

**Community Comments**  
**March 5-March18**

My daughter is currently in remote learning Kindergarten at Westbrook. She is absolutely thriving because of the high level of education she is receiving, and consistent schedule and attention for the entirety of the school year thus far. We are choosing to stay remote given the level of her success, and we don't want to disrupt that flow with such a short amount of time left in the year. I am asking you on behalf of my daughter to continue giving her the high level of education that D57 offers, and not replace her teacher with a livestream. Shifting any student to livestream treats them as if they're not an equal participant of the classroom and simply an observer. It will add stress to the teacher, who will be having to shift back and forth managing in person students and the computer. And it will make learning less enriching for the children in person, as their teacher will be trying to juggle both groups. Livestream benefits no one in the end and leaves the remote learners to suffer the greatest. Please treat all learning equal and vote to keep dedicated teachers for remote learning.

First and foremost, thank you for all your hard work and efforts this year to provide quality education to all students in D57 in the face of the challenges caused by the pandemic. We are choosing full-remote for all of our three children this Spring, mainly because we personally do not feel comfortable with the 3 feet distancing at this point, and also because of our family logistics. I am writing today to ask you to please vote for maintaining the remote class fully staffed with a designated teacher for each class, rather than via livestreaming. I believe that it is very important for the district to offer comparable learning experience for all its students, whether in person or remote. My biggest concern is that the livestreaming model might significantly reduce the interactivity of remote learning. It is not clear to me how our students can signal the teacher if they have issues or questions, and how quickly the teacher can address them, if they are simultaneously teaching in-person students. I also do not want my children to feel like they are "second-class citizens" in the class, with less attention and participation opportunities given to them. I have a strong faith in D57 teachers' excellence. I'm also a strong believer of children's resilience. They will both do great and stand strong in Spring, no matter what. But I am convinced that equal learning opportunities should be always a priority at public schools and should be pursued whenever and wherever possible. Thank you for your consideration!

Thank you all Board members from the bottom of my heart for giving our children a chance to go to school full time.

As a parent whose 2 children have been in remote learning at lions park since the beginning of the school year, I am hopeful the current remote learning model can be maintained. When hybrid was introduced in January, both of my children were placed into different classes. My son has handled the transition well, however the teacher change was not a smooth transition for my daughter and she continues to struggle in her new class. I could not imagine expecting her to loose her teacher again or even worse lose the remote learning model she has been used to since August. Live streaming vs the current remote model is not comparable and I fear my kids will get lost in the background. I do not see how a teacher can support any remote learner while simultaneously lecturing in person. I am excited for my children to return to in school learning for the 2021-2022 school year, in the meantime I want my kids to finish out this year as successfully as they can and the only way is keep the current remote learning model and minimize interruptions. Thank You

Dear Board Members, On behalf of my entire family, we THANK YOU for bringing our children back to school. We are grateful for your hard work in making this happen and we look forward to being in school full time! Thank you so much!

Dear 57 BOE, I know you are probably up to your ears in complaints and I feel badly coming forth with another. However, I must advocate for my son. Due to snow days and remote 1/2 days, by March 5, 2021 Lincoln Hybrid A students received 7 in-person days and Hybrid B students only received 5 in-person days. Friday, April 2 and Tuesday, April 6 are also days off. Both of those days are Hybrid B in-person days. This means by April 7, Hybrid B students will have had less access to in-person days...four whole days. Almost an entire week less than Hybrid A students. I wrote Mr. Suminski, and he assured me Hybrid B children are receiving no less of an education, but I disagree. My child (a Hybrid B student) learns better in person. Mr. Suminski said these decisions are made "at the district level," so here I am hoping you can rectify this. My intent of this email is not to have days removed from the Hybrid A kids to make things "fair." My intent is for my child and all Hybrid B children to have increased access to live-with-a-teacher-in-a-school education. Please consider replacing four remote Wednesdays with in-person days for Hybrid B kids so they may "catch up" to their Hybrid A peers. Thank you for your time and consideration.

Dear Board Members, We write you today in inquiry about the policies regarding publication of community letters to the Board of Education for District 57. On March 4, 2021, D57 website provided a link to the written community comments received up to the submission deadline of "Noon, March 4, 2021", per Dr. Aumiller's district parent email: ---District E-MAIL: District 57 School Board Meeting Thursday, 3/4/21, 7 p.m. Elaine Aumiller Tue, Mar 2, 3:23 PM (5 days ago) to bcc: dist\_parents The next District 57 School Board meeting is at 7 p.m. this Thursday, March 4. The meeting will be held in person at Fairview School (300 N. Fairview) in the multi-purpose room, as well as livestreamed to the public on YouTube at this link. Up to 50 people can attend the meeting in the multi-purpose room, including Board members and administrators. An additional 50 can watch the meeting in person on a screen in the gym. The meeting agenda includes a return-to-school update and discussion, as well as community comments. Community comments can also be shared via email using the Board feedback form; please submit by noon on Thursday. Comments will be seen by each of the Board members and District administration and will be posted on the website at this link on Thursday. ---End of E-MAIL In this Community Comment document, 41 letters were published. However, our letter was omitted. We thought perhaps, it was an oversight. However, it was the second time, in a row, our letter had been omitted from publication. After some investigation, we found at least 26 letters were omitted from the Community Comments publication. All were written between the two board meetings. According to parents, their letter was submitted through either the online form or emailed directly to each board member sometime between February 19, 2021 and March 4, 2021. We also know that these 26 letters were all advocating a full in-person option. We ask the board to urgently investigate and address the following: 1. Examine the rules governing the practice of publishing letters and identify any violations of those rules. 2. If any procedural errors (technology related) are found please publicly acknowledge that, correct them, and implement a better and more transparent process. 3. Identify any ethical violations for suppressing community voices and hold those persons accountable. 4. Implement a practice where the board tabulates and summarizes in a brief way the theme of the comments at the top of the section. For example," We received 100 letters, 75 advocated for full-in person, 10 advocated for hybrid and 15 advocated for full remote with details below." If it is not already obvious, letter writing is an alternative, or supplement to, public speaking during public board meetings. Public speaking during board meetings is streamed via YouTube and recorded for future viewing and consideration to the broader community. In the same way, these written letters serve the same purpose as a platform by which community members can not only share their views with their elected representation but to also communicate to the greater community for consideration. A suppression of these letters represents at best a severe procedural error regarding the collection and publishing of community comments and, at worst, a grave ethical concern that should potentially result in resignation or expulsion. Thank you for your time in addressing this very serious concern.

Hello, I'm writing to you to express my concern over the Spring plan changes made at last night's board meeting. We have a daughter in 3rd grade at Lions and another daughter in 1st Grade at Westbrook. They

are both doing very well in the current remote learning model. Prior to last night's meeting, we had no intention of changing our choice through the end of this school year. However, if livestream is the only option for remote, we will be forced to reconsider our choice. So, it would be helpful if the enrollment option could give the following choices. Option 1: Enrolling full-time in-person Option 2: Enrolling in full-time remote with either livestream or current model Option 3: Enrolling in full-time remote with current model ONLY Given those choices, we would be selecting option 3 for our family. If this is not an option to have these choices, we need to make sure that, if we are required to choose remote or in-person, we will have the opportunity to change if the remote ends up being livestream. We have major concerns of the negative impact the live streaming into an in-person classroom will have on our daughters and ask, if that ends up being the situation, you give us a chance to change our choice to in-person at that point. We are not comfortable with full-time in-person yet, but if livestream is the only other option, we will have to do it. Our intention has been to return to full-time in-person in the fall when the majority of adults will have been vaccinated. We appreciate all of your hard work through this difficult time. Thank you for taking the time to hear our concerns.

Parenting during a pandemic is tough- it's not something any of us know how to do, are equipped to do, or want to do, yet it is something we have to do- simply out of necessity. As a former educator, I imagine it's the same for all of our school personnel, administration, and board members; none of us are actually up to this task- we have no training for this, yet the reality of this time is that we all have to deal with this, and try the best we can. In March of last year, our schools shut down- for the rest of the school year as it turned out. It wasn't ideal, it wasn't what anyone wanted, but it's what this new reality required. In the fall, even our youngest learners were given chromebooks and logged on for synchronous learning. It's not the plan we were promised in the summer, which was supposed to be a mix of synchronous and asynchronous, but it's the one we got, and we were told to use a growth mindset, to be flexible, and that our kids were resilient. In our house, we tried, we were flexible, we were patient, until it became very clear that this model was harmful for our kindergartener. I am now homeschooling her. Our third grader, while becoming adept at technology, struggled, a lot. As a neurodivergent student, this model not only was not designed for students like her, it's not appropriate. This model was so clearly designed not for the many diverse learners in our district, and we worked tirelessly in our house, as others have as well, to find a way to make this work. Despite when reaching out for help, her 504 plan was flat out not being followed and we were advised that if she's struggling, to just homeschool her. None of which is appropriate. But still, we were told that she's resilient, and to be flexible. She is partially enrolled, and I am homeschooling her as well. So many of us have been flexible. We understand that we are in the middle of a global pandemic, that is killing some people, and leaving others with permanent side effects. We understand that this is really hard, and none of us have any training in how to cope with this, there's no roadmap, or best practices to fall back on. Flexibility, patience, and creative thinking are all we have to deal with this situation. What I saw last night was not creative thinking, or flexibility, or urging of patience. I saw caving. I saw caving to a loud group of people that have been complaining for months that things aren't the way they want them to be- as if any of us have things the way we want them to be. I saw a board that two weeks ago commended the hard work of the task force they established and tasked with the responsibility of how to best proceed this spring. I saw many of you say how inappropriate a live streaming model would be for our elementary students. Yet last night I saw all of you completely ignore the task force recommendations you were so appreciative of two weeks before. I saw you all embrace a plan for full in person even though that plan doesn't really include a plan for remote learners. Maybe there will be dedicated remote teachers, maybe not. Maybe we can combine Lions and Fairview students into a new remote section, maybe not. Maybe they'll receive live streamed instruction (the same model you all thought was inappropriate two weeks ago, and the same model Dr. Gorr reported that teachers asked to not to do), or maybe not. Apparently, we're just praying and knocking on wood that something works out for our remote students- many of which are home for health complications. I have never been embarrassed to live in this district, but I am now. The education of my child, who finally is thriving, is now uncertain, and dependent on the choices of a group of loud parents who have been throwing a

tantrum and choose to pretend this pandemic isn't actually an issue. There have been many of us, although we may not be as loud, standing up for the board when people say the board doesn't care about the students. There have been many of us standing up for the administration, the teachers, and the staff. There are many of us who have given so much of our love, energy and time to this district, volunteering to make it the best it can be. Last night, you lost a lot of us. Never once in all of this, did I ever think anyone truly didn't care about our students. After last night though, I can't say the same. And sadly, I'm not alone. After last night, I find myself wondering if the outcome would have been different if it were not an election year- not a great thought to have in regards to the people who make the decisions about your children's education.

Your decision to yield to the parents that screamed the loudest for full time learning and potentially forcing remote learning kids to change teachers yet again and receive a sub-par "livestream" education is a huge disappointment. I thought much more highly of D57 and now regret it.

Good afternoon, We are writing today to express our great concern regarding the future of the remote learning option. In-person schooling for our daughter is not a choice for us presently due to the health concerns of multiple members of our family, therefore, we have been doing our best to make remote learning work. It is not our preference and it is not ideal, however, it is what is best for our family at this time. Our daughter has been doing pretty well considering, but it is definitely taking a toll on her and she misses being with her friends at school. Our only solace during this time is that she has managed to establish a rapport with two different teachers, she is very connected to her time in breakout rooms with her classmates each day, and she seems to be learning. We have all been counting down the months until this school year is over and focusing our efforts on making it through with as much learning and as few adverse effects as possible. We felt a huge sense of relief after the previous board meeting where the Task Force revealed their findings and recommendations. We also felt relieved that the idea of live streaming for remote learners did not appear to be on the table due to concerns regarding its efficacy for young learners, our teachers' feelings on the topic, and our district's lack of investment into technology to make it equitable in terms of access to the curriculum and classroom. We came away from that meeting feeling that we would be able to continue as we have been, in a familiar, safe, and effective manner, to complete the last few months of the school year. We felt shocked and blindsided last night by the votes of the board and the presented plan. It was really quite upsetting to watch. We can only hope now that the next survey that goes out to the parents is very clear about the options. We want to make sure that all of the families who would prefer the remote option are counted so that perhaps we will have the numbers to continue with dedicated teachers. We have spoken to a few families today, for example, that feel so strongly against the possibility of live streaming that they will be choosing in-person even though their actual preference is remote learning. We are confused by the apparent flip in feelings demonstrated by so many last night and the disregard of the previous research and recommendations provided by the Task Force. We are upset that things would change in such a drastic way for such a short period of time at the end of an already challenging school year. We cannot imagine helping our daughter through the transition of yet another new teacher, let alone the possibility of having to live stream into a classroom at this point in the school year. We are already trying to decide if homeschooling could be an option for us if that were to happen. It feels horrible to have to just "hope" right now that things will work out for our daughter, but it seems that is all we can do. We understand that you do not know how many will remain remote and that staffing is a concern. However, we truly \*hope\* that you can find a way to make it work for our remote learners to continue with dedicated teachers, ideally the ones they have already worked so hard to get to know.

Hello, We are choosing to remain remote for the end of the school year for my 6th grader. The school year is almost over. By the time my daughter acclimates to yet another change of learning style and staff, the school year will be over. Her anxiety level is high. I know that an "in-person" move this late in the game will make her grades tank and her stress levels soar. I know she is not the only student like this. Our

small underfunded middle school should just stay remote until the end of the year for safety, finance, and staffing reasons. In person should be the exception for the few who may really need it. If the middle school had a larger staff and larger/updated building, my decision would be different. I'm hoping D57 does not neglect the families who feel remote for a few more weeks is the wise decision for their family. I would love an opportunity for my masked child to get into the building, walk the halls with her masked friends, and get familiar with traditional middle school life in a safe and casual way sometime this year. Could this happen some evening or weekend for our remote learners?

I wanted to share some thoughts before your meeting regarding my choice to keep my student in remote learning. This model, with dedicated teachers, has been successful for my student and I urge you to continue this model. As students just switched teachers, I think everything that can be done to ensure continuity is going to better our student's education and growth. Please vote at the March 18th meeting to keep remote fully staffed and keep the two choices more comparable. I think it is extremely important to keep our remote students equally in mind as you try to accommodate some families' need and preference to return to a full-in-school model. I think it would be terrible for our remote students to look back on the last quarter with the lens that they were "left out" or felt like they were "outsiders" looking in on what the rest of the school is doing. Unfortunately, for many, this is how they would feel without dedicated teachers. As indicated by my student's grades and MAP scores, she continues to grow as a student with her dedicated teachers' help and is preparing for high school by learning a dedication to detail, accountability, and learning how to follow-up and advocate for herself. Having dedicated teachers for remote learning makes this easier for her.

Thanks for listening to the public. We should strongly encourage the schools to utilize outdoor space as the weather keeps getting better, especially for lunch. At Lincoln they have been very stingy about letting the kids go outside for lunch/recess. Thanks!

To the board members, First, I'd like to commend you for listening to community input and agreeing to restore 5-day in-person learning for our students. Having watched the most recent board meeting I thought the testimony of Dr. Dobkin was particularly noteworthy, and echoed what many people in the community know to be true from data that is available to the public but not reported by the news media. Covid is not a significant threat to children, "asymptomatic spread" is a fiction, and the cost of distance learning is far greater in its impact on mental health and education than is any risk of in-person learning. I understand there are certain teachers and perhaps students with health conditions that prompt more caution, and I hope accommodations will continue to be made for them. Now I fear there will be two new battlegrounds on our path back to normality. First, masks. The CDC recently published its most comprehensive study to date on the relationship between mask mandates and community spread of Covid, and found that masks were associated with a mere 0.5% to 1.9% reduction in cases. [https://www.cdc.gov/mmwr/volumes/70/wr/mm7010e3.htm?s\\_cid=mm7010e3\\_w](https://www.cdc.gov/mmwr/volumes/70/wr/mm7010e3.htm?s_cid=mm7010e3_w) One can see in comparing case and hospitalization data from similar countries with different strategies that masks may have a small short-term effect on suppressing community spread, but that ultimately a saturation point (what the media now derisively calls herd immunity) must be reached. Examples to compare include Czechia vs. Sweden or North Dakota vs. South Dakota. Totally different reactions, same results, except those with the fewest restrictions suffered the least economic damage and non-covid death and disease. Covid is an endemic virus - the rate of spread can be affected by non-pharmaceutical interventions (by less than 2% it would seem) but the extent can not. On this point I disagree with Dr. Dobkin, who by endorsing masks was I suspect throwing a sop to the board in an effort to restore in-person learning. Ultimately, nearly everyone will be infected, the majority won't know, and covid will be another seasonal virus like H1N1 or other coronaviruses. According to Cook County data, we are likely already at this point, with cases and positivity rates (despite it being peak respiratory virus season) not seen since July: <https://ccdphcd.shinyapps.io/covid19/>. Masks do not work to reduce community spread. Until this year, the WHO and CDC guidance on flu pandemics reflected this fact by recommending face masks only

for symptomatic individuals in public, as well as common sense measures like hand-washing and voluntary self isolation of the sick. Furthermore, masks have been shown or posited in various peer reviewed studies to have real effects on mental health (ie by masking facial cues, smiles, etc.), cognition (especially for the hearing impaired), and health, including everything from increased likelihood of respiratory infection (ie Rhinoviruses) caused by the damp, dirty environment of a mask to oxygen deprivation leading to lightheadedness and confused thinking. I'd challenge you to talk to your teachers about how they feel after a full day wearing a mask. Second, vaccines. As this issue has not come to a head, I hope to plant a seed of skepticism that mandatory vaccination is unethical, unnecessary and highly risky. I am quite certain that the time will come when we are all pressured to vaccinate our children just as we are with measles and other diseases on the childhood vaccine schedule. There are 3 key differences with covid: 1) There are no conventional vaccines. There are mRNA vaccines (Pfizer and Moderna) and there are Adenovirus vector vaccines. mRNA has never been used in a human population. Vector vaccines have been used on minor tropical diseases. Other familiar vaccines use either live or (more commonly) killed viruses, exposing the immune system to a small, inert dose of virus and training it to recognize the various proteins of a virus, producing antibodies and long-term T-cell memory. mRNA and Vector vaccines both use "spike proteins." Essentially, they take what is assumed to be the most essential fragment of covid RNA and either train your DNA to manufacture it or deliver it on a live virus. mRNA was NOT tested in animal subjects. The issue that concerns me deeply is what is called "pathogenic priming." Here is a review of what happened when a vaccine for SARS (2002) was tested on ferrets, mice and other animals. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3335060/> TL:DR: everything looked perfect in the first several days ("All vaccines induced serum neutralizing antibody with increasing dosages and/or alum significantly increasing responses. Significant reductions of SARS-CoV two days after challenge was seen for all vaccines and prior live SARS-CoV.") Then when the animals were exposed to the live SARS virus, infections were extremely severe and death rates were much higher than with unvaccinated mice. This is why there was no SARS vaccine. Essentially the process of vaccination induced hypersensitivity to the components (ie spike proteins) of SARS, leading to what you may have heard of as a "cytokine storm". An autoimmune pathology resulting in systemic bleeding disorders, organ failure, etc. 2) This is not SARS. Children are at much lower risk of morbidity from Covid than from the flu. Adults are at about the same risk, except the very elderly or those with severe comorbidities. 3) Natural immunity is by all accounts far superior to the partial immunity of vaccination. Some diseases like meningitis can have high morbidity and severe repercussions, and the shortcomings and risks of vaccinations are probably outweighed by the risks of disease. In covid this is not the case. We should not only allow but encourage children to meet immune "challenges" that will not only give them lasting immunity but take them out of the chain of transmission that might end in an elderly relative. 4) There are no student flu vaccine mandates except in Massachussetts, and that was overturned in January under the pressure of a lawsuit by ICAN. <https://childrenshealthdefense.org/defender/massachusetts-rescinds-flu-vaccine-mandate/> 5) Covid vaccine deaths are already responsible for an alarming number (by some estimates 1000x the flu vaccine) of serious adverse reactions, including allergic reactions, Bell's palsy, late-term miscarriages, and a growing number of deaths due to bleeding disorders and heart attacks in previously healthy individuals. I'm afraid you'll have to comb through the VAERS reporting system for more information. I'll leave it there. I'm withholding my name for the safety and anonymity of my children. This issue is so politicized and heated because everyone understandably wants to get back to "normal." Our school district needs to exert some control over what that "normal" looks like. Unlike politicians and government agencies subject to regulatory capture and pressure by the pharmaceutical industry, parents, community members and YOU will need to follow the science and show the type of courage that has allowed entire countries, states and private schools to function with limited "abnormality" for the last year. I may not have overturned your beliefs, but I hope I demonstrated that a person can be reasonable, informed, yet in disagreement with our state's public policy. We're glad to be back in school, but there is no rational justification for replacing the punishment of distance learning with unethical and indefinite continuance of masks, or certainly with compulsory vaccinations, which are

certain to result in public outrage and lawsuits. I for one will pull my children from the district before subjecting them to medical experimentation for a disease that for them is no more dangerous than a cold.

Dear District Board, I think remote kids should have at least 1 full remote teacher for each grade. It is not fair to us remote kids to have to livestream into our classes. We have just as much right to learn the right way as the in-person kids do. Most of us already had to shift teachers+classmates. Some of us also might have to lose enrichment even though we barely just got it back and it is not even what it used to be. Some of us have to stay remote because we are trying to stay safe and we do not want maskless lunch. We still do just as good as the in-person kids even though we are remote. Remote teaches us just as much as in-person BUT we would not get as good of an education if we live streamed because it would be hard to see and pay attention if we had to just watch instead of actually being taught by our own teacher. I get all A's now but I am afraid I would get my grades down to B's if we had to live stream.

First off I want to thank you for the tremendous amount of work that you have done during this unprecedented time. Trying to manage the educational system during a global pandemic is an extremely difficult task. I appreciate your efforts and understand how challenging this school year has been. I'm writing to advocate for my daughter who is currently remote learning at Lion's Park. While our family understands the board's recent decision to move to full day in-person learning, it cannot be at the detriment to our daughter's learning model. When we decided to keep our daughter remote at the beginning of the school year (and in subsequent choices through the year), we did so out of concern of the spread of the Coronavirus and keeping the virus out of our home due to preexisting conditions. We have been extremely cautious throughout this pandemic. Since that time, we have also discovered that our daughter is thriving in the remote setting. She has been doing great this school year and the data shared with us on her most recent report card reiterates that fact. However, with the new model there is now the possibility of her not only losing a dedicated remote teacher but also having to switch teachers for a third time this school year. That, to me, is an awful burden to place on a nine year old. This school year has already stripped her of her typical enrichment reading program and forced her to have different classmates on two separate occasions. Having a teacher that is not dedicated to the remote learners will mean that primary focus will be on in-person learners and it may be difficult for her to ask a question or get the teacher's attention for necessary clarification. When there is a dedicated remote learning class, the children feel included in the learning process with their peers and my fear is that they will lose that in a live-streamed classroom and merely be a viewer. I am asking that at the March 18th board meeting, you make the commitment to have a dedicated remote teacher for her and all the other students that choose to learn that way. Without a dedicated remote teacher for her, I am concerned that she will not have an equitable learning experience. She should be afforded the same level of support that our in person students are receiving. Thank you for taking the time to read this letter and please keep the remote learners in mind when making decisions for the district.

Thank you for taking the time to read this letter. I have a son who is in the 3rd Grade Remote Class at Fairview. I also have a 5 year old son who is currently being homeschooled but has attended Westbrook. My husband is the founder of the MP Mini Library Mission. Throughout the COVID-19 pandemic, our family has been engaged in remote learning. We have been extremely impressed with the quality of remote learning that our 3rd grader has received and are so incredibly proud of all of the progress that he has made. During this time, our son, who has ADHD and Sensory Modulation Disorder, has thrived and made tremendous academic growth. His MAP scores have gone up, he sees himself as a reader, he multiplies and divides with fluency and, in general, just loves school again. The amount of growth that we have seen this school year is just phenomenal, and we could not be more grateful to Amanda Taylor, Kacie O'Donnell, and Kelly Quinlan for helping our child to become the absolute best version of himself. We chose Remote Learning for him because my husband is extremely immunocompromised. He has congestive heart failure, lupus, fibromyalgia, and a myriad of other health issues that make COVID-19 a real threat for our family. In Person schooling is not an option for us right now, in particular schooling

that cannot guarantee 6 feet of distance between all of the attendees. The physicians that see my husband specifically have told us that we must make sure to be extremely cautious during this time. As previously mentioned, he has been successful during Remote Learning because of the amazing teachers that he has worked with. This group of educators have truly helped my child to soar this year, which has only been possible because he has a dedicated remote learning teacher that is there to make sure that he is being seen. As a teacher myself who is currently live streaming remote and in person students at the same time, I can speak from experience that it is extremely difficult to provide an equitable education for all of my students. Many families who have chosen remote learning have made this decision because of health issues. It seems inequitable to take resources away from these families who have already had to make so many sacrifices this year just to keep themselves safe. Speaking for our family, my children have not been able to do extracurricular activities, see their friends, hug their grandparents, go to the park for over a year now. The one thing that has been consistent for him this year is that he has a dedicated remote learning teacher, and, with only 8 weeks left in the school year, it seems very disruptive to change this for him now. Please do not forget about these students. Please do not fail to recognize that they have had to make more sacrifices than most of the students who are able to return to school in person. The least that should be done for them is to at least give them a teacher that is dedicated to the modality in which they are learning. Please commit to a vote at the March 18th meeting that will ensure that the remote learning program remains fully staffed for ALL FAMILIES that so desperately need this option. Thank you for your time and consideration.

I am writing today to advocate for the remote learners in our school community. The remote learning experience has been overwhelmingly positive for our son and for our family. We have chosen to remain remote for the remainder of the school year for several reasons. First, we do not feel as though the school can provide a safe environment for students and staff with the full day option. We have not been given information regarding the logistics of the school day. What does lunch/recess look like? How will teachers work one-one with my son? What precautions will be taken? We do not want to send our son to school when these questions are left unanswered. Second, our son has been thriving with the remote experience due to the dedication and hard work of his classroom teacher. His growth academically has been impressive. Socially, he has made many friends, and he has developed a strong connection with his teacher. He looks forward to the school day. It is incredible how his teacher has formed a strong sense of community while virtual, making this class feel like a family. All of these factors have resulted in a positive experience for him - why would we want to change that and risk losing all of that? Our fear is that with this new full day option, our son's teacher will be going back to in person teaching, leaving him and other remote students without the dedicated teacher they have built a relationship with. These students have been through so much this school year, and it feels inequitable to strip them from the experience they have known. Equal learning experiences are important and fair. The resources for each model must be equitable - teachers, experiences, and social opportunities. We are asking you to commit to a vote on March 18th to keep remote fully staffed and to make sure both in person and remote learners are given comparable opportunities to continue to learn and grow.

We are writing to you to express that remote learning has been a very positive experience for our two sons—thanks to the quality of teaching provision. We ask that the same quality of the remote learning experience continue to the end of the school year—unaffected by the shift to in-person learning. We ask that when the new schedule begins April 12, remote learning be on par with the in-person model. In August, we chose the remote option because we felt most comfortable with it. We continued with remote even when the hybrid model became an option. Furthermore, we felt our choice offered the opportunity for parents with the greatest need to safely take advantage of the hybrid option. The year has been difficult for everyone and on many different levels. Remote learning is not an ideal. But, under the circumstances it has been a positive experience for our family. The most significant reason for the success of remote learning has been the quality and attitude of the teaching staff. Our youngest son is in Mrs. Tulloch's 2nd grade class and our oldest is in 8th grade at Lincoln. All the teachers have worked so hard

and been so diligent in providing an excellent learning experience. They have successfully navigated the difficulties as well as exploring the opportunities of remote learning. Early on at the start of the school year, Mrs. Tulloch made wonderful use of breakout rooms which allowed our second grader to form friendships; friendships that led to safe meetups at local parks with those friends. We understand the Board's desire to have every student back in the school buildings. However, the reality is that COVID-19 continues to spread, with new variants spreading more rapidly. The advice of the scientific community seems to be that safe, best practices should be followed. One way is for families to participate in remote learning, reducing the pressure on space and staff who are present in the school building. And so, a quality remote learning option must remain available. The question becomes: will the Board honor those families who have willingly opted for remote learning by maintaining a comparable remote learning experience for their children? The work and care of teachers has made remote learning a success for us. We ask the Board to invest in its continued success by: keeping the remote classes fully staffed and fairly allocating resources for each model of learning.

I would like to thank the board for reading my letter and doing what is best to provide all students in the district with the best opportunity to learn and succeed during a pandemic. Just as the district has moved forward to get as many students as possible back to school in person on April 12th; I am hopeful that the same level of creativity and flexibility will be utilized to maintain a dedicated teacher not only for our kindergarten but for all of the students in remote learning. I am writing to request a dedicated teacher for students who select remote learning. Due to the current health condition of a family member in our home we find it necessary at this time to continue to social distance and minimize our family's exposure to others so that we do not indirectly expose our vulnerable family member. As a result, the remote option is a necessity. Our daughter who is in Kindergarten at Westbrook has flourished in remote learning and her teacher reports that she is performing as well and meeting all of the benchmarks expected of a student at her grade level at this time of year. Taking away her dedicated remote teacher and streaming her into a classroom will gravely impact her learning success. Switching Remote learners during the last portion of the school year to a streaming option will have a negative impact on the students' progress as they prepare for next school year. Such a drastic change in the last part of the school year would not provide an equitable learning experience for remote learners as compared to students who are in person who will have a dedicated teacher as they are able to attend school in person. I would like to thank the board for reading my letter and doing what is best to provide all students in the district with the best opportunity to learn and succeed in the midst of a pandemic. Just as the district has moved forward to get as many students as possible back in person for the last quarter of the school year. I hope that the same level of creativity and flexibility will be utilized to maintain a dedicated teacher not only for our kindergarten but for all remote learners. I am hoping that the same resources can be allocated to each learning model so that all students will have the teachers and support staff needed to allow for a best possible learning experience.

I have a 1st grade son at Westbrook. We have decided to keep our child remote for the remainder of the school year for a multitude of reasons. One, it is the safest option. Two, our child is succeeding in the current remote model. Three, to keep the in-person numbers down as much as possible in order to assist in leaving the space open for kids who NEED the in-person model. And finally, to try and eliminate any more changes for our son in the little that is left of this school year. Remote learning has gone well for my son as he has had 2 excellent teachers who are engaging the entire time and provide feedback throughout the day and even after hours on seesaw. He thrives on volunteering and classroom participation. My son already lost his first teacher as she went to hybrid and it was a learning curve emotionally for him to get used to a new teacher for the 2nd half of the school year. The teachers at Westbrook are fantastic, but to ask them to somehow teach themselves how to provide an equal learning experience during a live-stream model this late in the game is a next to impossible feat for a few remaining weeks of the school year. As it was explained to me personally by a member of the admin team, they proposed the current remote model to the Board with the rationale that the remote families were assured that their students would have an

equitable learning experience as their hybrid peers. I ask that you vote to keep remote fully staffed in order to keep the choices comparable as it is clear the learning experience would no longer be equitable with a live-stream option. This remote family understood why the hybrid model was offered and understands why the full in person model was petitioned for, but I do ask that you keep in mind that remote families have done everything you have asked of them. If you eliminate the dedicated remote teacher and ask some of the students to withstand another teacher change, you will be unjustly asking them to bear more unnecessary modifications to their school year.

We'd like to start by thanking you for your commitment to the students and our district. We have been impressed by the difficult decisions you have made, keeping the safety of the students and the staff a priority. Our children have been attending school remotely this year. My husband and I decided to keep our girls home because one of them needed time to build up her weakened immune system due to a Lyme disease diagnosis right before Covid-19 swept through the country. As a mother and former educator, I was very concerned what remote teaching was going to look like last fall. However, D57 always finds a way to impress us. From the beginning, our children knew it would be a different year, however it would still have the traditional, fun, and unforgettable experiences each year brings. We were delighted when D57 made the decision against streaming, unlike so many other districts. You made a decision to put the students and educators first, and we couldn't be more proud to be a part of this community because of it. As friends and family shared their negative, inadequate experiences with their children who were streaming, it was hard not to brag about the amazing things happening in D57. So far, our girls have had a wonderful year, excelling with the lessons and subject material. They have continued their educational experiences growing leaps and bounds - learning math facts, passing buzz words, soaring through F and P levels - enthusiastic, excited, and proud of their accomplishments. We are so impressed by their amazing teachers. Through a screen, they have managed to work their magic creating a caring, dedicated classroom family. The teachers are in tune to the students, as if Covid-19 weren't a part of the picture. Since September, through trial and error, reflection, and unwavering dedication they have mastered being remote teachers. Talking to our girls, there were so many reasons why their dedicated teachers are making this an unforgettable year. In Mrs. Domalick's class they enjoy chatty snack, classroom jobs like morning greeter, social clubs, breakout rooms to share and collaborate their work, guided reading groups, and so much more. In Ms. Hunt's class they have huddles when everyone leans into the screen to discuss the important matter at hand, breakout rooms to play games and share writing projects, 5th grade reading buddies, and Taco bout it Tuesday. One of our second grader's favorite things this year is the ability to help others who are struggling with technology or school topics, and how others do the same for her. This year will be memorable for them because of the teachers dedicated to their classrooms, the teachers making it a magical experience regardless of the obstacles. They all deserve to finish the year together, in a dedicated classroom family. Without a dedicated teacher, these experiences that have made their year magical would be lost. We question what would happen to their excitement to begin the day, return after lunch, and participate in class if they lost that connection. During transition times from specials, guided reading groups, and class discussions - would their attention be lost? Would they feel forgotten? Would their positive attitude towards school change? As teachers would be learning how to balance in person alongside remote, how much time would be wasted when students are supposed to be in the midst of that primetime of the year when schedules and routines are mastered and teachers know their students like a book? We are kindly asking you to commit to a vote March 18 to keep remote schooling fully staffed. Put all students and educators first by allowing them to continue practicing what they have worked so hard to excel at. All students should have an equal opportunity at an amazing education, whether remote or in person. Neither group should have to suffer in order for the other group to succeed. Having six-seven weeks left of the school year is not enough time for teachers to practice, reflect, and master teaching in person while streaming. It would not be fair to the students or the teachers. We realize it may not be the easiest decision, but we also know you want the best for ALL District 57 students.

Thanks for providing the opportunity to provide feedback. My daughter has remained in remote learning for this hybrid phase and I hope that the board is able to keep remote learning an option for the remainder of the school year. My family selected remote learning because my husband is an essential worker, which poses a continual risk to our health and safety, and we have eliminated other risk factors to protect us, especially as one family member has a chronic health condition. My daughter, a fourth grader at Fairview, requires a 504 plan to help manage her learning differences. While remote learning has brought its own unique challenges, she is working well with her teacher and is doing well despite having to change teachers halfway through the year. I do not believe that a livestreamed classroom experience would provide her with the equitable experience that she and all kids deserve. I urge the board to provide a fully-staffed remote option and have the two choices remain comparable.

Thank you for your hard work and dedication to the education and safety of our students this year. It has been a strenuous year to say the least and certainly harder for some, more than others. I just wanted to take a moment to relate our experiences as a family that choose remote learning for our son. After last spring, I was nervous about remote learning going into the fall. My son was struggling when shelter in place started a year ago and school and learning was not easy to manage. However, once school began in the fall, it was obvious that the 20/21 school year would be completely different. My son almost immediately saw remote learning as an accessible and comfortable model for learning. His teacher successfully built rapport, established exceptional classroom management, and gave the students wonderful opportunities to establish true friendships during breakout rooms. In this model with a dedicated teacher for remote learning, we feel that my son experienced a comparable level of education (to a traditional school year) and our teacher was able to look out for our student's social and emotional well being too. While we understand that the last 6 weeks of instruction may be different due to staff and student ratios, we hope to advocate for consistency in the learning models between in person and remote. I am personally very saddened at the possibility of switching teachers for such a short period of time. Though we personally may return to in person instruction for the fall, I am very hopeful that while you are evaluating the needs for next school year, that you make placements with dedicated remote teachers in mind. As well as make every effort to limit teacher and classroom switching throughout the year wherever possible. These classrooms, though not brick and mortar, are still little units and they have bonded tremendously with their teachers and their classmates. Thank you for your understanding and your commitment to every student.

I am writing to implore you to continue to offer remote instruction with dedicated remote teachers. Young children need a remote teacher to help keep them on task and engaged in learning. Let's finish strong with quality, dedicated remote education for those who need/desire it in addition to the full in-person offering that the district will be pivoting to next month.

I am writing to ask you to please vote at the March 18th board meeting to have dedicated remote teachers for our students that are not ready or unable to go back to school at this time. Our son is a 6th grader at Lincoln. He has been very anxious throughout the pandemic about one of us contracting covid. We do not feel safe sending him back to Lincoln, an already overcrowded school, at this time. He will spend all of his time worrying about getting sick and will not be able to focus on his schoolwork. Our child is a good student but he is extremely shy. He likes remote school and is doing very well. He participates in his classes, and he can get immediate feedback from his teachers. I fear that if his courses switch to live stream, he will no longer participate and will not be able to receive the feedback and encouragement that he gets from his dedicated remote teachers. I do not want to see him lose the progress that he has continued to make this year. If we switch to a live stream model, that is not an equitable solution for our remote learners. Remote students will not receive equal attention and resources as their in-person classmates. Teaching a classroom full of students is demanding, especially during a pandemic. Teachers' attention is going to be on the students in front of them, not the students off to the side on a video screen. It is more work and stress for the teachers to live-stream students while they teach in person

students. They have had to re-create their teaching in a situation that no one predicted; they also deserve to be focused on one group of students at a time. Please make the education for our remote learners equitable to the in person students by having dedicated remote teachers. Every child deserves a good education, not just the in person students. Thank you for your consideration and efforts to keep our students learning and safe during the pandemic.

I am writing to you about preserving our excellent remote learning experience through the rest of this school year. Our family must remain in remote learning through the end of the school year. I have a serious medical condition and my children have a 50% chance of having inherited it. Even a mild covid-19 infection could be devastating for our family. Until community transfer is rare and nearly all the adults (including other children's parents) they come into contact with have been vaccinated or have immunity, we will need to maintain strong shielding for them. Our remote learning experience has been far and away better than we expected. We anticipated a struggle from our first grade daughter based on how spring 2020 went but the remote learning team for the 2020-2021 school year has really gone beyond to help kids feel engaged and invested at school. We love how she can have face to face dialogue with her teacher and her teacher can get to know her well. She can socialize and work together with other remote learners with ease and familiarity in the current system. Her teacher can see if our daughter is struggling with a problem or is having an off day and make an extra effort to assist her. I strongly encourage you to keep the current remote learning structure with dedicated teachers and support staff in place. I know that my daughter's interest and happiness at school will be negatively affected if she becomes "invisible" to the class and teacher through live-stream learning. She would not be an equal contributor to the class as she and her classmates are now. The remote students would be very aware of the inequity of a full live-streaming model and I know my remote learner would feel undervalued and depressed if she is just a face or a voice on a screen trying to compete for help against the activity of an in-person first grade classroom. Long term live streaming could mean a teacher would not be able to pick up on if she or any remote learning student is struggling with comprehending a problem. I know this year has been a difficult one for you, the board members. It is hard to try and make all families happy in the midst of wide ranging opinions about how to reopen schools. I know some families want full time in-person school to be reinstated, but since is not safe for all students to attend full-time right now, I hope the board chooses to help all kids in the district get the best education possible during this pandemic and not to optimize the education of in-person students at the expense of the remote students. Please vote to keep our excellent remote learning experience intact, fully staffed and equitable for the good of these students who must stay home and have been through such a challenging year.

I have been so impressed with District 57's commitment to the safety of its students and staff this school year. I ask that you continue this commitment by respecting the wishes of families who are choosing to stay remote. My son has a 504 who struggles with anxiety, asthma, and sensory disintegration. He also had a lung injury that makes him high risk for Covid-19, which is the primary reason we chose to keep him remote this year. Our son has done well with remote learning, and a dedicated remote teacher has made all the difference - despite the fact he changed teachers and classmates. However, to ask him change teachers and classmates again, especially with his anxiety issues, is unfair and does not provide an equal learning experience to that of his peers who are able to learn in-person. Please commit to a vote to keep remote learning fully staffed. This helps makes the two choices comparable and equitable for all students.

This year I have appreciated District 57's commitment to the safety of its students. Please continue this commitment by respecting the wishes of families who are choosing to stay remote. These students should not be punished by having a 3rd teacher for the year. I have a son with a 504 who struggles with anxiety. In addition, he has breathing issues that have hospitalized him in the past. He has done very well with remote learning. He pays attention, participates, and learns in this setting. Yet, it has been a struggle for him to become comfortable with his 2nd teacher and 2nd set of classmates. To ask him to do this for a third time is unfair and does not provide an equal learning experience to that of his peers. Please commit

to a vote to keep remote learning fully staffed. This helps makes the two choices comparable and equitable for all students.

I'm writing about the decision to implement full-time in-person learning, without the guarantee of a continued, dedicated remote learning classroom. I believe this is a significant error in timing. And I'm at a loss as to why the district cannot continue to offer a guarantee of remote learning for my child through the rapidly approaching end of the year to guarantee educational parity with other students. I hope that on March 18th you will vote to keep remote learning fully staffed. As a matter of background, I'm not just another concerned parent; I'm a journalist at Fast Company magazine who spent much of 2020 writing specifically about COVID-19. My articles, with a focus on the design of public health, reached millions of people, and were selected for Google's own COVID-19 resource page. I personally interviewed Andry Slavitt twice last year (who President Biden since selected for his COVID taskforce), along with researchers and infectious disease experts from MIT, Harvard, and USC. I've spoken to the engineer of the N95 mask and the National Institute of Health (NIH). I was also amongst the first journalists to note what is now considered fact: that the SARS-CoV-2 virus is primarily transmitted through the air. As a parent and a journalist, I am deeply upset by the conclusion of D57 to open back up entirely, and I do not understand how they can justify removing the guarantee of a remote learning option during this time. First, the good news is that early data does seem to demonstrate that our vaccines can prevent public transmission. But it's not completely conclusive yet, especially in light of the rise of new variants. And as the superintendent's letter explains, the D57 staff will not yet be fully vaccinated when school does reopen. So we have not reached that important baseline to maximize safety. Secondly, there is no guarantee of social distancing for students and staff. Practically speaking, that makes sense. It would be impossible to socially distance a full school. And that should be a reason not to forcibly reopen at this time, but to offer more, true remote classes to keep headcounts lower, and in-school learning safer for students and families who need it. Finally, I recognize that transmission amongst children is relatively low compared to adults, but there is documentation about inflammation and other effects from COVID in some children. As a journalist covering this closely, I believe that in focusing on mortality of children, we have disregarded other poorly understood, and potentially long term health risks to this vulnerable population. I look forward to sending my son back to in-person learning next September as a majority of adults across our community are vaccinated and we have a conclusive understanding of how these vaccinations operate in the real world. But we are not there yet. In fact, at this time, when we are so close to being past this devastation, it is the most reckless and irresponsible time for us to open back up. I've been incredibly impressed by my son's two teachers this year (Morgan Nickels and Nancy Brooks), and D57's rapid implementation of remote learning. But my son has already had to switch teachers and classmates once already because of the district's poor pre-planning, which could have sorted the ~50% of parents who planned to keep their child home this year into select classes that wouldn't need to be split up as plans changed. The lack of clarity on whether our children will still be able to learn remotely, versus dialing in for a class stream, doesn't empower parents to make the decision to prioritize safely. Rather, it feels like we're being strong-armed into going back in-person, lest our children be ostracized as second class digital citizens in both learning and socialization. And finally, the prospect that my son will have to adjust to a third teacher this year, and be separated from more of his friends, is devastating. I cannot tell you the extra emotional burden this placed on him this year. He's resilient, but we all have our limits. I apologize for writing this note to the Board now, and not being more actively involved in this process as a member of the taskforce. My demands of work and family—like everyone's I'm sure—have consumed all of my resources. But it is not too late to offer remote learners the option to keep learning remotely, in dedicated online classrooms, through the end of the school year. I hope that this promise can be made to the families in this community who have sacrificed the most by staying in for the last year. Families like mine did not give up our friends, grandparent visits, and in-person schooling just to get sick two months before this pandemic could be put to rest. Please do not make our sacrifice be in vain by forcibly reopening when we are so close to having our normal lives back.

Thank you again for your continued work on this effort. I was definitely surprised to hear the decision to go against the task force recommendation and move to five full days for the last few weeks of school. To me, it is going to cause students and teachers more changes in an already chaotic school year. That being said, my son (a 1st grader at Westbrook) is thrilled to have the longer days in person at school. Though we are admittedly still concerned about lunch time. My 3rd grader at Fairview, however, is nervous. She is staying remote and has already had to change teachers and start/end times once. We are not looking forward to her potentially changing teachers again, readjusting the start/end times, and (most frustrating) the possibility that she will have to do livestream instead of having a dedicated teacher. I know it is impossible to meet every family's needs during this unique time. However, my one request is that remote students are at least given a \*dedicated\* remote teacher for the entirety of the day. Kids in remote learning have already endured changes to support the families who wanted in-person learning. They will have to endure changes again to support five full days in person. They deserve at least this one consistent measure and teachers deserve to focus on a single type of learner rather than have their attention pulled between in-person and remote during the same instruction.

I am writing to ask you to not make any changes to the remote set up as it is now, for the remainder of school year. I know this year has been crazy and we all want to see the kids back at school full time. That being said, I don't think the kids coming back now from hybrid should negatively impact the remote students. Especially with such little time between April 12 and the end of this school year.

I've lived in Mount Prospect for about 15 years and have a freshman at Prospect and a 7th grader at Lincoln. My 7th grader has severe asthma and allergies, and last year she was taken by ambulance twice from school to the ER due to anaphylactic allergic reactions. I work in government communications in the pharmaceutical industry, and fortunately my company directed employees to work from home beginning March 2020. Given the above, it was an easy decision to keep both children home learning remotely. I know not everyone is this fortunate and has differing circumstances - jobs that require them to be in person, mental health issues, etc. Let me say this - I would love for my children to be back at school, and I assume most would agree, but with CDC guidelines not being met in terms of distancing and mask wearing during lunches, etc., and when we are so close to having safe and effective vaccines for the majority, now is not the time for my family and many others to return to school. I believe, and this may just be my opinion, that the voices of those pushing for a return to school has been louder than those who are not. And I take responsibility for not being vocal on this front, which is why I'm reaching out now. While my 9th grader has done well with live streaming into her classrooms at Prospect, she has not had various changes to scheduling or changes in her teachers. She's also older and able to self direct. My 7th grader, however, has not yet matured and developed these skills. The change to all new teachers with the exception of one plus changes in schedule has been a challenge and continues to be. Her first set of teachers, while virtual, were able to get to know her and thus be able to connect with and help her appropriately. This second set of teachers is just really getting to know her, and another change wouldn't allow for a good teacher/student relationship and therefore effective learning. Please consider that the concerns of parents wishing for their children to stay home for the remainder of the school year during this global pandemic are just as valid as those who don't. Our children deserve to have their needs met to the best of our district's ability so that they can continue to learn and thrive under these challenging circumstances. Please commit to a vote on March 18 that keeps remote fully staffed and equitable with in-person learning.

I am writing to thank you for igniting a fire in me, as I continue to write and show up to these meetings. Until this year, I did not know what the purpose of a school board was or better yet the power they held. Now please note that I am the kind of person that speaks to the manager frequently but for other reasons than most do, more often than not, it is to compliment someone on their hard work and kindness. Therefore, I promise you that I will not only write when I am upset but also when I am pleased with your work. Today I write with some commentary related to the return to school journey you had us on this

year, specifically in regard to time. Do you remember when a task force was first mentioned? It took weeks for you to vote on it. There was so much discussion and fear regarding the formation of the group. Weeks to create the group, additional time so they can research and create a presentation (that unfortunately lacked the details of a full-time plan), and then two additional weeks to create a full-time plan and vote on it. These were desperate times that deserved urgent decision-making and add-on meetings. It truly felt that our pleas were falling on deaf ears. I honestly hope you can look back and realize that things should have been done differently and in a timelier fashion. My next comment is related to advocacy for remote students and families. I imagine you will have a lot more emails and speakers from that side today. I encourage them to do so, we are all here to fight for what is best for our children. I am sure they will not be called “outspoken” or “loud” by the Board or “angry” by families that advocate for a full return. I also imagine that the remote families will be the majority speaking, therefore I look forward to the Board picking out a handful of letters from the opposing side and reading them out loud, similar to what we experienced two weeks ago. I highlight the above rhetoric and behaviors of the Board because I want you to take some responsibility for the divide that exists in this community. If you truly do not favor one group over the other, then you should have avoided labeling one and highlighting the thoughts of another. You must fix this unprofessional and unjust behavior. The ball is in your court – you have the power to begin the healing process. Please admit to your mistakes, apologize, and explicitly state that you respect the thoughts of the entire community. Please let ALL families know they are a priority and that you are here to serve ALL of us... and after you say it, act like it.

I would like to thank each of you for service to our District and community and for speaking fearlessly throughout this challenging school year. I am writing to you ahead of the 3/18 BOE meeting to request the BOE to continue to press the district for more information for their return to school plan. The plan that was presented and agreed upon at the last meeting did not address several KEY PRINCIPLES that I would like to address. (1) ADHERENCE TO PUBLIC HEALTH GUIDELINES/STUDENT SAFETY: The plan that was adopted did not consider the new CDC guidelines which would recommend that schools NOT reopen due to local transmission and positivity rates. Does this mean that the BOE and the district are no longer following CDC guidelines? The decision to reopen seems to be in stark contrast to the cadence taken throughout the year. I would ask the BOE to explore the district's position on adherence to public health guidelines and why a plan was put to place that recommends reopening despite public health guidelines. This is extremely concerning as a parent that values public health guidance, especially during a pandemic. If the district is willing to close its eyes on this guidance at this critical time, what other safety guidelines are they willing to side-step - this is not a good precedent for the district to set and compromises STUDENT safety (the district only addressed the teachers safe return to the classroom because they're vaccinated). (2) ESTABLISHMENT OF FULL REOPEN/CLOSURE PLAN: The plan presented by the district was only a REOPEN plan and did not address circumstances to which the district would contemplate closing schools again. I ask the BOE to press the district to develop a FULL plan that also includes at what point would schools be closed again. Are the metrics that were originally adopted at the beginning of the year still valid and useful? Will these metrics be updated to include new CDC guidelines (especially because the current plan does NOT follow them)? Is there a time in which the district would transition back to a hybrid model? I do not feel confident that the district has a full pandemic plan that addresses these risks and concerns. Please ask the district for a FULL Plan that addresses all scenarios and moving in and out of these different learning models. (3) DEVELOPMENT OF ROBUST ASYNCHRONOUS LEARNING: The plan adopted completely avoided a main point of parent feedback which was that a solution for a more robust asynchronous learning plan was needed. Instead, the district ignored the short-comings of the hybrid model. To the above point, if community transmission spikes again and the district puts a plan in place to determine if a return to hybrid is needed, this subject still needs to be addressed. I ask the BOE to press the district on putting together a more robust hybrid model in the event that a return to hybrid is needed - this might still be needed for the balance of school year and/or in the fall. (4) INSTRUCTIONAL DELIVERY STUDENT PREFERENCE: The district's plan did not address a plan to assist students that are thriving in remote a

transition back into classrooms or give these families any confidence these students would not be left behind. It's extremely concerning that the district did not include the needs of these students concretely in their plans and instead said "we'll try our best" in reference to a robust remote option. I ask the BOE to press the district on ensuring the students that will continue remote are afforded the same effort and commitment that is being set forth to in-person students. It seems that students that are choosing the SAFEST learning environment are being forgotten in lieu of a plan that doesn't follow public health guidance. Thanks in advance for addressing my concerns with the district and again, thank you for your continued service to our district.

Thank you for your commitment serving the community as school board member. Your dedication and the thoughtful way in which you consider all stakeholders interests in order to make decisions is greatly appreciated. Our family has chosen to continue remote learning. A family member has medical concern which puts them at higher risk and we have extended family at high risk, not in vaccine priority, yet. Where possible, we would like to voice our support for continued remote learning model for students, like our daughter who cannot return to school, yet. We are requesting you consider keeping the remote model fully staffed for remainder of the year to ensure parity as much as possible to in- person learning. Please consider the disadvantage to the remote learning students and their families: Academic Impact : Parents of remote learners have added responsibility of balancing their jobs during the day while juggling remote learner care at home, still. Since March of last year, my husband and I work 100-120 hours a week ON AVERAGE to keep our companies afloat and manage ever increasing responsibilities with fewer resources/budget. It is not possible to monitor our children in classes while presenting to clients and senior leaders on video concurrently. Quite frankly, we need MORE help and support managing our kids' learning, not less. We are not asking for more- only "equal" or "near equal" where possible. Social Impact: We are concerned that our children will be less engaged, more socially isolated and less motivated if livestream is the method to deliver most the learning. Contrast: The "return to school" parents are newly able to focus on their work during their day. They are energized and refreshed with their "return to normal" and additional time for themselves to assist with homework and get their kids to after school activities at night. Admittedly, their kids will thrive with the return to school. In closing, we would like a dedicated teacher for remote learners who understands their continued academic and social challenges with this remote learning model that our children did not choose for themselves. We sincerely hope that the costs to fund additional staff for a few months remaining in 2021 outweighs the social and academic costs.

My wife and I are writing to encourage the board to ensure that the current model for remote learning is kept in place for the remainder of the school year for all families who choose a remote option. Any child placed into a livestream option would simply not get an equivalent learning experience with a teacher who must also focus on the in-person needs of elementary students – this is not high school, and what works at Prospect would not work here. The emotional health of these children has been tested enough by different models and multiple teacher changes to have to undergo even more change – please let remote learners have the last seven weeks of the year to continue as they have been.

I am writing to ask the Board to commit to a vote at the March 18th meeting to keep remote fully staffed and keep the two choices (remote and in-person) more comparable. My family's reason for choosing remote learning is based on considerations of health, both physical and mental, safety, and because it what works best for our family. Both of my children have adapted to and successfully navigated the remote learning option that affords them a fully dedicated and fully engaged remote teacher and assistant. I will admit I was skeptical in the beginning of the year as to how remote was all going to work but I have been impressed with the quality of remote learning that both my 2nd grader and Kindergartener have received. I personally have seen them excel as I monitor their learning throughout the days and weeks. Their progress reports have been positive, and they appear to be progressing at an even pace with other children their ages. Throughout the year they were faced with changing conditions when the hybrid option

was offered (new teachers and classmates) and new routines (change in start and end times) but they persevered despite the challenges because they still had a dedicated remote teacher who was able to get to know them, help them and guide them. I feel taking away a fully dedicated remote learning teacher and assistant at this point in the school year will negatively impact my child's existing progress. This may be the straw that breaks the camel's back for them. Transitioning them to a live-streaming experience seems extremely disruptive and will only create a sense of detachment and seclusion from both the teacher and their peers. Personally, I feel for the teachers in this situation, having to manage both in-person students and students on a computer seems like a very daunting task. District 57 teachers should be commended for adjusting to this new way of learning under the pandemic however I imagine it has created undo stress. Adjusting to an in-person with the addition of live streaming will likely cause additional strain. I fear that remote students may not get the level of time and attention they need and deserve under a live streaming model. I understand that the Board has been faced with very tough decisions over the past year. I appreciate that everyone in the community has been given the opportunity to be heard. I appreciate the fact that the Board has tried to accommodate everyone. I urge you to continue to do that by providing an equal learning experience for all children, whether their family has chosen in-person or remote. I respectfully request the Board to commit to providing equal opportunities and resources to remote learners by keeping remote learning fully staffed. Offering anything less would be a great disservice to our children and to their teachers.

I see the agenda for the board meeting on Thursday and there is going to be an update on the return to school plan. I completed the survey to continue my 4th grade daughter at Lions Park with full remote until the end of this year. I have some concerns there isn't going to be enough kids to fulfill dedicated remote teachers, but I could be totally wrong and knew this was a chance when selecting my selection. I was counting on there would be enough selecting remote to continue to have dedicated teachers and not have to do any live streaming. This option has worked very well for my daughter with having somebody available to her all day. If for example, the numbers for remote are low, would there be an opportunity for families to be notified to see if they would want to change to in person? I can't guarantee I would make the change, but it could make me consider changing. I hope I don't have to worry about all that and enough will have selected to continue the current full remote structure to not have to make that decision.

a) Daily Test Positivity and Average 7-Day Test Positivity is rising last two weeks. b) You have informed in School D57 Bulletin that you know Mount Prospect schools will likely not be able to fulfill IDPH and CDC approved guidance. c) Most companies/businesses are still recommending and keeping people at home. d) Other countries are closing and putting more restrictions. e) In general situation in is worse than it was during second wave when kids were learning remotely. Knowing all the above you are going to decide to open in-person learning for 8 weeks ????. Please inform who personally will be in charge of that decision. If anybody from my family will get sick should I sue Superintendent Mrs. Aumiller?

Hello! My question is in regards to the after school program Kids Corner. Will the current ending of the program 4 PM be extended to 5 or 6 PM? Other school districts do offer this option for parents that work the standard 9 am to 5 pm office hours.

Thank you for your time and commitment to our students, particularly during this past, challenging, year. After much consideration, our student has chosen to remain a remote learner through the balance of the school year for a variety of reasons. Fortunately, and thanks to our amazing teachers, he has been thriving this year, even in a remote setting. He weighed the risk of needing to be assigned a third teacher of the year (that's 50% of the 4th grade teachers that he will potentially have to adjust to in 1 school year!) versus the change management of going back full-time this late in the school year as well as the health risks. We have landed on he decision that works best for our family, staying remote, and we hope that the Board will weigh every possible option to ensure that the remote students will continue to have a

dedicated, full-time teacher rather than move to a concurrent teaching model via livestream. The kids have all been put through so many changes this year, but in our view, the complete change in model to move to livestream for the last 7 weeks of the school year is unacceptable. We hope that you will strongly advocate for at least 1 teacher per grade level to be assigned as a remote teacher, and if the enrollment numbers do not allow for that, we hope that you will look into outside resources, additional temp staff, and/or combining classes with Lions Park as possibilities. Thank you again for the consideration and for your advocacy for all D57 students.

I would like to start by thanking the Board, administrators, educators, and support staff for all their efforts for the past year. We are aware adapting to continuous change is challenging scheduling, staffing, and logistics-wise and we truly appreciate it. I have two kids attending 6th grade at Lincoln Middle School who will remain remote for the rest of the year. We decided that for several reasons. Health and safety are, of course, a concern, but my kids are doing fine with remote learning and I have the flexibility to keep them at home so other kids who need to be in person have a safer environment. All the kids have been through a lot of changes and challenges. They have their teachers changed a couple of months ago. I believe another change for 6 weeks will be difficult not only for the students but for the teachers as well. Also, this will be demotivating for the kids staying remote and doing good. All the kids need emotional support right now so I appreciate you consider keeping remote teachers teaching the remote classes so the students will not feel punished for being remote and having the equal opportunity with their friends attending in person.

Thank you for your continued effort to help support students and make difficult decisions during this pandemic. I appreciate all you do and I'm asking you to please continue to help my child be able to stay safe while learning from a rich remote program at home. We know that some families are ready to go back and that is understandable, but our family needs this remote option to stay the way it is, especially since our children have already had so many changes this past year. In order to end the year strong, we need a comparable learning experience to what you are offering the in person learners and we are asking that you offer no less. From what we have heard from previous meetings, it seems like most board members agree that live stream is not the ideal learning model. I know a live stream model will not work for my child, we can do better! Please do what's best for all families and vote to have fully staffed remote sections for all students. It would mean the world to my child at Fairview to continue to be able to have meaningful social experiences with live teachers and peers over zoom. Mrs Sokuafakis has done a wonderful job at creating a supportive community within classroom and we can't imagine moving to a live stream model for only 6 weeks. This would only further isolate remote learners and would hinder their social/emotional learning experience in D57. Thank you.

I am writing to you for the purpose of being able to keep my child learning through the current full time e-learning model with no change to the teacher currently teaching my child or any of the other children whose parents wish for the same. Also, those children e-learning should not be live streamed into in-person classrooms. This current full time remote e-learning program coupled with being able to keep the same teacher dedicated to an e-learning "classroom" and not getting live streamed into an in-person classroom was the reason we took our children out of St Raymond's and enrolled our oldest at Westbrook (with our youngest to follow). Solid ideas from a wise and cautious school board. Another thing that D57 and the community needs to keep in mind is that the change being proposed will create lots of stress for the children. The children have had to adapt and tolerate too much change stress from COVID-19 as it is. We (D57 and the community) should not be adding to the very high stress levels they have all been feeling already by changing teachers on them or scaring them with the feeling that if they don't go back to school in person, they will not be paid attention to and get bad grades...where there would also be a very high possibility of catching COVID-19 before all have had a chance to vaccinate by choosing to not follow state/federal guidelines. Obviously when first introduced to full time e-learning there was a period of adjustment and adaptation but my daughter Claire Garvey has been doing very well under one of your

wonderful teachers, Mrs. Domalick at Westbrook. I feel that my wife and I owe so much to how great of a teacher she is when looking at how well my daughter has done while adapting to e-learning and excelling within it. A big reason for why I don't want teachers changed for children in the remote e-learning model. Now, as for my opinion on live-streaming into in-person classrooms, there is a very high probability that she will not do as well due to a lack of teacher attention. It will be much easier for in-person children to get attention due to real time, in-person hand raising and in-person teacher monitoring. Remote e-learning children will not have the ability to be as "squeaky of a wheel" and therefore, not get "the grease". This proposed idea would not be fair and equal for the remote e-learning kids, which I know would weigh heavy on the school board's mind if it gets enacted. I have to believe that those working at the highest levels of D57 do so for a love of education and children. Having some children being educated better while others are not in the same classroom is not what the American nor D57's educational system is about. Now, while some teachers might try to be fair about answering online vs in person questions, the board has no perceivable way of enforcing that equality, nor detecting that inequality when it occurs. Additionally, there would be so many kids in a class (in person and virtual) that answering all individual kid questions or monitoring individual kids' abilities and aptitude would be impossible with that same hypothetical fair teacher. There would be a clear advantage for the children in front of a teacher's face in-person. My daughter has had to go into break out rooms for extra help for a couple of subjects until she started excelling at them. Again, that happened because she had a teacher that has been attentive, sensitive, present, and truly available to her. If she is made to live stream into an in-person classroom, the invaluable, intangible part of your current classrooms that has made my child a better student will be lost. The above are my reasons for appealing to the board's wisdom and conscience to not alter the current e-learning model that has been currently employed. In conclusion, please commit to taking a vote at the March 18th meeting to keep remote learning fully staffed and keep the two choices more comparable. Remember, we should not be supporting health risks by encouraging families to send their children to over populated in-person classrooms prematurely (before vaccinations). Education inequality will be created with live streaming remote e-learners into in-person classrooms. The children don't need more stress from new changes through new teachers and keeping the remote option "as is" also keeps classrooms less populated and therefore, safer. Thank you very much for taking the time to review and consider my appeal.

First of all, I thank you for all that you do for our staff and students. I know this is not an easy job and I continue to appreciate all that you have done for our teachers at District 57. I am writing to you today as a concerned staff member. We have been told by our administrators that we more than likely will have in person class sizes of 30-34. These numbers are alarming not only because we are in Pandemic times, but these numbers would not be safe even in a regular school year. Lincoln has always had to deal with such issues as hallway/passing period flow, how to effectively support students during emergency drills and most importantly, how to best educate this number of students when their needs are so very different. With these current numbers, we also need to consider what mask-less lunch times will look like within the classroom and how students will safely travel to their Broad Experience/Foreign Language classes through the day, all while remaining socially distanced. At this moment, none of these concerns have been figured out. Surrounding districts who are also following the revised IDPH/ISBE recommendations have made every effort to cap class sizes to no more than 20 in person. Why has this not been considered for Lincoln? Throughout this year District 57 has been compared to surrounding districts who have had students in person. Yet the untold truth is that those districts have far less students in their middle school classrooms than we do. In fact, while our elementary schools needed mobile classrooms throughout the years for their increasing class size, Lincoln has never been considered as needing such supports, even though all community members know that our building has historically suffered from lack of space. We ALL want to see our students back in person, but with 80% of students returning, we need to make sure that we do so safely. I ask the school board to please consider ways to limit class sizes so that they are safe for all involved. This might mean hiring more staff/long term subs or using more space/mobile classrooms. As educators in this district we have always strived to provide our students opportunities to

excel academically and social/emotionally. Please consider supporting our staff by looking for ways to safely include our incoming student population, to provide students with the experiences they deserve and to support your staff who have worked tirelessly this year in order to make learning as normal as possible for our students. I thank you for your consideration in keeping our students and staff safe.

Hello, I'm compelled to write because my sentiments on remote learning have strengthened and felt more urgent with recent events. I'm a parent who felt the remote model worked for my seven-year-old during her first trimester at Westbrook. I was thankful that the model suited her needs emotionally and socially, and she was engaged in her classwork. After the hybrid model prompted a change in teachers, she warmed up to her new teacher, who clearly works hard to engage the class. However, during the second trimester my daughter became more disconnected from the lessons. By the time our second semester progress report arrived, the disconnect was most evident: She was disorganized and unable to use her time wisely. She went from writing creative instructional booklets in trimester one, to merely drawing pictures without words in trimester two. She no longer understood the math lessons, so was unable to apply them to the in-class exercises. This was all evident in her work submittals. No amount of delicate policing or checking in on my end saved her from regressing in seven categories on her progress report. It wasn't until I spoke with her teacher about her backward slide that I realized teaching assistants were removed from the remote classes when the hybrid option was rolled out. Aside from what the teacher can do on her own, there is no support staff checking on my child to ensure she's listening and making progress on classwork. Nobody is asking her to sit down, or why her writing page is still blank after three days' time. Nobody is correcting her math or flagging it for me to address each night. To say that remote learning is working for my child right now would be generous, but we are also patient and understanding. Despite the teacher's efforts, my daughter is adrift. In light of the reduced quality of remote learning without teaching assistants, it's extremely disappointing that D57 may opt to implement live-streaming if the enrollment numbers don't work out in favor of remote families. Other districts have been doing live-streaming, but often with a more manageable breakdown. D59's second- and third-grade hybrid classes have about 7-8 kids in person while the rest are remote. In contrast, D57 is considering live-streaming where there's a small percentage of remote learners expected, and fuller classrooms. Numerous parents I've spoken to in D59 share the same concerns about remote learning degradation as in-person enrollment shifts the live-stream balance between present and virtual students. Not only will children attending in-person class be in a better emotional setting, but they will also have behavioral encouragement and corrections, and (I would assume) feedback on their completed work. In contrast, I do not see how live-streaming would be a lateral shift in quality -- or an equitable one -- for the remote learner. I implore you to guarantee dedicated remote teachers. If it's just not possible, teaching assistants should be assigned to work closely with remote students. Small breakout rooms should be available for instruction. Social opportunities should be prioritized. My family opted for remote learning through the end of the school year because our health concerns don't afford us the option to do anything else. We're not choosing what works "best"; we're choosing our only option until we all have vaccines. While I acknowledge that Westbrook remote students are at less risk of going to the live-stream model than other grades, I'm writing on behalf of all D57 families who do not have the choice to send their children to school. Public schools should not pull the rug out from remote families in instances where there are too few students to dedicate teachers... all of us should be given equal support and priority. Thank you very much for reading my views on this issue. I look forward to hearing your discussion at this week's board meeting.

I appreciate your response to my earlier email. Since late last spring, as a parent of a severely asthmatic child, my husband and I knew that our children would not be returning to in person school, regardless of what was offered until either a cure or a pediatric vaccine was available. We have been told by both her pediatrician and her pulmonologist, that remote would be the safest option for her. We were committed to being remote as long as it takes, prioritizing her physical health, despite all of her academic struggles. Given that a pediatric vaccine may not be available for the fall, we are committed to keeping her and her

sister home next year as well, assuming that a remote option is available. We are not the family facing health concerns that feels this way. I understand that there are pros and cons to each scenario. And I don't take lightly the concerns that parents have about mental health and social development- I have those concerns for my children as well. However, it does, and has felt, that our district continues to prioritize the students of the families demanding in person options, which leaves our remote learners in a state of flux. I am requesting, begging, you to equally prioritize our remote learners as well, and to commit to full staffing a remote program. Please don't take the absence of remote parents at these board meetings as a sign that we aren't as invested as those parents that do that the risk to show up. We may not yell, or boo, or interrupt meetings, but we as a group, also deeply care about the education of our children. It is our priority as well. A live streaming option would not be equitable for remote elementary learners, especially those that are neurodivergent. My child, and all remote children deserve the same access to a quality education as in person students, and we shouldn't have to risk their health or the health of family members for them to receive it. All of our children are struggling, whether remote, or hybrid soon to be in person. Please allow our remote children to keep their learning consistent, and not cause any additional struggles for them.

I would like to know why a large number of community comments (feedback and emails from this board feedback link) were not included in last month's community comments. In the spirit of transparency, I urge you to publish ALL letters submitted to the board, and investigate why this wasn't the case all along, and who is omitting these letters? It is strangely suspicious that this was done especially with the board's odd idea to read letters by those not represented at the board meetings. Here is my take on this: 1. They are adults and can come to board meeting just like anyone else can. They do not need their letter read (especially when their letters were not the ones omitted). 2. The amount of letters submitted heavily favored in person learning, and whoever publishes community comments wanted to t even the scales a bit. 3. Rumors on social media are that the remote learner parents are going to show up to the board meeting this Thursday in large numbers to advocate for dedicated teachers.... does that mean you intend to read letters from those in favor of full in person? Again, I think it's silly, but based on the president that YOU, the board set last month, I assume that is what you will do.

Thank you for your time and efforts this year; I know it has been challenging not only as a parent and community member, but also as a board member, navigating the direction our district is going. I am pleased with the responses I have received and I know, as a collective group, you are all doing your best for our children. I have not attended board meetings in person for not only personal health concerns, but also because I have not thought the dedicated remote classes were in jeopardy. After listening to comments made by the community about "staying home if I'm scared" and other condemning statements, I am planning to voice my concerns and attend the next board meeting in person, as long as I can get childcare for my son. My son loved his first teacher, Ms. O'Donnell and was devastated to lose her. He now has another excellent teacher, Ms. Quinlan, who he finally, after a few months, has begun to really enjoy and bond with. If he transitions again, it would be again, another disruption not only to his learning, but more concerning to his to his emotional health. These are significant concerns for my family, as we have navigated this pandemic as supportively as we have been able to. I am requesting your commitment to continue advocating for a robust remote program, with dedicated teachers for our remote students. My son, a third grade Fairview student, has experienced a lot of transitions this year and it has been very difficult for him to keep adapting with classroom changes for other returning students. I think there is a point where we should recognize the risk of more transitions, getting to know new formats, new classmates and teachers, potentially vying for attention and instructional help, and everything else live-streaming into class may bring, might just be too much adapting for some of our young learners. I am currently working from home as a mental healthcare professional (BCBA) and single/divorced parent, which has presented its own unique challenges, but I am somehow able to make it work. I recognize that I am fortunate to be able to adapt my daily work schedule, the format in which I run my own virtual sessions with my dually diagnosed adults (intellectually/developmentally disabled and mental health

concerns), and have some (limited) support with childcare for the days I must be in-person at work. I understand some working parents are unable to have that flexibility, and are seriously struggling with childcare, or are experiencing other challenges and understand their need to return in that regard. While some students need to return, some will need to stay remote to retain the recommended distance. I am asking for you to continue supporting those of us who can stay home by continuing the robust program we have had thus far for the remainder of the school year. Again, thank you for your time and please continue considering the needs of all the families in our community.

To the board members, thank you for hearing our community and for your decision to proceed with the full-time option for students this Spring. It's something that many of our kids in D57 truly need. I am confident that we will be successful in this. We all must be brave and look forward. In that spirit, I want to make sure that we keep moving forward with a focus on keeping full-time in-person learning for our Fall planning as well. With the vaccines reaching more of our community and with everything we will learn this Spring, I implore you to plan, revise, and plan more over the next few months so that we are set up for success in the new school year. In addition, while a return to in-person instruction has been what I have been advocating for, I also want to make sure that the families that do not feel comfortable in sending their kids to school have the continued option for remote instruction. While I don't have a child that will be enrolled in this model, I feel that it should still remain, to the best of your ability, at the current state. Just as we have discussed equal education for the hybrid kids, it would weigh heavy on me to see the remote learners have their level of education changed. Please do everything in your power to maintain the 2 options with livestream only as a last resort. Thank you.

First, I just wanted to say thank you for everything you've done thus past year. I know it's been crazy. My family and I are closing to stay remote because our youngest is considered high risk. We have been very grateful that both of our kids seem to be thriving with this new way of learning, and I know that is because of the efforts put in by the teachers and staff who have went above and beyond this past year. I understand that some students need to be back in the classroom for various reasons. I just hope that it's not to the detriment of those who are choosing to stay home. I feel that having teachers teach full time and then having students just attending the same classes virtually, could be more difficult for those at home and the teachers. I hope you are able to allow some teachers to stay remote, so we can get the same level of care we have been able to receive. I can't imagine how the teachers would be able to give the students in class and online the same level of attention, without having to go above and beyond even more than they already all. I know these teachers have to be. Exhausted already and I can't imagine that much more put on their plates. Thank you for trying to understand everyone's talking points and for listening. We appreciate it and wish you the best.

I'm writing today regarding our choice to enroll my children remotely for the year during this awful pandemic. The decision wasn't an easy one. My husband and I both work full time and my kids are young and require a ton of help all throughout each day. Our decision was based on the health of our family and yours. We error on the side of caution when it comes to health and safety. That isn't to say we live our lives in a bubble, I assure you, we do not. We have our group of people that help keep us sane and socialized in a safe environment. We have also decided to enroll our girls in outdoor soccer this spring and we're all looking forward to it. My 1st grader is thriving with remote learning. Could it be better, yes. Could it be worse, yes. her first grade teacher is amazing. Mrs. Domalick is the type of teacher that my daughter will remember forever. 1st grade is such an impactful year for kids. They're learning how to appreciate and love reading and math and they're learning the basics of how to learn. My daughter, like all kids, has faced some obstacles this year. She was in a reading resource earlier this year. Mrs. Domalick gave her the encouragement and patience she needed to open that part of her brain like a flower. Her reading exploded and all the pieces started to fit like a puzzle. I know that had she lost her teacher like so many other kids did, she would have suffered major set-backs. She trusts that Mrs. Domalick will be there for her every day and help her to learn the best she can. She recently has started a math resource class

where I can watch her progress blossom. The reason she's able to do so is because of the consistency and equality she's had this year with her teacher. I can't even imagine what this year would have looked like if she had to switch teachers while learning to read and then again when learning math. It would not have been what is best for my child and I know that she isn't alone in that. Now, there's talk of having children live-stream into a working classroom of learners being taught in person with a physical teacher standing near them while other children sit and watch. There is zero way the children who live-stream into a classroom would get the same attention as those in-person. It's just not possible, even with the best teachers. My daughter's right for an equal education would be reduced to observing others being taught from an 11" screen. The thought of that is scary and simply wrong. My child deserves consistency. My child has the right to a good education, that's why we moved here to begin with. It's also why we chose to pull her out of St. Rays, who were all returning to in-person at the beginning of the year... obviously their classrooms are twice as large and enrollment at least half as much. We chose full remote for the safety of my family and yours. We are doing our part to save lives and we shouldn't be granted less of an education because we choose to follow state guidelines. We implore you, please vote to keep remote a fully staffed option without even more change for our tiny humans. Please vote to keep equal education for our remote learners.

Thank you so much for approving and providing a return to full-time in-person school for families and students. This year has been rough, to say the least. Our children do not respond well to remote/Zoom/livestream learning and isolation. My husband and I have modified our work schedules and have spent thousands on tutoring and mental health care. While we can make this work in the short term, we cannot sustain this way of life much longer. We are so relieved to have our children return to full time learning and socialization. We are hopeful with this full time in-person they will soon catch up academically and emotionally. We accept there is no such thing as zero risk; infectious diseases will continue to be a threat. However, this past year we have discovered greater threats to our family's well-being. This is a light at the end of what has been a really dark tunnel.

Thank you so much for all your hard work this school year. I can only imagine the difficult decisions you have had to face all year. As a parent of two remote learners, one in first grade and the other in third grade, I am advocating for them today. My children have been remote since March. While I wouldn't say everyday was perfect, it hasn't been as challenging as I had originally thought. There are many days I have questioned myself of the choice I have made by keeping them at home. For the past couple of weeks, after the last board meeting and hearing the doctor, teachers, and parents talk about how staying at home effects children's mental health, I questioned my decision even more. Covid has been hard for our family, like I had stated in a previous letter, my husband had the virus and was severely sick for months. Thankfully, everyone is healthy now. It was an extremely hard time that fortunately ended well. But when you face something like that first hand, you become more vigilant on what you do. With knowing all this, I choose to keep my children remote for the rest of the year. I am not a scared parent who wants to take anything away from any other parent. Some of my friends are the same people I have seen stand up for their children that needed to go to school in person. And I am nothing less than happy for them that the board choose to make in person happen. What I am asking as a remote parent to please not change the makeup of what is already been working so well for this group. All these children have been through so much and with so many changes this year, that please do not make yet another one. I know full well that teachers and the administration would try and make it work for the remote students. Just because I want things to stay the same doesn't mean I have little faith in the teachers. But change is not always good especially when a certain way has been working so well for a while and then all of a sudden you are changing it. My son, who is in third grade went from being a C student in the beginning year, as of right now, he has worked hard and is an A student once he got more in the groove with his schedule and a teacher switch. Just yesterday, he told me how much he loved his teacher and hoped he would have her for the rest of the year. It was literally like I saw a new child. My daughter has a wonderful teacher that she has had the whole year so far. She has done incredibly well with her teacher. Please don't change the

way remote is structured. There will be seven more weeks left in the school year. What we all need is to let the year end well without any more new changes and move on to a more peaceful time for everyone.

First, I want to express my gratitude for fully reopening the schools with an expected date of April 12. Our household is grateful for the opportunity to enter the schools again and allow children to receive the education that is deserved and necessary. With the reopening, I understand that there is a risk of modifying the current remote plan by moving to a livestream classroom for some classes. While my desire is to keep a full-remote option without any changes to those families, I understand it may not be possible. I do not support keeping a full-remote option if it requires the addition of staff/teachers. I do not believe adding teachers would be fiscally responsible, nor do I believe that hiring at this point of the school year would deliver the high-caliber teachers that our district expects. I am confident the district will do everything possible to maintain what remote families are currently accustomed to this school year. Please do not let their displeasure affect the learning plan that has been presented for those who desire to move back into schools. For 7 months my children and many other children have suffered due to the learning plans that were in place. While every step has been a slight improvement, full day in person is going to give my children what has been lacking this school year - interaction with teachers and students and challenging academics. Asking remote families for a potential change to livestreaming for 2 months of what they feel is inadequate learning is nothing compared to 7 months of misery that many other children have felt this school year. My family is choosing in-person learning because it is what we feel is best for our kids. We have come too far in this journey to get children back in school full-time to have it taken away or altered in some way because remote families feel livestream is not ideal. We all deserve a quality and equitable education. We are finally getting on a level playing field. Nothing is ideal, but I hope it paves the way for what the fall learning plan can look like.

I would like to start off by thanking you for your service this year. We are all well aware that this has been a challenging year, no matter where you are. You all have faced tough decisions and unprecedented conditions throughout the year. We appreciate your hard work to address the needs and concerns of everyone in D57. Knowing how hard everyone has worked to address the needs and concerns of all students and parents within D57, I would request that you consider one more need. I would like to put forward a request that remote learning continue as it currently stands through the end of the 2020/2021 school year. This being classes with teachers dedicated to teaching only remote learners instead of the live streaming option that has been mentioned. In an effort to provide us in person learners and remote learners with equal education opportunities, I believe that dedicated teachers for each type of class is a must. I am a parent who has had two students that have been learning remotely all year (K & 4th.) I have been incredibly fortunate that they have both adapted very well to remote learning as it currently stands. They have formed tight bonds with their teachers. We've seen advancements in their learning/understanding of subjects. They've been allowed the stability of knowing that each day will follow the same schedule, much like they would have had in a traditional school year. I see how hard their teachers (and instructional assistants!) work to ensure that each child is getting the interaction and attention that they need to feel secure in their learning. I have concerns as to how the live streaming option being discussed would change this dynamic. As a college student, I was part of a study on how people learn. Our class was split into groups, all taught by the same professor. One group was in the lecture hall with the professor while he taught. Another group watched the professor on a projector screen in another room, in another building. It's not a direct correlation to what we're currently experiencing but I can tell you that those of us seeing the professor from afar were at a significant disadvantage. It was challenging for him to watch us on his own computer screen, while teaching to the students in his lecture hall, and make sure that he caught every hand raised for help. Often, he wasn't even sure who was in class and who was not. It was hard for him to pace the class based on non-verbal feedback from our group (people taking notes, flipping pages, etc.) I would ask that you not repeat this type of study with our learners. Thank you for taking the time to listen to my concerns and the concerns of all of the parents within D57. We're not always the best at showing it but we really do appreciate all of you.

I just want to thank you for giving me choice and allowing my kids come back to school in full days. It means a lot for them for my whole family. Kids can't wait and they started crossing out the days till 4/12/21. Thank you for listening us and giving us choice.

Thank you for agreeing with the recommendation of full-time return to school, even though many of you didn't support it over the past months, this is truly a life changing decision for many children and the families of our community. However, the general feedback to the Board of D57 is concerning. Time after time your community asked of you to promote Unity and to stop dividing families in our district, especially during these difficult times. Whether unconscious or not, it's hard to believe you still don't see how much your words and actions matter, and how much damage they keep creating. Parents advocating for a full in-person option always understood the importance of offering a quality remote learning program. There were no sides EVER! Just like any parent, we wanted our kids to get safely what we felt was most important for their well-being and education. We were simply against keeping the failing hybrid option, and for providing 2 better options for ALL, full in-person and full remote. For months you have shown no support, no understanding, and no compassion for a big part of your community and their concerns. Actions during last meeting of some members reading letters of families that represented one perspective only, something that hasn't been done in the past, were concerning and showed you are not aware of your bias. Not posting over 27 letters from families that were supporting full time return to schools show a bias. You have painted a picture of division yet again... It's sad that your dedication and commitment to this community gets clouded by these kind of actions, and your good intentions have a negative effect. The options currently offered by our district have been unfair for months. It's hard to believe that you as a board have been accepting it and haven't taken any initiative to demand "equal opportunity for all students" and higher standard from our administration, especially since they admitted that Hybrid was failing. Instead finding solutions and addressing the problems, you have become experts on making parents feel helpless and dividing community. How can we fix this educational gap? Parents would really like to hear your ideas! Covid relief aid allows for a broad range of uses for funds to stabilize schools. The guidelines suggest that a certain percentage of funds should be allocated to "supporting afterschool and summer learning programs". Going forward one way to address this gap would be to provide additional programs for families that would like to address lost learning, and the educational gap from last 12 months. How can this community be united? COMPASSION FOR ALL + TRANSPARANCY + CLEAR GOALS + ONE ACTION PLAN = GREATNESS. "We are only as strong as we are united, as weak as we are divided."

I had emailed each member last week regarding my concerns about the district. I received multiple responses from various members and administration. Unfortunately, my letter did not make it into the community comments and still not there. Why is this the case? I had submitted my comments through the link and through email. My omitted letter is similar to many other parents that wrote in supporting in person learning. I request to know why these letters were omitted and how it is being addressed? In my letter, I referenced many concerns about our district. Two of the main points from my letter were goals from the district's strategic plan, "sustain the relevance and rigor of student learning." I question these goals then and now, as to how are we measuring rigorous student learning? Another one of the district's strategic objectives is to, "operate in a framework that promotes a climate of trust, honesty, and respect among all district stakeholders." You may question why I still need to address these goals now, but it is still apparent that as a district not ALL stakeholders are being respected. At the last board meeting, five out of the seven board members read aloud community comments only supporting that of remote learning. Not one comment that was shared by a board member supported in person learning. Again, why was this the case? Over 29 community comments that supported in-person learning were neglected to be included in the community comments at the last board meeting, again why was this the case? This issue has yet to be addressed and was only included in the last email without an explanation or a direct

reference to these comments. The district needs to address this concern immediately and fix the problem. My letter is still not included. The stakeholders of the community deserve the respect of ALL members of the board consistently! In regards to the district's strategic goal towards rigorous learning, I am extremely grateful that the board and administration finally is offering full day in person learning five days a week! This plan is beyond needed and students should have been back in school full day in person months ago. However, students that remain remote, are also part of our community and therefore still deserve a solid education. If a family chooses to stay remote, it is their respected preference. For this reason, I feel it is beyond essential and especially needed for our students to get an assigned remote teacher without impacting the plan set for full in person learning. I recognize that we have limited resources, but live streaming is not a rigorous education practice. Instead can the district provide stipends to meet these needs especially at Lincoln to teachers who are willing to teach an extra period remotely? Can we combine grade levels remotely? Are the class sizes in person small enough to warrant a full remote teacher per grade? How do we make this work for all our students? I think it is important that we recognize, it is not remote versus in person, it is not administration versus the stakeholders, it is not the board versus its community; instead it is simply Mount Prospect and we are all in this together so let's start acting that way. This last year has been extremely difficult for our son and many other students. I cannot imagine how much more difficult it would have been without a dedicated fully remote teacher as well as receiving the same quality of education if it had been live streamed all year. In August, Mr. Parisi did a presentation supporting full in person and full remote. At that time, we had a plan to move forward with a full remote teacher and a full in person teacher. It is time that we follow the original plan and find a solution that works best for ALL children and their needs without impacting one side. Thank you for taking the time to read this email. I hope you have a good evening!

I am writing to ask the Board (and Administration) to find a way to continue having dedicated teachers for remote students for the remainder of the year. One of the strengths of our district's decisions during the pandemic has been our remote learning program, which has helped children to learn and families to stay safe even despite schedule and teacher changes. I am very concerned about the effect on remote learners of a change to live-stream, as they undergo yet another schedule and possible teacher change. I am worried about the effect on my children's education and mental health, and on my ability to continue working at my job if that robust level of support for remote learning is removed. Although many districts have used the live-stream model to get through this year, as they plan for the fall, districts are stating that they will look to end this practice (D64, D25). It seems such a late time of the year to move into live-stream, investing in equipment and starting a teacher learning curve, just as other districts are looking to move out of it. I really urge avoiding live-stream for remote learners, but if in the end this is the model that the district decides to use to a large degree, I would plead for you to consider changing to a 4 day in-person model. Most districts using live-stream are keeping one day remote for all students in order to focus strongly at least one day a week on involving and supporting those remote learners. If remote learners have to lose their entire model of learning as well as possibly their teachers, that would seem like a minimum compromise for the gains of in-person learning at the expense of remote. I am also concerned about the mixing of cohorts in the plan proposed in the in-person learning model proposed by administration. That seems an unnecessary level of risk to add in at the same time as increasing the number of students and reducing distancing, especially as variants spread that are more transmissible and affect children to a greater degree. I believe that the outbreaks at D25 that forced a change to remote learning at Thomas and South Middle schools were influenced by the mixing of cohorts as well as the reduced distancing. As we move to full in-person, quarantines will most likely increase, and reducing cohorting will only exacerbate this problem. This can be done in the middle school by having students within a cohort attend the same specials class together (some students will repeat, this is being done at D21), and having enrichment classes at the elementary level provided for all students on Zoom as they are occurring now. Thank you again for all of your hard work in adapting to evolving situations and changing guidance this year. District 57 has really been in the same boat and similar time frame with other districts without the resources to go full in person and keep distancing (some are remaining hybrid - D63 K-8 and

D15 middle school). The one exceptional area of strength has been the D57 remote learning model. We have so much appreciated how it has helped our family through this difficult year, and hope that it will still be there for us and others through the end of the school year.

Hello, my daughter recently began attending District 57 at Lincoln Middle School in the fall. Because of my wife's family's faith, we had previously sent her to St. Raymond's School up to that point. However, we take the pandemic very seriously, and we found the SRS approach dangerous and their remote option was poor at best. We made the decision to send our daughter to Lincoln because we believe District 57 has been following as safe and rational of an approach to in-person learning as best they could. I am sure that you have many people that are angry that you have not been more aggressive in your approach as I feel those people are more likely to speak. However, I want you to know that there are many more that are very happy with your approach, but unfortunately, those of us that love what you are doing are less likely to speak. I want to try to correct that with this email and also point out that some people are choosing District 57 \*because\* of the steady and safe manner that you have approached this difficult issue. You are to be commended

Thank you for all the hard work you put in to make everything remote. I want to stay remote with virtual interactions with teachers and students. I also Feel safe and comfortable at home for School. I don't have to take the bus or walk to school or go outside with big groups of people. I feel safer at home because right now it is very scary to me that I cannot see coronavirus and I don't want to catch the virus. I also don't want to have to make a big change like homeschooling because I enjoy online learning with my teachers & friends from Lincoln. BTW I have been Doing well with A's and one B this quarter. It is a little hard to keep this up but I can. Being at home and learning has made me independent and better at advocating for myself. I feel more confident about my needs and the help I get for my work with my teachers. Being a better advocate can help me write a letter like this which is important because remote learning is at risk. For all of us, thank you for keeping remote learning as it is today.

Thank you to the Administration and Members of the Board of Education for your continued hard work. I am writing to say that I hope you will keep the start date of Monday April 12th for return to full instruction. This gives the teachers and staff time to prepare for the students to return, manage all the schedule changes, zoom links, new google classrooms and other safety changes taking place. Thank you

We are the parents of a Kindergarten student attending Westbrook virtually. We feel blessed that our child has been able to have one teacher this entire year during remote learning. Several individuals in our family are at high risk for complications from COVID exposure, so we are grateful for the remote learning opportunities the District has provided. Our daughter loves school, and we appreciate that she has a teacher who is focused entirely on remote students. We encourage the Board to continue supporting classes that are fully virtual alongside the future development of any in-person or hybrid models. Our hearts sank when we saw that some virtual attending students could be converted to a live-stream model in the recent survey. We believe such a model relegates students with health concerns to a far inferior instructional environment. We also realize that it can be difficult for teachers to simultaneously support virtual and in-person students at the same time in hybrid models. That is why it is our belief that the more equitable model would be to continue having some classes that are entirely virtual, with a virtual teacher who can create lessons and activities centered around those students. Thank you for your time and consideration.

Thank you in advance for reading my letter. In thoughtful consideration of the pros and cons of each choice for my family, with all of the facts that are available regarding the virus (including the emerging variants of the virus) and that our community is still only 10:% vaccinated (and children are not yet eligible for vaccination)... Several members of my family are at risk of severe covid illness with preexisting conditions, My oldest son has a heart condition and compromised immune system,. My

mother is fragile and elderly with all kinds of health problems. I suffer from asthma and am obese. I am requesting you to vote to keep a dedicated teacher for remote learning in each grade level, for each child, and dedicated teachers for core subjects at Lincoln. I am in grave worry about my children in the thought that they would be flies on the walls of live-stream in person classes. I feel pressured to go against my protective instinct and send them to full time school just because I am so worried about them losing their dedicated remote teachers. This is really not an acceptable option, to be quite frank. My daughter is a 3rd grader at Fairview. She has been lucky to have kept the same teacher all year. The past year, she has suffered with severe anxiety over the pandemic; a psychiatrist diagnosed her with Generalized Anxiety Disorder. She has adapted beautifully to focusing on her maskless face during school time, and being able to see her peers. I have well-founded worries that if she becomes a fly on the wall, she will severely regress. To give her just two scenarios, to be live in school or watch a live stream class, will crush all the progress that she has made with learning this year. My son is a 7th grader at Lincoln. He has severe ADHD and requires a lot of attention from his teachers and instructional aides. I know with complete conviction that the connection between school and home would crumble, and the remaining six weeks of school would be lost. Full time live stream is a bad choice for all students. I have spoken with other parents whose kids have experience with this and they all say their kids can't hear hardly anything, have trouble seeing, teachers need to get up and help their students in the classroom, leaving the remote kid alone and waiting. The kids have lost the connection to their peers that they NEED, they no longer see each other's' faces. Sadly, live stream leaves the kids with a grossly inferior learning model. I am one of the parents who has been delighted with the robust remote learning environment for my children and their peers. I appreciate all of the hard work, research and development, and creativity that is so impressive to get us all where we are today. All the kids continue to deserve educational equity as well as safety. I understand that disinfection and hygiene protocols are greatly improved since the beginning of the 2020-21 school year. A small percent of the population has been vaccinated. I am grateful that as a substitute teacher in the district, District 57 provided me with the vaccine. Thank you so much for everything that you have done for all the families in our community. We need to stay remote for our family reasons. Please vote for dedicated instruction for the families like mine whose children have thrived with what you've provided so far. Thank you so much!

I would like to thank the board for voting in agreement with in person learning model the district presented at the last board meeting. I would also strongly recommend that you move the start date of full In person up to April 5, 2021 as suggested by Vicki, and supported by Gerry. I know a contingent of remote learner families have written you, asking that you keep remote learning with dedicated teachers. Even at the expense of in-person learners. I would like you to stop and think about what they asked you to do. They are ACTUALLY ADVOCATING FOR LARGER CLASS SIZES IN PERSON. They do not want their children in the classroom, but by all means let's jam as many students as possible in a classroom, so that their remote learning experience is satisfactory, and they have a smaller remote class. In the middle of a pandemic, they advocated for a higher number of people in a physical space as opposed to a higher number of people in a virtual (remote) space.let that sink in for a moment. If their child was in a physical classroom would this be ok?? Hybrid leaders have gotten the short end of the stick for long enough. Please do not switch their classes around, and pack the room, just to appease remote learner families. If live-streaming was good enough for hybrid families I don't understand why it shouldn't be acceptable for remote families. I get that it's not ideal. But nothing that has happened this year has been ideal. Thank you for your time.

Thank you for taking time to read everyone's letters and for all the work you do to support students in the district! I have already signed a letter about my thoughts for remote learning and possibly live streaming for all grade levels. But I wanted to take a minute to send another letter from just myself and share the amazing progress my three-year-old has made this year. This is a three-year-old with very little language when he started, and who was unintelligible to other adults and peers. I don't think that we could've achieved this kind of growth if we were in a live stream environment. Having Mrs. Carpenter and Mrs.

Titze and their support staff have been an amazing experience. They have been really engaging and my child has bonded with everyone in that class. All he can talk about the minute he wakes up is how he needs to go to school to see Mrs. Titze and Mrs. Carpenter, even on the weekends! He also has become very interested in his peers and gets excited to see familiar faces during small groups or question of the day. These personal interactions are so important and make all the difference in our remote experience. Please vote today for d57 admin to staff all remote sections with a teacher and if possible to keep students together with their teachers at the younger levels. Below is two current updates from our circle of friends teachers: Update 1 He has attended remote learning consistently since the beginning of the 2020-2021 school year. He has received the support of a speech/language pathologist and occupational therapist. His mother supported him at home during direct remote instruction facilitated by teachers and therapists. He made observable gains in the following areas: - managing feelings - following limits and expectations - using fingers and hands - using writing and drawing tools - comprehending language - following directions - using an expanding and expressing vocabulary - using conventional grammar - telling about another time or place - using classification skills - using and appreciating books and other texts - using print concepts - interacting during reading experiences and text reflections - using emergent reading skills - retelling stories and recounts details from informational texts - writing his name - writing to convey ideas and information - counting - quantifying - connect numerals with their quantities - understanding spatial concepts Update 2 Update 3/10/21 When he began with us in the fall, he was mainly using signs and gestures to communicate. He produced some word approximations but unfamiliar listeners had difficulty interpreting them. He produced single signs or word approximations. He showed frustration and would tantrum or refuse. His comprehension of vocabulary and directions were age appropriate. He required many additional prompts from his mom to attend, focus and respond. He was self-directed in his play so using a parent coaching model as well as preferred activities to target skills was implemented. Remote therapy was paired with asynchronous activities which were sent home monthly to support goals. He made significant and steady progress. At this time he is able to independently work both the Chromebook and iPad. He is able to mute and unmute, to log on and log off sites. He can touch and choose answers for Boom cards. His therapy is now more task based and less play based. He is currently producing multisyllabic words. He is able to label all targeted vocabulary including nouns, verbs and adjectives. He is producing 1-7 word utterances spontaneously. Average utterances are 3-4 words in length. Intelligibility has also improved but continues to be a focus as he has sound omissions and substitutions. He has been trialing a touch chat augmentative device. He has learned how to create words and sentences. He has a strong memory and can locate most pictures independently. His frustrations over communication breakdowns have decreased and will independently get his touch talker when needed – but these times have decreased significantly. He no longer requires as much support, redirection or prompts from his mother. He is currently demonstrating age appropriate and above receptive language skills. His expressive language skills are slightly below age expectations due to some grammar errors as his mean length of utterance has increased. His primary need is speech intelligibility with focus on final consonant deletion and syllable reduction, as well as targeting beginning sounds in all word positions in phrases and sentences. His communication skills have grown significantly while receiving remote therapy and remote classroom instruction. He is now able to attend and complete most small and large group activities equal to that of his same aged peers. Activities do not need to be modified. Peers and unfamiliar adults may have difficulty understanding his answers.

Thank you for taking the time to read our group's letter and for all the hard work you are doing to ensure a strong end to an unconventional school year! In this letter we will be discussing some important topics for remote families: Why we need a robust remote option Ensuring financial and educational equity Why we need dedicated staff for remote at all four D57 schools Suggestions for struggles surrounding remote learning at Lincoln Have the board take a public vote at the board meeting on March 18th to hold the administration accountable for assigning teachers to at least 1 class per grade for elementary students, and at least 1 section for each core class for each grade at Lincoln. Why some Families need to stay remote Medical conditions that put students at higher risk of severe covid. Some students have parents that are

not yet eligible for a vaccine and likely will not be able to get one until mid to late May. Some students have parents who have a medical condition that either prevents them from getting the vaccine or lowers their immune system so that even when they have a vaccine they might still be at increased risk (examples: chemo, some autoimmune conditions). While schools are not super-spreaders - we can't deny that there is some spread in schools. Asymptomatic spread could be life threatening for families with medical conditions. There are also families who are concerned about variants (some new variants are more contagious and create more severe symptoms) as well as the long term health effects for both children and adults. Neither Illinois or the U.S. is anywhere close to herd immunity. At this point in time we are only at about 10 percent of the way to herd immunity. Why a Robust Remote Option is Needed Full Time Live stream is not a good option for any student. Feedback from parents whose students have experienced livestream includes: "It is difficult for students to see what is going on in the classroom" "It is difficult for students to hear everything that goes on in the classroom" "Sometimes teachers aren't able to notice when the livestream students are kicked out of a zoom classroom" "Livestream students can miss significant portions of the material waiting to be admitted back in the zoom classroom" "Livestream teachers can't always see when remote students look confused or have questions." • "The only way for livestream to be even close to equitable is for the teachers to do all of the teaching sitting at their computer. Once they move away from the computer – livestream becomes not viable and not equitable for the remote learners." Remote families are just as concerned about their kids' education and social emotional well being as any other family in our district. We all want our students back in school, but for many remote families a robust remote is an essential need. Live-stream would diminish the remote experience. Please don't allow it to become more challenging for students who need it. Not being able to fully see, or hear, what is going on in the classroom is not an equitable education. For many students their remote class is the only sense of community that they have with their peers. These students should not be further isolated by taking away remote and trying to substitute full time live-stream, which is an inferior method. We know from parent feedback that in a remote class students feel like a part of their remote class, and livestream full time can give the experience of "looking in on someone else's class". Live-streaming part time and having the benefit of in person the other half of the time, is one thing. Live-streaming all day, every day is not an acceptable solution. Live-stream will be especially problematic for students with IEPs. Parents are concerned how their students will receive their minutes for academic subjects. How will their accommodations be met in a way that is meaningful and helpful? We can meet this concern with guaranteeing teachers are assigned to remote classes and available to meet those needs during academic minutes. Just because some districts have tried livestream, that does not mean it's our only option. Districts like Park Ridge are continuing to offer a remote option (with dedicated teachers assigned to remote classes) now, and even in the fall. We need the Board of Education to publicly and continually help to advocate for a robust remote option for all students. This is the only way we will continue to provide an equitable education of all remote students in D57. We are asking you to do this by voting for the administration to assign/hire teachers for all remote sections in all four D57 schools. Ensure Financial and Educational Equity Live-streaming has been a hot topic recently and we want to know why this is on the table for remote learners. If that wasn't good enough for part time hybrid model, then how is it supposed to be good enough for any remote students to do full time? The experience of being full time live-streaming would not be equitable to what students will receive when full time in person. Parents of hybrid students have openly expressed major concerns about the live-stream time in previous board meetings. At the last board meeting there was talk of spending thousands of dollars each month on things like tents to help the in person students. There is also a lot of money being spent on PPE and extra cleaning supplies for the benefit of in person students. If additional money is being spent for in person students – at the very least – remote students should have teachers assigned to teach remote sections and if necessary we should utilize funds to make that happen. All students should be able to learn in an environment that is safe for them. No family should be put in the position of deciding between getting their child an equitable, quality education and potentially putting their child or a family member's health, and possibly life at risk during a pandemic. Especially since we are not at herd immunity yet. At recent board meetings, there has been a lot of talk and concern about failing our students. We believe that

expecting some students to live-stream full time would be failing our students. Westbrook Our Pre-K-1st grade learners at Westbrook deserve to have a teacher working with them at all times even if they are enrolled in remote learning full-time. With an increased population of students with special needs at Westbrook it is critical that we find an appropriate balance to meet everyone's needs and we cannot do this over live-streaming. While social and emotional learning is imperative for all students, there is definitely a great need for it for our youngest learners. They are still developing critical basic social and emotional skills and rely heavily on the support, guidance and interactions of teachers and support staff from Westbrook to succeed in developing those skills. They are also learning the foundation skills for every core subject during their time at Westbrook. If we want to continue to give them the quality education that we have over the years, that will support them for their entire duration of schooling in district 57, we need to make choices that are going to best benefit all students for now and looking to the future. Live streaming is not the ideal model for any grade, and definitely not for our youngest learners attending Westbrook. Lions Park and Fairview Our 2nd-5th elementary students are also working on building lots of skills that will help them to be successful at Lincoln and beyond. We already know from many parent testimonials that not having a dedicated teacher for half days was a struggle. At these grades they are also very emotionally aware and learning how to regulate their feelings. A big concern we should all have for remote learners at this level would be ratio strain. All year we have been asking remote students to take the adjustments in strides and continue to perform at the same level or more than they have been previously. But asking them to endure multiple teacher/class changes is already too much. Asking them to have to switch to live streaming for the remainder of the year is like asking someone to do harder work for far less reward than the work is worth. These students need the consistent reinforcement and support of their teachers to grow and their guidance to have the social/emotional awareness that their full time peers will receive support on while attending in-person. Lincoln 6-8th graders are all learning big skill sets that will determine their ability to function successfully in high school. We need to continue to actively support them as they learn new information and skills that they will be applying during the rest of their academic careers. We know that peer interaction is critical during these grades and having access to this type of social interactions will benefit them and aide in their success in high school, college and their future work environment. Denying them that now can have major implications for them in the future. We understand that Lincoln is at the most risk for having more live-streaming sections due to its class structure. With the level of academic intensity at Lincoln we believe its crucial for us to continue to offer dedicated remote teachers for remote Lincoln students. Remote might be the minority, but it does not mean that these students should be overlooked or be asked to settle with a resolution that is less than the standard education given to their in-person peers. We need to ensure that Lincoln students are offered an equitable learning experience and continue to actively support their academic success. If we don't provide them with the attention they need in school now, we are failing to teach them not only academically, but socially/emotionally which could be detrimental to this age group. Middle school is an especially challenging time socially, please do not isolate them further with full time live-stream. We need the school to continue to be the support system they can rely on and foster these needs rather than ask them to give more without a strong support system to go with the demands of middle school. Please do not allow a plan to be implemented that requires some students to live-stream full time because it is the easiest model to schedule. We know that it will require some creativity, but there are at least 26% of students at Lincoln that need remote. With creative scheduling, that should be enough to offer remote classes/sections with teachers assigned to each of those sections, especially for the academically driven core subjects. We understand that 26% of students at Lincoln have chosen to stay remote. By making 1of 9 classes remote for each core subject is using just 11% or resources/teacher time for remote students. We believe that 26% of students deserve at least 11% of resources. Suggestions for Lincoln The following suggestions were shared with Lincoln to help find a way to make it possible for teachers to be assigned to remote classes/sections at Lincoln. We hope that the suggestions described below will be considered and implemented if possible: Combine Students from Both Teams (if needed) Lincoln Remote families that we spoke with feel that the highest priority is for there to be teachers assigned to remote sections at Lincoln. Ultimately having dedicated teachers for remote sections is even more important than staying

with the same classmates, teachers or caseworkers. While we would strongly discourage major changes like that, we know that the best learning environment involves live teachers. Remote families who have kids in accelerated classes have said they would rather have remote classes with teachers assigned for science and social studies, even if they have to livestream for accelerated ELA or math. Some classes with remote teachers is better than no classes with remote teachers. They recognize that students in accelerated classes are more likely to be able to manage livestream classes than students with IEPs or the general population. This approach would also ensure that no student would have to livestream full time.

**Allow Flexibility with the Size of the Remote Classes** If the class sizes for remote and in person do not at first seem equal in size – there may be a way for them to be equitable both from a teacher perspective and a student perspective. From a student (parent) perspective, the full time in person students benefit from the optimal learning model – in person learning. So, if in person sections have more students than remote sections - that might actually make it more equitable for the students (in person students have the benefit of the superior learning environment/experience while remote students have the benefit of somewhat smaller classes, making it a win-win). Since full time live-stream clearly is not equitable with full time in person, we hope you will allow some flexibility with class sizes if needed in order to ensure remote students have teachers assigned to teach remote sections. Enough Teachers In regard to having enough teachers to teach remote and in person sections. That should not be an issue. For example, the district hired 2 extra 7th grade teachers when hybrid started. If there are currently enough teachers to teach hybrid and remote students then there should be enough teachers to teach in person and remote students, especially when class sizes will likely increase with full in person. Due to space constraints in the buildings – class sizes need to increase from what they are in hybrid in order to provide full time in person. When class sizes increase there is a need for less teachers, not more teachers. So, there should be plenty of teachers to teach the middle school classes. And plenty of space to teach remote classes because remote classes do not take up any space.

**ISBE Guidance of 6 Feet During Lunch** Since there is a 40 minute lunch period including time to get outside – consider splitting the lunch period in half. Half the students eat the first 20 minutes and go outside after eating. The other half goes outside first and then comes in to eat. Calling on some of the parents who said they would volunteer might be helpful during the lunch period transitions. Another option might be to use both gyms, the lunchroom, and the library to spread out during lunch. Our Remote Advocacy Parent Group made up of 76 remote families is asking the Board of Education to please advocate for some resources (teachers and money) to be allocated towards remote students. Remote students should not be an afterthought in the financial or educational aspects of this conversation. They should not be expected to be satisfied with a lesser educational experience because “it is easier to schedule live-stream”. As we mentioned before these students that need to stay home don't really have an option, covid has taken that choice away. There is still a pandemic going on, and we are only 10% of the way to herd immunity. We hope that after reading our letter you understand that it is imperative to continue providing a robust remote option for all grade levels. We need to ensure that all students can receive an equitable education in an environment that is safe for them until covid is no longer a threat to them or their family situation. We are asking you to please do the right thing by all students and families who need to stay remote by committing to a VOTE on 3/18. Please hold the administration accountable to assigning teachers to remote classes in lower elementary, as well assigning teachers to at least one remote section for all core class sections at Lincoln.

Thank you for allowing our kids to return to schools. This has been long overdue. My question for the board and administration is **HOW ARE WE GOING TO CATCH UP HYBRID KIDS IN 7 WEEKS?** They have been getting half the education of remote learners for months now. It is a concerning issue that should be addressed now before we are out of time again and should be looked at in terms of MAP test results. The idea of live streaming is an extremely beneficial tool, that could also solve lots of non-covid related situations in the future. We shouldn't dismiss it, there is a reason why all the districts around us choose to use it. Please reconsider this as a security strategy for next year.

Thank you for all your hard work this year. I am appreciative of the options for in person and remote learning this year. I am concerned about class sizes, space and how we will be able to return to school in the fall. I feel that we need to be prepared to have similar guidelines for distancing, mask wearing, and Hygiene for the fall due to not having a vaccine available for children. I would like to know if there are any plans being set so that we can safely accommodate all children to return to in person learning if they all choose to. I know that Lions park is getting additional space this summer but Lincoln and Westbrook will continue to have the same issues next year if we do not plan for either mobile classrooms or ways to utilize space differently. Perhaps we need to rethink utilization of funds more creatively for next year to help increase staffing to allow for dedicated remote teachers and/or mobile classrooms. to help alleviate the need for changing teachers and re-sectioning classes if we need to shift between in person and remote learning.

Thank you for asking administration to find a way to make it possible for all grades, including Lincoln, to have teachers assigned to remote classes/sections. We appreciate your continued commitment to this. We also want to thank the administrators for all the hard work and effort they are putting into finding a way to make it happen. We recognize what a challenging job scheduling is. Please encourage administration to take whatever additional time is necessary, and provide as much support as possible to the administrators working diligently so that all students will have a quality, equitable education. In previous letters we wrote we focused on more general reasons why a robust remote option is needed. We are private people and usually only share personal information with friends and family. We know that you have received personal stories why in person learning is important to some families. We recognized that it might be helpful for you to have information why it is important for families who need remote – to have a robust, quality education with teachers focused on the remote students. However, we do ask that you keep our names confidential so that we can share private information why remote is important to our family. We recognize that many families have gone through much more than we have this past year. Our hearts go out to them. We understand. The past year has been challenging for us as well. Our daughter has always been dedicated to doing a good job with her school work. Everything doesn't come easy for her but she is a good student because she works at. Some things have been harder in remote but we are grateful to have a robust remote option. Our family needs it for several reasons. Our daughter has a medical condition that could put her at higher risk. Both parents have medical conditions that could put them at higher risk. And we take care of Grandma, who is in her mid 80s and has medical conditions that could put her at higher risk. In addition, Grandma recently received a cancer diagnosis. Because she depends on us we need to make sure that we don't carry asymptomatic spread, so that we can keep her safe too. While schools are not super-spreaders, the virus does spread in schools. There have been outbreaks in nearby districts. A recent study suggests that over half of all transmissions, 59 percent, can be traced back to asymptomatic and pre-symptomatic cases. About 35 percent of transmission is thought to have come from pre-symptomatic individuals, or those who haven't yet developed symptoms but will soon. It is likely that asymptomatic spread is happening in schools. While many people may have mild symptoms, asymptomatic spread can be dangerous for some people. Both the CDC and ISBE documents state that kids/families with medical conditions that could put them at higher risk should be given the opportunity to continue with remote learning. We have friends who do not have medical conditions but are continuing to choose remote for good reasons. They are concerned about the new variants that are more contagious and cause more severe disease. They have read the stories of kids and young adults with no medical conditions that wound up in the ICU, and sadly some kids and young adults with no medical conditions have died. So, no one can predict for sure if they could be impacted. Families are also concerned about long term health issues. Doctors have said that even people who had mild cases of covid can get significant long term medical issues. There are also concerns about MIS-C which is very serious, and kids who had mild cases of covid can get MIS-C. Many of the kids who get MIS-C after a mild covid case wind up in the ICU. We are grateful to the wonderful teachers who have found creative solutions to help learners with various learning styles. This has been challenging for teachers and students. We can't say

enough how much we appreciate the teachers! We are concerned that some of the ways teachers are helping students cannot be accomplished effectively in a full time livestream model, even with dedicated wonderful teachers. Our daughter has always been more quiet than some kids and a bit shy. The social emotional impacts of the pandemic have been hard on her, as we know they have been on other students too. She has been less comfortable speaking up and asking a question in the remote setting. The teachers have been wonderful using creative approaches like private chatting with her and taking a few minutes in private break out rooms to see how she is doing and check for understanding. We are concerned that she would be even less likely to speak up in a livestream class. We are also concerned that the teachers would not have the opportunity to use private chat and private break out rooms, effectively or privately, in a full time livestream class. We have noticed some of the same concerns with our daughter that parents who advocated for in person learning shared about their kids. She seems to be going inward and talking less. We are having her speak with a social worker to help with this but it is still a concern and a challenge, just as it was for the families who advocated for “n person” learning We are concerned that a full-time livestream model would leave her feeling more isolated. Please remember that the social emotional needs of remote students continue to be a concern. The board talked about concerns and ways to help with social emotional needs at a previous board meeting. Please make the remote kids a priority when it comes to social emotional needs. Due to medical issues in our family we do not have the luxury of going in person at this time. We ask that you ensure remote students have the same quality education as in person students. Please do not diminish the education of remote learners while improving the education of in person learners. Both remote and in person options are important, and they should both be quality, equitable options. No family should put in the position of having to choose between getting their child a quality education and risking the health, and potentially life, of a child or family member. Thank you for continuing to support, and voting to ensure, a robust remote option that includes teachers assigned to at least 1 section for each core class for each grade at Lincoln.

I am writing to implore you to keep the remote learning model in its current form. I have signed the letter submitted by the Remote Advocacy Parent Group, but there are a few other things I'd like to add. I don't feel comfortable discussing my family's health experiences and concerns regarding covid-19 in a public forum. We have valid concerns, and we feel that staying remote is the best option for our family. Thank you for continuing to keep this option available. (While my first-responder husband has now received both doses of the vaccine, I will not be eligible until May.) It seems that the voices of those wanting to return to school full time have drowned out those who want to err on the side of caution. (I know there are families who agree with me that, if we felt comfortable sitting in a room with an angry mob, some of whom are anti-maskers, we might have attended board meetings so that our voices could be heard as loudly as those advocating for full return.) Keep in mind that we are still in the middle of this pandemic (with a 2% death rate and unknown potential long-term effects), more easily transmissible strains have reached our state, and only 12.6% of the population of IL has been fully vaccinated, as of 3/16. The positivity rates had been steadily declining, but they appear to be starting to plateau, if not rise again. This is very likely due to a false sense of security with the release of the vaccine and a relaxation of guidelines. I know we've made great strides, and we're seeing so much hope for better days ahead. So please don't think my perspective is all doom-and-gloom. We all want so desperately to get "back to normal"...we're just not there quite yet. That said, I have concerns about live streaming. My children (6th graders at Lincoln) have expressed concerns with what they have experienced and witnessed. They have noticed a difference when they have a dedicated remote teacher, who can safely engage with them without the barrier of a mask. They can rely on them to notice if they have a question. They are very reluctant to speak up in general, but they utilize the chat feature quite often. They feel like they are a part of the classroom community. So far, their only live-stream school experience has been music-related practices. But, they felt more isolated. I understand these are new technologies and practices for the teachers to get used to, but their focus is very much on the kids in the room. In one instance, after a teacher finished screen sharing, they forgot to turn their camera back on, and the remote kids were left out completely. My kids have also witnessed some concerning behaviors among hybrid students. While in a broad experience

or foreign language class, they have seen hybrid students getting out of their seats and going over to talk (closely) with classmates. Some students remove masks to drink water, but will keep the mask off for long periods of time between sips. During a BOE meeting, I recall a parent asking you to trust them. Trust that they will wear masks and follow rules. I have no doubt that her intentions were good and pure. But we have witnessed so much behavior throughout our community that goes against these guidelines and mitigation strategies. (Plus, hearing kids talk about their vacation plans or weekend sleepovers does nothing to help the social isolation that they feel.) I am fortunate that my kids have been doing really well academically. My daughter in Accelerated Plus Math has grown in confidence due to the remote model, whereas she previously felt more intimidated as one of very few girls in her class. However, I do have concerns about their social and emotional well-being. This is such a difficult time, particularly for girls. I fear that more changes to disrupt their education and further alienate them (with only 7 weeks remaining of the school year) would be a huge detriment. I thank you for your time and consideration. And I apologize for the lengthy and late letter.

I have a son in 4th grade at Fairview. He is a special needs student with Autism, ADHD, severe anxiety and learning disabilities. Before the pandemic he loved school and was doing wonderfully with all his supports in place. After the school closed due to the pandemic my son refused to participate in remote school and his anxiety increased to an extent it was difficult for him to function in anything related to school. Last spring he basically received no education despite the diligent efforts of his teachers. Last fall saw him still struggling. He was allowed in the school due to his IEP. We were thankful for that. It was a difficult adjustment for him that took time but he started to participate. Shortly after that, hybrid started in January and my son was again plunged into change and unbearable anxiety. He was not functioning in remote learning. He again was receiving no education despite the diligent efforts of his teachers. I was unable to get him to go into the school anymore as the anxiety was too great. After much time he began to participate remotely. He would do the work to the best of his abilities and sometimes participate in class by answering questions and reading out loud when requested. He was by no means getting a lot of instruction but he was starting to come back. Also note, during remote learning I ALWAYS have to be sitting with my son. I cannot leave him on his own. Poor executive functioning mandates this but also I have had to help with the teaching. When the teacher is helping in person students, he can have a question or get frustrated because he does not know how to do something or does not understand the instructions. If I am not there to help, because the teacher is helping in person students, he will shut down and not participate in class. He gets far behind. Then the decision to go full time in person happened and again he will be plunged into change and anxiety. I am seeing the rise in anxiety already, once he knew the schedule will change again. The school year is about done, and he has by no means received a 4th grade education nor the required minutes that are in his IEP. If you are not familiar with Autism and ADHD, change is bad and scary and Earth shattering to these kids. Throw severe anxiety on there and they withdraw to the point of not functioning. No type of “rewards” or “incentives” can bring them back when the fear is too great. The only time I see my son participate in class, do the work or even take tests, is when he has dedicated remote learning. We are fortunate there is a small, dedicated remote class for special education intervention and social studies/science. These are the only 2 classes that seem to register to my son. If there is not dedicated remote learning then he is not always recognized by the teacher. The teacher is at the screen then not at the screen to help those in class. Sometimes when he needs help he is calling out to a screen with no teacher there, as she is helping students in person. When she returns to the screen then she is moving on to the next thing. My son gets discouraged and frustrated and then does not want to try. When he has worked so hard to do work on his white board and wants to show it to the teacher, that is huge for him. But then, when it is missed by the teacher and not recognized, he will collapse in a crying heap because he did not receive any encouragement for his painstaking work. I am not criticizing the teachers, as they have been going above and beyond to help my son and everyone else’s children. They are wonderful. But the fact remains all the teachers have had limits placed on them that affect their ability to give each child the attention they require to succeed. When they have to split their time between in person and remote students, the remote learners are not getting the time they need which

is a result of decisions and actions by the school system, not the teachers. I implore you, for the sake of my son's mental health and education, please take the same amount of time, resources, and effort you are dedicating to in person learning to dedicate to the remote learners. Remote learners deserve the same level and quality of instruction so they have a chance to succeed too.