk into crowded spaces? My 8th graders have been consistent in commenting on comfort in the room with more seats and less space. Students are supposed to feel safe at school, many of mine don't. Please look for some solutions so that as this pandemic continues for possible another school year, we find ways to follow IDPH safety guidelines for social distancing. like you follow at all of your meetings. Don't put our students into situations you don't put yourselves in.</p>
Briana Hafer	<p>These past few months have been so challenging for everyone, and I just want to say a huge thank you to the board for your time and effort to support our district through it all. The smile on my kindergartener's face when he found out he gets to "actually GO to gym and art," says it all. Thank you so much!!!</p>
Kelley Costello	<p>Thank you board for your commitment to returning to full in-person schooling!</p>
Katie Rausch	<p>I would like to start by thanking the board for the countless hours you have put in and all meetings attended these last few months. I'm excited to see all students, whose families</p>

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	<p>selected in person learning, get to be in their classrooms with their teachers. I'm happy to hear that IEP/504 students, who have already been invited back, now have the opportunity to learn and socialize with their peers. I hope our community can move forward as one. In the months to come we need to make a plan for next year. We don't know what the world will look like at that time but we must be ready. Please reflect on the current model this year, communicate with your staff, and provide the best learning models that reflect the input of all involved. We all have one goal to keep our community safe and continue to have the best educators teaching our kids. We respect and care deeply for our teachers. We will continue to support them during these ever changing times. Thank you</p>
Alina Laurie	<p>Please open up busing for the middle schools to paid riders. I have two kids at South and my husband and I both work full-time. We also have two elementary kids at Dryden. Please open up the bus routes to paid riders.</p>
Elizabeth Green	<p>Thank you for moving to Step 4. My children are so happy to be going in-school 4 full days. Please begin planning for a full re-opening for the 2021-2022 school year as soon as possible. I want to know that my children will continue to be able to attend D25 schools (5 day, full day in-school) before registration in May.</p>
Whitney Simon	<p>Hello. I write once again to the board as the parent of two Windsor students. The events of the last few weeks have caused considerable concern for my family, and I would like to address those here.</p> <p>The abrupt start to full in-person learning is not in line with the metrics we were provided as a guideline for transition to the next step. My family selected full in-person based on the idea that our metrics would be under 8 percent or 75/100,000 cases for a sustained period of time, not just a single day. This made it appear as though the district looked for a loophole and exploited it, ignoring the concerns parents have expressed since the summer.</p> <p>There has been much said of the "75 percent" of parents who chose full in-person learning when asked to choose between that option and full remote. This data discounts those of us who were comfortable with the hybrid program when metrics supported it. The choice of all or nothing has given parents who are concerned about the health and safety of their families an impossible decision to make.</p> <p>Hybrid learning allowed students to receive an in-person experience while still practicing proper social distancing. Full in-person as it is set up now ignores social distancing guidelines in the interest of keeping as many kids in the classroom as possible. Some of us requested transparency about the number of children who would be in our students' classroom and how much distance is between the desks. This information has not been provided. Given the previous confusion over just how to measure 6 feet, I no longer have confidence that the district has any interest in making sure our children's health and safety are being placed first.</p> <p>Since the beginning of the new year, Windsor parents have received more Covid-19 notifications than ever before. This is also incredibly concerning. Parents are not provided any information about positive cases in our children's classrooms, which prevents us from making an informed decision about whether or not they are safe when they are in the school. I ask the board to allow each school to inform parents when there is a positive case in their children's classroom. With the absence of proper 6-foot social distancing, we must be able to make informed decisions about excluding our children from the classroom for their health and safety as well as the health and safety of teachers and staff.</p> <p>Finally, I am extremely disturbed at the ideas floated at the last school board meeting to</p>

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	<p>completely abandon metrics when determining if an adaptive pause is needed. Covid-19 is still raging throughout the state and the country. It is not gone. We do not have enough people vaccinated to achieve herd immunity. Until herd immunity is reached, significant community spread is still possible, even likely, in the months to come. The district must have a plan for an adaptive pause that relies on more than just an overworked county board of health's determination.</p> <p>It is disappointing to see such basic concepts as keeping students, teachers and staff healthy and safe when they are on school property. I hope that with the new political climate ushered in yesterday, we will begin to see a return to common sense governance and reliance on scientific expertise as decisions for our amazing school district are made.</p>
Melissa Cayer	<ol style="list-style-type: none"> <li>1. Rotate the auditors.</li> <li>2. Include the supporting documentation for the BoardDocs agenda items.</li> </ol>
Julie Talbot	<p>Please provide date and meeting where the "new" full time (4 days a week) was voted on. This was new information to me at the last board meeting when Lori Bein mentioned return to full time at 4 days a week. This is completely unacceptable at a time when our children are regressing further and further behind in this farce of remote education in D25. Home is NOT school, return children to the classroom FIVE days a week and do not fall victim to the manipulative maneuvers of the Teachers Union and Lori Bein.</p>
Julie Talbot	<p>The current D25 metrics to determine full time in person learning are outdated and no longer supported by the group who originally presented the guideline. According to the multi-disciplinary group of experts 18 December 2020 update: their July 2020 report "Path to Zero &amp; Schools: Achieving Pandemic Resilient Teaching and Learning Spaces" (of which the Board based and voted on their current metrics in November 2020) "follows previous guidance on building pandemic resilient schools published in July. The prior guidance had recommended using community spread metrics as a key factor in assessing mitigation measures and school openings or closures. Now, community spread metrics serve as important pieces of information, but the recommendation is that schools focus on rates of in-school transmission and metrics for the quality of infection control". Please discard the previous metrics and open all schools fully, 5 days a week.</p>
Julie Talbot	<p>Thank you very much Board member Gina, Rich, Chad and Scott for doing everything you can to get the children in school full-time! Remote is always an option, and as Mayor Lightfoot said, "to deny parents this option [in person learning] is irresponsible and just wrong". Thank you!</p>
Julie Talbot	<p>Suicide and mental health is no joking matter, and it is especially upsetting to hear it mentioned as a joke by the School Board President on 4Dec2020. The Daily Herald did you a great favor by not mentioning that line in their article the following day but parents in D25 have not forgotten. It was unprofessional, insensitive and the community deserves an apology.</p>
Todd Witherow	<p>Dear Brian, Chad, Gina, Scott, Erin, Rich, and Anisha - We share 67 names (will email to Ms. O'Brien) in appreciation and thanks for your tireless efforts in support of our School District over the past year. No one could have imagined the impact of this pandemic on our community, economy, and, of course, our educational system. Each and every one of you upheld your commitment to our district, our students, our teachers, and our families.</p> <p>You prepared for and attended every meeting, listened to every public comment, and engaged in conversations about how to best serve our students in the district. Regardless of however each of you voted as individuals, we sign our names below to thank each and every one of you for your commitment to our children, our teachers, our schools, and our community. Though as individuals we may not always agree with each other on the means</p>

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	<p>through which we can best provide education of the highest standard to our children, we can - and more importantly, DO - come together as a community to thank you for your leadership.</p>		
	<p>Thank you, and here's to moving forward.</p>		
	First Name	Last Name	Schools
	Peter	Gripper	Dryden, Greenbrier
	Lisa	Nason	Thomas, Ivy Hill
	Sarah	Klancnik	Thomas
	Erin	Felten	Dryden
	Eileen	Ryan	Dryden
	Kelley	Costello	Greenbrier
	Jennifer	Sia	Ivy Hill, Westgate
	Katy	Murray	South, Westgate
	Janelle	Thoma	Olive
	Julia	Herrmann	Thomas, Patton
	Kristin	Keil	South
	Julie	Eisenhut	Dryden
	Alicen	Manus	Greenbrier
	Elizabeth	Green	Thomas, Patton
	Jen	Kim	Dryden
	Julie	Talbot	Thomas, Olive
	Michelle	Pet	South
	Beth	O'Meara	Windsor
	Mairin	Gradek	Thomas, Patton
	Talia	Bashford	Olive
	Jaime	Yeh	Thomas, Patton
	Sheryl	Terril	Olive
	Daniella	Griffiths	Windsor
	Jennifer	Huntzicker	Windsor
	Suzanne	Krause	Thomas, Ivy Hill
	Catherine	Gripper	Dryden

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	Brittany	Polihronis	Ivy Hill
	Carly	Lisinski	Dryden
	Leah	Ross	South, Windsor
	Katie	Campbell	Westgate
	Liz	Osterhues	Westgate
	Erin	Robinson	South, Dryden
	Teresa	Geisler	South
	Adrienne	Murphy	South
	Christine	Naunheimer	South
	Todd	Witherow	Dryden
	Christy	Witherow	Dryden
	Donna	Radlicz	South
	Christy	Goduto	Thomas, Ivy Hill
	Kathleen	Schmidt	South
	Mike	Murray	South, Westgate
	Stephanie	Fossler	Westgate
	Stephanie	Fossler	Westgate
	Larissa	Laufenberg	Thomas, Patton
	Heather	Lepold	Windsor
	Jacalyn	Derengowski	South
	Jen	Wicka	Westgate
	Maryann	Zaleski	No children in D25
	Katie	Rausch	Ivy Hill
	Brian	Lisinski	Dryden
	Brian and Jessica	Tomasiewicz	Olive
	Kerry	Freeman	South
	Nadsxeli	Trujillo	Greenbrier
	Melissa	Sherman	Thomas, Ivy Hill
	Alexandria	Kraniotis	Dryden
	Cindy	Smiskol	Windsor

First and Last Name	Public Comment		
	Steve	Zurek	Patton
	Terese	Orlando	South
	Briana	Hafer	Patton
	Gina	Smith	Patton
	Heather	Molina	Olive
	Brian	Rausch	Ivy Hill
	Alina	Laurie	South, Dryden
	Melissa	Van buren	Ivy Hill
	Holly	Connors	South
	Sara	Mungovan	Thomas, Ivy Hill
	Michelle	Casillas	Westgate
Stephen Zurek	<p>I just wanted to thank the board and Dr. Bein for their continued work in getting our children back to school four days a week. Moving forward what can we do to ensure that our school year looks normal and we can get our children back in the classroom five days a week? I believe planning and collaboration needs to start now to make this happen. Thank you for your time.</p>		
Alexis Hammond	<p>Dear members of the board and Dr. Bein,</p> <p>I am beyond concerned for our teachers.</p> <p>My daughter, who is a remote student at Thomas, reported to me this morning that her science teacher has two students sitting with him at his desk because his room is so overcrowded. How is this in the best interest of the teachers, students, and community? Even if you are able to put aside risking this teacher's health and the health of his family, which you have already done by removing 6 feet of distance in the classroom, how will this work when the teacher is exposed to Covid-19 and required to quarantine, or worse, becomes ill? What substitute teacher do you have that can quickly pick up where he has left off and bring the wealth of knowledge and experience that he brings to the classroom? Both in person and remote students will suffer.</p> <p>I ask that you ensure that teachers have 6 feet of distance between themselves and the students at all times.</p> <p>You have given no choice to the teachers and staff within the district. They do not have a voice and are unable to choose remote, hybrid, or in person options. It appears the board has caved to the demands of parents in the district that want to "choose" where their children are educated and who disregard that a quality option exists in the less risky hybrid and remote models.</p> <p>The least the district could do is supply KN95 masks and/or N95 masks for the teachers in a best effort to keep them safe.</p> <p>If you are not able to secure this protective equipment for your staff and cannot ensure 6 feet</p>		

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	<p>of space around the teachers in the classroom, I ask you to return to the hybrid model immediately.</p> <p>Alexis Hammond 1st Grade Patton Student 6th Grade Thomas Student</p>
Jennifer Huntzicker	<p>I'm so happy to be able to post a positive comment for the first time this school year! My kids were so very excited to be back in their classrooms 4 days a week starting today which provides them with the face to face education and consistency that they need and deserve. Thankful to the board members who continued to ask questions of outdated policies, continued to push for positive solutions, followed the clear and decisive science that now states that schools are safe for in person learning, and made it clear that kids belong in school and that the kids are who should always come first. Moving forward from here, I hope for more transparency from the district regarding decisions. First and foremost, I'd like more clarification on why the district still has Mondays as a remote day. I keep hearing that it's for planning, but from what other families tell me, the teachers are online with the kids all day teaching them anyway- therefore not getting plan time. Can you please address the exact reasoning behind this shortening of the school week? And if this is just temporary, what is the plan and when will Monday be back in person? If the district is saying we're back in person full time, I'd have to disagree. 4 days does not a school week make unless you're looking into lengthening the existing 4 days' school hours.</p>
Cindy Vander Klay	<p>Dear Dr. Bein &amp; members of the BOE- Many families and students are celebrating the return today to 4 days of in person learning. There is rejoicing all over BOE candidate pages &amp; Arlington Heights community &amp; school social media sites. While no one can argue that this is indeed something to celebrate, I urge you to continue to consider the remote families as well with your decisions going forward. It concerns me how very few have recognized what a sad day this is for remote students. The loss of interacting with over half the class daily just adds to the feeling of isolation many families already face. Depending on the class, many students are now on zoom alone or with only a small handful of kids. Education is so much more than just hearing a livestream of the instruction-relationships and group work are key components. Our teachers understand this well, and I know will work even harder to help remote students feel included. However, the same parents who fought to get kids back in school are now asking to take away remote Mondays. Please think carefully about what that means for remote students. Mondays are now the only day that those students are completely connected to their entire class.</p>
<p align="center"><b>The following comments were received after the submission deadline and not included in the January 21, 2021 Board meeting.</b></p>	
Cindy Vander Klay	<p>As many more vaccines will soon be available to our parent/caregiver community, please consider allowing remote students to return to school prior to Spring Break on a case by case basis. Many have been waiting on a vaccine for key family members in order for a return to school and that could happen prior to the next choice selection.</p>
Toni Stuller	<p>I propose the entire school board resign immediately to be replaced with a Spinning Wheel of Dumb Decisions. In lieu of board meetings, we can hold a lottery each week on whom gets to spin the wheel, and whatever decision the wheel lands on will guide school attendance policy during the pandemic. The wheel would be budget-friendly, it would do the same amount of research as the majority of the board members, it will have the same level of compassion as the majority of the board members, it is smarter than at least 3 of them, and, most importantly, it would lie to its constituents far less.</p>