

Dear board and administration, Thank you for taking the time to read this. With the rise in covid cases it seems very unlikely for any type of in person learning to begin prior to the new year. I am asking the board and administration to pivot their in person learning plans. If metrics for in person learning can't be met until late January or February it seems counterproductive to begin with a hybrid model. The students will have a few months left of the academic school year and they need as much in person learning as possible. This is why I am asking you to pivot plans to a FULL in person and equal FULL remote model. This will be the most beneficial to all the students. Lastly, a firm commitment to a reopen date needs to be stated(within metrics) and adhered to. This will allow staff to receive any education/training necessary, school buildings to be prepared, and lastly families to make accommodations as needed. A full in person and full remote start in January will also allow us to be prepared for the start of the 2021-2022 school year. It is a huge concern to myself and many other parents that we will still be in a full remote only option next school year. Frankly, that is unacceptable. Again, thank you for reading this at the meeting tonight and for your continued commitment to D57. Sincerely, Zoi Giannakopoulos

- Dear D57 Board of Education and Dr. Aumiller, First and foremost, on behalf of the members of MPESPA, thank you and we appreciate all the hard work you have done and will do for us. We realize these decisions have probably been the most difficult and stressful you have had to make while serving on the Board of Education. As you consider the next step, we are confident that you will continue to keep our students and staff safe as the numbers continue to increase. I am sure you are aware that despite having only a few students and staff in each building, those numbers are also on the rise. We trust that your decision will be in the best interest of all students and staff by having the entire district at home until the holidays are over. Again, thank you for all you do. Jenny McGoan and Elin Lonergan MPESPA

- Hello, We would like you to know that we recognize the difficult task that has been placed upon you this school year. We would also like to commend you for your diligence in seeking information from several perspectives before making your decisions. So far this year we have watched surrounding school districts attempt to offer variations of hybrid learning only to be forced to pull back when exposure to COVID has made it unsafe to be in-person. You have made decisions that have protected our students, staff, and families. We greatly anticipate the day we can return to our jobs in-person. We want to do this in a manner that is safe for all, and are confident in your ability to make decisions that will help us reach this goal. Thank you, Loretta Rose, Elizabeth Straczek, Amy Traversone, and Diana Rush

Good morning, I scrolled through all 205 pages of the attached agenda and supporting documents. I did not see anything related to the discussion of the COVID metrics and the return to learn plan. Did I miss it possibly? It is difficult to write a community comment if we don't know what the discussion will entail. Could you please provide the presentation before tonight's meeting? Thank you, Allison Bull

In considering the timing of start of hybrid, I hope that the Board and the Administration will consider the high level of community spread currently in our area as well as the likelihood of additional exposures in staff and students due to family contacts over the holidays. January 19 would seem the earliest safe target date. Many school districts in the area are making planned returns to remote learning right now because of high metrics, or sometimes sudden returns due to high internal cases and quarantines. This would not be the right moment to move forward toward increased in-person learning. On November 5, D63 Board met to reconsider their plans to continue staggered returns for hybrid given the metrics and the number of families daily requesting switch to remote. D63 had also moved to a model with all-remote classrooms and all hybrid classrooms and reassigned all their students to new teachers, similar to the D57 plan, and with the number of students switching to remote given the current metrics this model had become unsustainable. Hybrid classrooms were becoming too small and having to combine classes, and remote classes becoming impossibly big. With now only 1/3 of their population still wanting hybrid, they made a decision to move all students back to their original classes, and have all teachers return to the classroom and teach in person with live-stream instead of continuing a successful remote model. They decided to continue forward bringing students back to school until after Thanksgiving and then pause. Three days later, they had an emergency meeting on a Sunday to figure out how quickly they could move to all remote learning. Districts still having in-person learning are considering return to remote learning between Thanksgiving and Winter Break, and in fact a 2 week remote period after Winter Break to allow for quarantine after exposures during break, with a return on January 19. I believe the Catholic schools are planning a pause after winter break until January 19 as well. I would also ask the Board and/or Administration to consider the situation of the small number of in-person learners currently in buildings. Although special education students are targeted for in-person learning where possible, the needs of many of these students make the mitigations of mask wearing and distancing impossible. Use of face shields and surgical masks and/or fit-tested N95 masks can reduce those risks for staff but make performing the functions of their jobs very difficult, and need to be worn most or all of the time to really be effective. NSSEO was in a targeted student model from start of fall until moving to hybrid on October 26. On November 8, a pause of all in person learning was announced at 2 of the schools due to cases and staff quarantines, and the third school moved to all remote this last Monday. Today it was announced that the adaptive pause will continue at least through winter break. The North Suburban Special Education District also plans to move to all remote starting next week until January 19. I hope that D57 can learn from surrounding districts in order to make decisions that will provide safety and consistency. Pam Koerkel

Dear Dr. Aumiller and the Board of Education, Thank you again for all your hard work with our schools. I appreciate all the time and effort being put into the decision making. I just wanted to write to express my thoughts on schools re-opening on 11/30 or not. It is my opinion that the Board should vote to wait for any re-opening until January 19th, 20201 (two weeks after winter break ends). The numbers are currently so high, and I don't see that changing much in a week and a half. We know families will be traveling over the holidays, even if advised not to, and

students will be spending time with friends outside of school. That two week buffer gives the students and staff time to adjust after the holiday break. Between now and then, I hope you will specifically keep the Lincoln Schedules the same as they are now. Why disrupt their schedules if we don't have to? Switch their schedules/classes closer to when there is a more clear date of return. I am a teacher in a public school in a neighboring district and I know what goes into the day-to-day when it comes to a hybrid model. It is very challenging. We were only open for a few weeks, and have now switched back to remote learning until mid-January. I hope that you will all consider voting to wait to re-open the schools until mid-January. Thank you.

- Hello, I am writing before the upcoming board meeting to share my concerns about a specific group of students in the district- those with significant special needs and detailed IEPs. This is an impossibly challenging time for all students, parents, and school district staff. My family has a newborn and a child with significant disabilities, and we have stuck very close to home throughout the pandemic. I am asking the board to keep students like my daughter in mind when considering the question of when or how to reopen schools. As cases continue to rise, it seems very likely that reopening schools too quickly to all students will lead to them quickly being closed again. While remote learning is a challenge for many students, it is a whole other situation for children with disabilities. My daughter is overstimulated by screentime, and bites her hands to the point of causing injury. Her school therapies are almost impossible to do online, because she's distracted by the screen and won't cooperate for her mom the same way she would for her teachers or therapists. No matter how creative or hardworking these teachers and therapists are, closing schools to these vulnerable students has the potential to cause long term damage. Students with these kinds of additional challenges need to be the first priority for in-person learning. Thank you for keeping this in mind as you discuss the district's plans for the upcoming months.

- Esteemed D57 board- I have supported your efforts to mitigate the spread of COVID-19 and applaud your efforts today. However, Illinois again stands at a dangerous precipice. It is time to take further measures to limit the spread of COVID. Most importantly to families is to protect our students and the wonderful teachers and staff - and everyone they come into contact in their homes daily! In-person schooling is reckless under these conditions! Please, for the safety of Mount Prospect, pause in-person schooling until after the holidays. It is not safe for the community to expose classrooms of students and their teachers to air filled with coronavirus particles when this virus is spiraling out of control. Please protect teachers, like my sister, who has already been exposed to COVID-19 in her school. Please do what is right for our families and keep all kids at home until after the holidays! I know it is tough for families to live through this uncertainty, but the overwhelming data shows that we must do more to get COVID under control. Please continue to use remote learning for all D57 students.

- Dear D57 Board of Education, There seem to be a LOT of asynchronous classes and several times I have heard there is a shortage of subs. For my son, asynchronous learning is even

worse than live remote learning. He does not engage. If I try to step in and guide him, there is a battle or a complete refusal to do the work. I suspect this is not unique to him. My friend's child attends school in D59. She reports every Wednesday they have a shortened day to provide time for teachers to meet. Could we implement this in D57? This would eliminate the need to pull teachers from their students (this reducing the need for asynchronous learning and substitutes) and allow parents to plan in advance. Thank you for your consideration. Amy Lies

- Dear District 57 Administration and Board Members, During Thursday's board meeting, Board Member Chung read a letter from a Lions Park Special Education teacher that stated the teacher's concern for her safety during in-person learning. Dr. Aumiller responded by saying, "It is their job!" Thank you, Dr. Aumiller, for saying this. I feel bad for the teacher that doesn't feel safe at school, but it is indeed her job to meet the needs of her students. If those needs can't be met remotely, then in-person options must be explored. I am proud of our district for the way they have met the needs of our special education students. My son is one of them. Fortunately, my son has been doing reasonably well in a remote setting and is progressing in most of his IEP goals. I was told at the beginning of the school year that we would have an open dialogue about how things were going and that in-person options were possible if needed. I felt good knowing that we could make changes if things weren't working. I am thankful for the on-going conversations that I have had with my son's case manager this year. I know other special education students that needed in-person instruction and are now thriving in that setting. I am grateful that our district has acknowledged this need and has provided in-person options for those who need it. I hope that does not change. Now, how about we do the same for our mainstream students. Are all of their educational needs being met? The answer is no. I can speak for my own mainstream eighth-grade daughter. She is spiraling downward in this remote setting. Typically she is a happy, hard-working student that gets mostly As and Bs. This past semester she scraped by with Bs, Cs, and even a D. She has become so depressed about school that she can barely get out of bed in the morning. Each day it takes tremendous effort for her to sit down with me after school and go over the assignments that are showing up as missing. Last week she had eight assignments that showed up as Fs. She doesn't even attempt most of them. When asked why she's not completing them during the day, she says things like, "I just can't focus on what's happening on the screen" or "This isn't real school" or "What's the point? We're never going back." I know eighth-graders can be melodramatic, but this is more than that. She is struggling. We have had many conversations these past few months about how to handle anxiety, depression, and even thoughts of suicide. We are getting her the help she needs, but all of these feelings have been provoked and worsened by remote learning. I have reached out to her teachers and they have been beyond accommodating. One teacher even dropped a textbook off at our house so that she could spend less time on the screen. This is by no means a complaint about the teachers. It is apparent that they care deeply about their students and are doing the best that they can with these circumstances. This is an issue about meeting the needs of our students by bringing those who need in-person learning back to school. Other schools are making in-person options work, even as the Covid cases rise. District 214 is getting ready to move to their next phase of bringing more students into the building. Why are we waiting? Again, Dr. Aumiller said it best, "It is their (teachers') job!" Put teachers in the

position to meet their students' needs. Please, move forward with the hybrid plan as soon as possible. Kids like my daughter are depending on it, not only for their education but for their survival. Start addressing their needs! Thank you for your time. Gratefully, Shelley Kolasa

I wanted to thank you all for volunteering your time to be members of our school board. It's generally a thankless job, but now, more than ever, I feel this is true. You are navigating uncharted waters, making hard decisions for community safety and our children's education. It's easy for people to sit at home and stand up and complain when they are not the ones in the hot seat making decisions. You all generously give up your free time and put up with all the complaints with grace and dignity. So thank you very much. I appreciate you all. Kindest regards, Lisa Szyska, parent of LMS 6th grader

this email was also sent to the district and Lincoln administrators* I'd like to start this email off by saying I would like a response to my email. I have sent emails and completed surveys etc. and have received zero response to date. I watched yet another board meeting yesterday that left me feeling upset and defeated about what is happening in this district. Yesterday, Vicki brought up an email from a special ed teacher at Lions who didn't feel safe working in person (I'm paraphrasing here) and Dr. Aumiller, you responded with, "I'm sorry but it's their job." Part of me wanted to stand up and give you a round of applause, but then the first thing that came to mind was, IT'S ALL OF THEIR JOBS. Just because my sons are not in special education does not mean that they do not deserve to be taught in school by their teachers. It's their job. I understand that the union may be fighting you, but the children do not have a union to back them. They have very upset parents watching the changes that have taken place in their kids since they have not been allowed to be in school building since March. Enough is enough. My sons are at Lincoln. I have a 6th grader and an 8th grader. (Dr. Gorr, I'm sure, remembers their names because she doesn't seem to forget a single student that passed through her doors at Westbrook). I also have a daughter who is a sophomore at Prospect. The difference in her attitude and overall personality has been incredible since she was allowed to go back into the building. And as of November 12 she will be allowed in even more, which is incredible for these high schoolers. But my boys, they sit home and watch her leave for school. They watched her leave every single day for cross country practice since August (without one single case of covid the entire season). It was the best thing for her. This situation my sons are in is the worst thing for them. My sixth grader, has never walked the halls at Lincoln. Not ONE thing was done to make these sixth graders feel welcome. He has to sit alone in his room all day looking at a computer screen with a bunch of kids he doesn't know and teachers he doesn't know and he's not only expected to do his work and go into breakout rooms and work with other kids, but he's also supposed to advocate for himself. All this, from his bedroom. Alone. For six hours a day. Sara Tyburski is a psychologist. Instead of her talking about the metrics, which is not her area of expertise, why doesn't she address what this is doing to our kids' mental health. How are you not concerned with isolating middle schoolers? Their mental well-being is at risk here, and you have yet to address that. My eighth grader, my heart breaks for him. You are failing an entire

class of students. These kids are going to go to Prospect next year and FAIL. You are not preparing them AT ALL for high school. They do not get homework at all right now. WHY? That is not how it works in the real world and when they walk into Prospect next year they aren't going to know what hit them. Lincoln kids are ill-prepared for Prospect in regular years (and I can say that from experience- my daughter is a straight A student but she was not at all ready for Prospect, and the homework load she was given, and she had to work her butt off to keep her grades up to her standards), so I am terrified of what will happen to these eighth graders next year. I know we like to pretend that our kids are getting a top-notch education here... but when our honors math, is another school's standard math, the bar seems to be set a little low in D57. St. Ray's, St. Paul and South are all back in the building. These are the kids they will be going to school with and our kids will be the ones left behind. You cannot keep saying all the kids are in the same situation. You haven't let them back to school, and you have FAILED them. What my boys have learned this year is how to do the bare minimum. How to play the system. That is what you have taught them this year. They aren't like that. I've never had problems getting them motivated. Homework was done right after school, before sports. Now there is no homework. They are not learning. There is no motivation. There is isolation, there are headaches from staring at screens all day, there are changes in attitudes and behavior that I pray will change. Can we talk about the lack of educating happening this year. The amount of "asynchronous days" is disgusting. I think we've had at least ten. Unsupervised "classes" are not ok. One of which, the email came to me 30 minutes after the school day ended, that was a nice touch. My particular favorite is my sixth grader's Spanish asynchronous days... how can a sixth grader teach himself a foreign language??? And while I know gym is not the most important class, I see videos of Mr. Shaffer's gym classes at Lions, and think, " can my kids join his zoom?" He has them up and moving. My sixth grader barely leaves his chair for gym, and sometimes my eighth grader does, sometimes he doesn't. Thank God my kids are active and involved in sports. I feel terrible for the kids who aren't physically active on their own. My sons' are making snowflakes in Spanish class... for a relaxing, chill day, picking up leaves in gym class, has teachers showing up ten minutes late to zooms. WHO is monitoring this? When I get emails referring to "ROBUST E-LEARNING" all I can do is laugh. Dr. Gorr I know you were in a few of Ryan's classes (I assume because of another upset parent advocating for their kid) and Ryan said, "When Mrs. Gorr was there it was like a different class". So, even my 13 year old knows what a joke his daily classes are... unless they are being monitored. Our children need to be back in school. Get them in now, so this year isn't a complete loss. They deserve to be educated. My takeaway is that the administration and the board is afraid of the teachers' union. I don't know how to help you there, but I know that it is YOUR JOB to provide the children of D57 an education, and that is not happening. I used to recommend D57 to anyone I know with kids, I can't in good faith do that anymore. Please do not push back the dates, please get our kids in schools. Schools in the area have been successfully doing this, and we are still just waiting. The district needs to start acting, and stop reacting. Respectfully, Dana Foley

