

First and Last Name	Public Comments from the March 17, 2022 AHSD25 Board Meeting
Anne McCarte	<p>I'm writing because I was surprised to see Question 5 in the Remote Academy survey suggest that this program might be offered again in the future, and I didn't feel the survey allowed me to express my feedback fully.</p> <p>My second grader participated in Remote Academy during a ten-day quarantine in 2021. She participated enthusiastically, and the Academy teacher was wonderful in engaging very young children on multi-hour zoom calls. The students drew pictures, shared their work with their classmates, and listened to read-alouds. They did some work with currency. My daughter had no complaints about this program.</p> <p>That said, the board should understand that the curriculum of this program bore absolutely no resemblance to the work my daughter missed in class over those days. This program was not a substitute for take-home assignments from her teacher nor for zooming-in to her existing classroom. Upon my daughter's return to class, we were provided with some worksheets that I assume represented some of the work she missed. I would have preferred to have access to those worksheets during the quarantine period.</p> <p>Within my family and friends, I also know of four other elementary-aged students who participated in the Academy program during 2021, some of them for weeks at a time as the virus slowly worked its way through the home and the child's close-contact quarantine period repeatedly reset. Their experiences seemed to jibe with mine. The children were engaged – they enjoyed the program. The program provided structure to the day, which was valuable both for parent and child. But the Remote Academy curriculum did not mirror the classroom instruction in any way. The students missed weeks of relevant Tier 1 instruction. Two of the students missed weeks of their assigned Tier 2 interventions. Upon their return to class, they were provided with a stack of worksheets to work through over the coming evenings and weekends to help the children catch up to their peers.</p> <p>Given these experiences, I don't feel Remote Academy is a justifiable use of the district's resources. If funding continues to be available for the program, it should instead be directed toward meaningful services for students who need them – perhaps extra tutoring for students who miss their assigned Tier 2 interventions. When students must quarantine due to a COVID diagnosis, the teacher should send home work like they would with any other illness. Could the Seesaw assignments that have already been developed over the last three years during periods of remote learning be leveraged for this purpose? Please reconsider "zoom school" being a preferred approach for educating sick or excluded elementary students. The goal should be ensuring students are prepared to re-engage with the standard curriculum upon their return to class. Remote Academy does not satisfy this goal.</p>
Peggy Glaubke	<p>I'm writing today in response to the survey sent to me regarding Remote Academy. I'm surprised the survey had no option for open feedback and consequently writing to you in hopes of major reform moving forward.</p> <p>The teachers were the best part of Remote Academy and rose to the challenge of educating three different grade levels over Zoom for an extended period. They were kind, engaging, and fun to work with. However, by no means was this an even exchange for the education that was occurring in the classroom. There was no differentiation. The kindergarteners and 2nd graders had the same literacy instruction. 5th grade math was the same as 3rd grade math. When I realized my children were not receiving grade-appropriate literacy and math instruction, I asked multiple classroom teachers to send home the work being missed (particularly for my first grader who was already flagged as being behind in reading). When I was told that the teachers were not allowed to send home any work, I was devastated. As a parent, I was frustrated that I couldn't help my</p>

First and Last Name	Public Comments from the March 17, 2022 AHSD25 Board Meeting
	<p>children stay current with the work that was already copied and sitting in the classroom. As an educator and member of a teacher's union, I felt mortified for the D25 teachers who were forced to tell me they couldn't help my children – their students – learn while stuck at home.</p> <p>I understand firsthand how the evolution of this pandemic impacted the workload of a teacher. I also know that trying to catch up students who missed two to three weeks is extremely challenging. If you have parents who are willing and able to help their children learn at home, why are you robbing them of that opportunity? The education and wellbeing of students should always be the center of every decision made, and this policy is quite frankly insulting to all the families this district serves.</p> <p>I feel like my children were punished for my being honest with the school about their health. If I hadn't openly told the school my children were quarantining, they could have had work sent home. The current policies of this district are forcing parents now to consider withholding information about their children's health in exchange for grade-appropriate material being sent home. Please reconsider your plan with Remote Academy moving forward to allow quarantined students the same opportunities that are afforded to the rest of the students in the classroom.</p>
Deborah Shiffman	<p>Dear Board, Please provide an explanation to address many questions many parents have regarding our board's local control. Please clarify what powers you hold as a school board in regards to preventing the enforcement of medical devices and medical treatments in the future. I'd like to hear from you, how are you going to ensure that transparency and accountability are #1 in our district? Thank you</p>
Tracy Falconer	<p>Did you ever wonder why no one ever tests positive for an old variant after a new one comes along? How do old covid tests manage to pick up a new variant that didn't exist when the test was made? Why do people get boosters for something that didn't work twice already? When was the last time you heard of a child dying from a heart attack, before the covid vaccines?</p> <p>It's hard to believe how millions of people lived through the past two years and concluded the government should have more power over their lives. What started as a battle against the pandemic to protect the people became a battle against the people to protect the pandemic. The question of who has given our board the authority over our children remains unanswered. No matter what your "authorities" told you to do, you took an oath and it was up to you to put pressure on your "authorities" to stop pressuring you and the community. What are the conclusions you have drawn to ensure nothing like this happens again? The more you avoid this conversation, the worse it looks.</p>
Margaret Waz	<p>Section "8:10 Connection with the Community" in the SD25 Board Policies (https://www.sd25.org/cms/lib/IL01904427/Centricity/Domain/42/Policy%208-10%20May%202020.pdf) talks about implementing a district public relations program that will:</p> <ul style="list-style-type: none"> - Help the community feel a more direct responsibility for the quality of education provided by their schools. - Earn the community's good will, respect, and confidence. - Promote a genuine spirit of cooperation between the school and the community. <p>I'd like to have a voice in preventing politically motivated curriculum focused on race, power, and promoting social justice from infiltrating our schools. Also, can my kid just learn math instead of learning teachers'/students' sexuality and using made-up pronouns?</p>

First and Last Name	Public Comments from the March 17, 2022 AHSD25 Board Meeting
Marta Denisiuk	I'm not here to judge anybody individually, I just want to say that based on what I've seen in the last few months, D25 Board as a whole has lost a tremendous amount of trust and respect. The message you are giving is either there was nothing wrong with the mask scandal or you are completely powerless if you can't hold the parties responsible for poor advice accountable. You don't really think there was something you could have done better? Not admitting to your mistake is only further damaging your reputation and good intentions.
Tiffany Sieroslowski	Dear Dr. Bein and School Board of District 25, I want to sincerely thank you for your truly thoughtful questions and complex considerations regarding keeping the Integrated Services Program at Westgate School. As a proud member of the Westgate team, your willingness to collaborate made me feel heard, respected and most of all, excited, as I feel the best is yet to come! It is a pleasure working with a board that supports and inspires its teachers and students. Thank you for all you do for the school community.
Jason Timpe	As a parent of a special needs child, I just want to echo and support the statements of both Kelly Darby and Dr. Bein about the unique culture of Westgate and the importance of maintaining the environment to support these children. As the name implies, the integrated special education services are woven into the fabric of the school at every level, to the point where my son is able to participate in the Cub Scout Pack hosted by the school, and even there I feel he is supported. This could not happen if it weren't for the fact that acceptance and understanding are a part of the culture Westgate for everyone from the teachers and staff, to the parents, and even the children. I believe that removing this program from Westgate would do a great deal of harm, and so I would not support this measure. From listening to the Special Committee of the Whole Board meeting, it does sound like the board would not do this, but there was a statement about wanting to hear from the parents on this topic, so I wanted to share my opinion. Thank you.
Marzena Mikulski	<p>In regards to the "Reporting Student Gender Identity and Sexual Orientation" act (which I find extremely disturbing in relation to public education), I totally agree with this teacher (quoted below; found on social media) who talked to his school board about the confusion agenda being pushed on kids in relation to gender and sexual orientation, which make the young, undeveloped minds want to explore it, not even knowing what it is. This is how this young teacher responds about the children being lectured about the ["they"] pronouns:</p> <p>"We've got kids that can't read and write, and we're gonna teach them incorrect grammar? I mean it's ridiculous, ok? Who gave permission to talk about this? Look, there's two genders. If you're born with the penis and you have testicles - that's just anatomy - you're a male. If you have a vagina and ovaries, you're a female. A man cannot menstruate, a man cannot lactate and breastfeed a child. You cannot give birth if you're a man. If you wanna be an adult and do whatever you want with your life, I'm ok with that. Don't push this ideology on children. I'm not gonna work in a district that's ok with that. You need to make a clear statement on how many genders are there because parents, there're already pulling their kids out of public school. They're doing homeschool options, they're going online. It's gonna increase as this liberal ideology comes into our schools. This isn't a political indoctrination camp, ok? It's public education. We wanna teach education."</p> <p>I only hope that the SD25 Board of Education realizes the damage these mind control programs, which have very little to do with education, are causing to our children.</p>
Bogdan Zapart	Mask optional is one of many issues including critical race theory (a.k.a. social emotional learning and social justice), curriculum transparency, gender confusion and identity, and pornography in school libraries. It got to a point where teachers a) have to hide their moral beliefs in fear of being accused by a student of offending them and b) risk their jobs trying to signal dangers the confusion agenda being pushed on kids is causing. It got to a point where the parents (who bring up concerns trying to take part in their

First and Last Name	Public Comments from the March 17, 2022 AHSD25 Board Meeting
	children's education), not the curriculum, are the problem. What is our District doing to prevent these kinds of situations?
Mairin Gradek	I would like to express my disappointment that both Thomas and South are no longer having an 8th grade dance. All activities were to return to prepandemic expectations. 2 years of students missed out on an important social learning experience. The 8th grade dance doesn't have to be fancy or require students spend money. It is the social practice of getting ready for an event, in a much smaller, more safe environment of only their 8th grade peers. They can test out the waters of a dance in 8th grade before the bigger pressures of high school. The graduation classes that missed this opportunity were at a disadvantage once a high school dance was thrust upon them. The picnic just doesn't afford the same learning opportunities. I have heard that parents are planning their own dance off school grounds. While I applaud them for trying to give their children this experience, I see this as more exclusive and not in the best interest of all students. Please consider reimplementing the 8th grade dance. Use your parent volunteers to get it all done as it had been in the past.
Agnes Piersa	The document that was on the last board meeting's agenda: https://go.boarddocs.com/il/sd25/Board.nsf/files/CBPJZT4F909A/\$file/Public%20Act%20102-0543%20220224.pdf is pretty disturbing to me. We know that the plan that began with masks was not intended to end there. It scares me to think about what public schools have become. The sexualization of our children is disgusting. The data codes related to gender identity and sexual orientation are pretty alarming. This encourages children to question their own identities. To protect our children, many of us are deciding on other school choices. Interestingly enough, D25's implementation of the new strategic plan took place when most parents were way more concerned about the pandemic than anything else going on in our district. Submission through masking was just the beginning and it made me notice things that I haven't really paid attention to before. I am strongly opposing D25 plans for full-scale control and ideological indoctrination. How would you contribute the growth of our children by implementing the above topics? Thank you. Agnes Piersa
Elizabeth Paczosa	I am writing as a concerned parent with 2 out of 3 children attending Ivy this year. As the end of the year approaches, parents need to be informed where you are in your DEI implementation and what will be added/ taken out of current curriculum. This has been an ongoing question that has not had any answers. I believe we should have a transparent Curriculum, for parents to study to make an informed decision what they would like to opt out of if necessary. We need some sort of answer, doesn't need to be the end all be all but keeping parents in the dark raises many concerns. Please update your parents on what their children will be learning and what coursework you plan to implement. We need to know if private schooling would be a better fit. Thank you.
Anna Bratko	Back in August 2021, the attorney Sara Boucek spoke at the board meeting addressing board members' questions related to masks. A lot of things have changed since then, a lot of things are unclear, and I think the community deserves to hear from the district lawyer again. After all, we have the right to know what legal advice our tax money is paying for.