



Glen Ellyn School District 41
2015/16 Parent Insights Survey

Abraham Lincoln

Benjamin Franklin

Churchill

Forest Glen

Hadley

Communication

21st Century Initiatives

Overall Satisfaction

Full Parent Survey Report

Executive Summary



Glen Ellyn School District 41
2015/16 Parent Insights Survey
Comments
Abraham Lincoln

Comments/suggestions to improve student learning:

-- The constant changes are overwhelming. The administration needs to find something that works well and produces results, and then they need to stick with it. I am concerned about kids slipping through the cracks with the constant teacher changes and multi-age environment, and implementation of Common Core standards seems sloppy.

-- Bring back the enrichment program for students under 3rd grade. Enhance current enrichment program for students in 3rd grade and above.

-- I love the experience we have had at Lincoln. I would like to see classes mixed up a bit more next year to give my daughter the opportunity to meet and work with different kids.

-- The school should get rid of common core standards. I don't get a clear picture of where my child is at with the rating system. I leave the parent teacher conferences confused and don't feel like I understand where he's at. I would also like to see a holiday show for the parents to watch. Doesn't every parent deserve to see their child sing songs... etc? Other schools in the district do it but not Lincoln. Also, we should use the holidays to learn about what the students do to celebrate the season... ie traditions like Christmas trees, drierel, or whatever... not pretend these things don't exist.

-- Like many parents, I think, students are asked to do so much more at an earlier age. I really regret this trend as I think that a love for learning is really being lost. I know that the teachers and administrators are doing their best to balance the requirements of the state/federal governments (as well as overly-critical parents) with what they WANT their students to know/do/learn. I applaud their efforts. What I would love is to see the district take a stand against all the testing pressure that is weighing down students and staff. Giving all concerned parties (students, staff, administrators, parents, etc.) some breathing room. I know that I am, perhaps, preaching to the choir, but some real consideration should be paid to pushing back against the stress and strain on our schools.

-- As a teacher myself, I think it is important to remember that as education is an ever

changing place right now. Kids will always be kids, too quick of change can be harmful for students. The rigor of the CORE is so much sometimes for these sweet 5-8 year olds. Students, are kids first. Social Emotional learning should be on the fore front of each and everyday. Another area that I feel Lincoln could brush up on is fairness around working parents signing up for activities at the beginning of the year. All slots were taken before even getting to "Meet the Teacher" day, because people had their friends signing them up for things. I know in District 89, our PTC parents send an email out to the class and make sure that somehow each and every parent has the opportunity to contribute or participate. Thank you for all you do.

-- I would suggest focus on making learning fun--not just academic standards and achievement/test results. I also encourage a comprehensive approach that explores all types/areas of curriculum.

-- academic expectations can never be too high in pursuit of improving our children's education process and knowledge, daily. bullying policy provides too much exposure to the issue, distracting learning process. handle on a case-by-case basis with student's parents and teacher. if a classroom wide issue, then deal with it appropriately with parent involvement. For example, a 5th grade individual or class bullying issue shouldn't be a particular 1st grade classroom issue to deal with. lastly, a school is never too clean. [REDACTED] [REDACTED] potentially more cost to be offset by funding reallocation from elsewhere).

-- Both of our children are having positive educational experiences at Lincoln. I wish yet understand that their is not more time for 1x1 instruction - esp in Reading and Literacy.

-- more accountability and competitive (healthy)

-- I have no substantive basis for comment right now.

-- The "too high" expectations comments is based more on school age children in general, not just at my child's school.

-- Need to focus more on the basics of math, science, etc. Need more attention/programs for advanced learners. very disappointed in the lack of gifted programs. foreign language should have choices not just one. PBL is waste of time and does not promote critical thinking since the problem/answers are all given. too much time taken to take tests.

-- The children need a more traditional curriculum. More grammar. More writing. We are teaching to the standardized tests but then telling parents that the results do not matter. I am hearing from students and administrators that children in D41 are very unprepared for high school. I suspect it is due to the lack of writing.

-- I would like to see more opportunities for students who learn quickly to go beyond and deeper into subjects instead of only getting more of the same stuff to keep them busy.

-- my children would improve more quickly if they had fewer days with a substitute teacher. The number of school days that the teachers are not in the classroom is extremely high and, in my opinion, are detrimental to my childrens' learning. In addition, there should be way

fewer "fun" days and "theme" days at school, which I believe takes away from instruction. The school year is already too short and these days should be extremely limited.

-- AM happy to see my kids overall performance

-- I would say I'm not a huge fan of other students helping other students learn things. I understand "team building" and 21st century learning includes a focus on group learning. But if it is your kid who needs help, I'd much rather a teacher than another student be teaching them. It's great for the kid who already understands a concept - they get to exercise their leadership skills etc...but I think it just makes the kid who doesn't know feel bad because they are having another kid "teach" them something and the kid in the know probably doesn't know how to explain it as well. I also feel that parent teacher conferences would be more productive if held a little more mid year since there is only one. Maybe a more detailed report card with some actual written feedback from the teacher early in the year, and a true conference mid year.

-- I would love to see District 41 offer full day kindergarten and a bi-lingual program offered as a class to all students daily.

-- More homework opportunities if a child is struggling in a given area. For example Kumon is basic math problems that can be self-graded or parent graded. Similar options from the school would be a good option for students looking to supplement a given area. Could be something where teacher helps direct to a given level of assignment but child prints at home and works with parents so not a large additional burden on teachers but students can get stronger in areas. I agree that is what Odyssey is supposed to fill but sometimes paper and repetitive approach helps as well.

-- Make sure homework that is sent home is of reasonable length, considering other classes and activities children have. Also, be sure that all homework given to child is about material already covered in class, or in preparation for next class, especially in math, where parents may help child solve problems in a different way than the teacher intends.

-- We have had concerns regarding my [REDACTED] math instruction the past few years and feel he is being more challenged this year. While at times we think he can handle more in math, he has been happy in math, comes home talking about things he is learning and doesn't complain as frequently that school is boring. While he is bright in some areas, in others, he has work to do (don't we all!?). We feel that Lincoln is trying to meet his needs and his teachers this year have been willing to work with us to make sure he has what he needs to be more successful in his areas of challenge. In terms of literacy, I wish I had a better understanding of the writing expectations.

-- parent teacher conferences are too short - you cannot have a meaningful discussion in 10 minutes!

-- Don't just teach to the lowest common denominator Challenge the students who want to do more.

-- The [REDACTED] grade is a low year at Lincoln. Having had 3 out of 4 of the children go though I can safely say that grade needs some major over hauls.

-- For new parents to Lincoln...there is a lack of communication as far as progress of students. 10/15 mins with teacher is not enough. At the beginning of the year, there was zero explanation of the pick up and drop of procedures of kindergarteners...please focus on this for next years incoming class, as it is different for kindergarteners (i.e. How to use pick up drop off, what to do in inclement weather etc). This may seem obvious to those who have been doing it...but it's actually quite confusing to newbies.

-- My child doesn't have specific needs and is performing at or above grade level. However, because he doesn't require specific attention in any one field, I feel he is overlooked in the classroom. An opportunity for pushing him further is not addressed when the teacher is meeting the needs of his peers who are performing lower. I feel he is often times overlooked when he could easily benefit from more challenging work and being pushed academically.

-- I find the common core math is very confusing for a parent. I know that kids learn different ways but if a child can get an answer one way and that is not the way that it is being taught the answer is considered incorrect. It is very frustrating for a parent, especially since that is not the way they learned how to do math. It is sometimes difficult when helping your child with their homework.

-- Children - especially younger ones NEED recess!!! Please make it a priority that the kids get to run around and get out some energy. Even though Kindergarten is only 1/2 day, they still need recess!!

-- I think parents should be notified if a student receives a 3 or lower on a test or assignment if it is subject matter the child should understand

-- I am very happy with the learning environment at Abraham Lincoln. Teachers are hardworking, and thoughtful. They promote curiosity, engagement, and leadership. I feel like it's the right amount of rigorous curriculum to stretch my daughter's learning.

-- I am fortunate to have my child at Abraham Lincoln school. I am satisfied with everything my child is receiving

-- Parent teacher conferences are not long enough. 5-10 minutes is not enough time to talk about how your child is doing in a class.

-- When they take the test to see what level they are in... It would be great to have some tips, to bring home activities/projects that they can bring home so that they can improve better.

-- math homework is too easy. Not sure the content taught in class is aligned to the new standards.

-- The only thing I dislike about the school is that the children wait outside in the cold to enter at 7:25 and at parent pick up. The other day it was 34 and some kids were outside for a while .

-- Parent teacher conferences are too little time. For all the time the teachers are with our children and the children are with the teachers 10 minutes is way too little. It causes everyone to rush through and makes parents feel badly when they have to knock to end a conference. Children have an extra 1/2 hour of school time and more homework. Seems like

the academic expectations don't allow the children free time, fun time to just be kids and enjoy. No added recess or added down time at school and then homework expectations that leave them less time at home for same opportunity.

-- I'd like to see (especially in [REDACTED] having the expectations more closely match what the kids will find at Hadley - daily homework (vs a weekly packet). My child is in the AEC program for math and it has been a great experience for us/him. He's getting the challenges he needs. I hope this program continues. Even with differentiation, I don't believe his needs would've been met without the AEC program.

-- The Think Tank model has been terrible for my child. [REDACTED]
[REDACTED] The teacher did not go over the standards that were required to have been taught. We had to get a tutor to help over the summer. Our other child had this same teacher and this teacher did not teach him much at all. This teacher was one of the teachers that said how great the Think Tank model was. [REDACTED] this teacher raved about how this would revolutionize teaching. It has not. This teacher just wanted to not have to take responsibility for one class of kids. The more you dilute contact with an individual kid, the less responsible the teacher is for that students results. [REDACTED] a fantastic teacher took my child from the 45% on MAP to the 96%. [REDACTED] my child had a teacher that actually lowered her score down to the 35%. [REDACTED] had a dedicated math teacher who brought her back up to the 85%. [REDACTED] her scores were in the 30%. Even my student said, we are not learning much in [REDACTED] Thankfully the kids did not loop. We never got a call or any indication that our child was not doing well. My child ended up very low on the PARCC exam because this teacher was not teaching. This teacher was often seen responding to emails during class time. But the administration loves this teacher because [REDACTED] says what a wonderful job the administration is doing with its new plans. Hogwash! This teacher needs to do [REDACTED] job and be analyzed, in part, on his test scores. I know a lot of parents in [REDACTED] class that think [REDACTED] is not doing [REDACTED] job. [REDACTED] can't do his job, get someone else that is dedicated enough to do it. But the principal also was a big Think Tank proponent. She likes this teacher because [REDACTED] supports what the administration has proposed. How then do you explain that Wheaton has 65% Of its students meeting or exceeding standards, but we are at 55%. Think Tank was supposed to make us better, but it has not. My child says that PBLs are really boring. I think forcing teachers to do them is not a good strategy. [REDACTED]

[REDACTED] A bad teacher will probably not learn to be a great teacher from [REDACTED] Good teachers love kids and are dedicated to their craft. Mediocre teachers respond to emails due Ring instructional time and support ideas like Think Tank to save their jobs. Why won't the administration listen to the good teachers, who by the way, produce high MAP scores because the students love to work for them. The board and the administration really need to admit that Think Tank is not working. It makes it so the child does not have one caring teacher that they, or their parents, can go to if there are problems. It dilutes this relationship at the elementary level when the student is not ready for Jr. High style classes. It eliminates the ability for academic integration of literacy and Steam in overarching units. It is an experiment that has failed my child. The numbers prove this.

-- There is too much time spent on computers. Computers should be a TOOL for learning. Not a replacement for the teacher. Teachers have too many sections of students and do not get to know children individually. The elementary school teachers act like middle school teachers. It appears the [REDACTED] focus more on curriculum and MAP scores than they do my kid.

-- My children are often asked to help others who do not know how to do work. While this is acceptable sometimes, they are often not challenged enough themselves because the classrooms are so varied in abilities (especially the multiage ones) that the teachers are most often helping those that are behind.

-- Too many PBLs. These PBLs seem to lack debate over the issues, and are inappropriate developmentally. PBLs also pit children against their parents. Teachers at Lincoln act at times as activists which is totally unacceptable. It is not OK for teachers to tell children to boycott a locally owned restaurant because the owners do not order organic meat. It is equally not OK for a teacher to tell students that businesses are evil because they are the reason people are poor. It is not OK for teachers to either by implication or by direct teaching to say that families who do not compost their pumpkins are animal murderers. I wish all this was untrue, but unfortunately it is not.

-- Teachers need to spend less time with weekly e-mails that are required of them and more time giving specialized feedback. Let's say focus on a few students in a given week and give specific feedback on student progress, milestones, challenges, etc. Its too broad and genetic to help with those broad e-mails

-- I believe expectations are appropriate if your child is above average and in the older grades, however I do believe that too much is expected at the kindergarten level now.

-- Too much homework at Lincoln. My 4th grader has more homework per night than my 6th grader.

-- Go back to the traditional way that was working: all the students with one teacher all day, NO MULTI-AGE, AND NO SPECIALIZATION. My child who is/(did) experiencing it is so stressed his eyes have began twitching, he is afraid to participate in class, and he no longer wants to go to school. Glenbard West is a top school teaching with tradition. Their outstanding graduates all went thru our D41 system the old way. Too much technology is used. Children are left on their own too much of the day while the teachers are forced to work with each child independently. The teachers requirement to teach to the test is ridiculous. Their is TOO MUCH PERSONAL INSTRUCTION!!! When I say staff are unwilling to listen I mean YOU!!!

-- It seems that the students are not able to accomplish enough during the school day. There is too much homework for elementary students. Assign work that can be completed during the time they have available at school.

-- The children need an additional recess. They need breaks during the day so they are able to actually have the energy and focus to pay attention in class. One 20 minute break is really not enough for the older kids. And it is beyond ridiculous that kindergarten gets zero recesses. A "movement break" in class where a you tube video is put on for kids to run in place is completely out of line. They should be allowed to get outside, gets some fresh air and sunshine, interact with peers and run around. It is disappointing with the addition of 35 minutes to our school day that we were unable to extend the lunch and recess period to a full hour so our children could have 30 minutes of lunch and 30 minutes of recess. While I am generally happy with our school, the lack of opportunities for kids to be kids is disappointing. The homework that is coming home and the expectations placed on our

students is way too much. I do not want to crush my child's spirit and love of learning for the sake of some off base state requirements.

-- More time for recess and lunch to take a break from the structured learning. My daughter is exhausted at the end of the day and often tells me she just wants some time to relax. We've minimized her after school activities in order to give her some down time to just be a kid, but think more breaks throughout the day would foster more positive experiences when learning, versus being toast from the constant "always on" structure at school.

-- Instruction should be differentiated based upon a child's current level of functioning, regardless of whether they are already meeting or exceeding a grade level standard. If and when instruction is differentiated, that should be communicated to the student and parent. Access to a more rigorous math packet is unlikely to inspire a child to strive for further exploration in math and doesn't qualify as best practice instructional practice.

-- I feel my child's needs are being met in regards to literacy. However, she has not been challenged in math. My attempts to learn more about the math curriculum, her level relative to curriculum, and how the curriculum is being modified to her level has been very frustrating. Communication has been slow and less than informative.

-- I feel like there isn't a very good phonics program at the school. Kindergarten students are expected to be reading at a very high level and the support for them to learn is lacking.

-- Kids are getting frustrated by the high standards and pressure.

-- Recommend accelerated program in literacy. I see how well my daughter improved when placed in AEC math program which is wonderful.

-- Conferences should not be all about MAP scores and only 5-10 minutes

-- Excellent teachers have been discouraged and FIRED for finding innovated methods for teaching children skills / curriculum ABOVE current grade level. Don't discipline teachers to have passion for their work and want to get the most out of their students! Rather, penalize teachers don't deliver results, have limited motivation to excel our students, and deploy a mediocre teaching style, believing that "this is the way I've always done it", so it's right! [REDACTED] with the teacher's union thinking they can stick lame, tenured teachers in Glen Ellyn schools waiting for their pensions to kick in, while there are plenty of young, motivated, ambitious teachers willing to do the right thing! **HOLD TEACHERS ACCOUNTABLE FOR THEIR RESULTS - THIS IS THE REAL WORLD!**
NEWSFLASH - GLEN ELLYN RESIDENTS PAY HUGE TAX DOLLARS TO LIVE IN THIS TOWN - MAKE IT WORTH IT!

-- Leadership and communication from the Principal is appallingly poor. Given the salary level our school board has chosen for this position, we should be able to do much better. My opinion is the culmination of 5 years of observation and interaction with the Principal at Lincoln.

-- We spend too much time on group work. There are benefits to having some group work but too much just gives kids who are lazy an opportunity to sit back and let their peers do more. Kids need assignments that teach basic content at each level with immediate

feedback. From there more challenging assignments can be given as it fits the needs of each student. For example, a first grader should be able to write a complete sentence and should be evaluated --does it start with a capital letter, does it contain a noun and a verb, does it make sense, does it have punctuation? Once students conquer writing a good sentence, they can move on to work on improving writing sentences throughout the year. by 2nd grade they will be ready to write a short paragraph (or some sooner), and in 3rd grade move to writing a short essay, and 4th and 5th grade a short story. My point is that students need to have success with smaller tasks before moving on to larger. We have 4th and 5th grade students that still don't capitalize sentences. If we drill it in at a young age, it will be a building process. I think we try to do too much too fast. Basics are important. As for math, the same concept. We need to make sure the basics are conquered in the early years and not expect that it all be done at home (some parents are not supportive, do not have time and some students have a busy schedule because they are involved in sports, church, music, etc). Having strengths in the basics builds confidence in students and makes them more excited to learn. Once a student lacks a skill, confidence goes down which blocks learning. Learning depends on confident students!

-- Not all children are being challenged in school. The children who are on the higher end of learning are not taught at their level they are used to help others.

-- I think D41 academic is too scattered. Time is taken away to master the fundamentals (literacy and math) that are essential for higher learning and critical thinking. We've extended 30 minutes to our day to cram in Spanish. I'd much rather go back to 6.5 hours. I wonder how much more we are paying for this extra 30 minutes. Maybe we'll have time for more recess/down time if we are not taking up teaching time with nonessential tangents like PBL and Spanish.

-- I am not a fan of the kindergarten monthly homework packet. Homework should be given on a daily or weekly basis. The monthly homework packet puts the responsibility squarely on the parents. There is no way that a kindergartener can prioritize and organize their homework for an entire month. Also, I find this emphasis on Odyssey to be a waste of time. The Odyssey applications for kindergarten are clunky and old-fashioned. Yet, it's a mandatory part of the homework for this grade level. Kids these days have access to plenty of electronics. We parents do not need to have yet another site that we have to create a password for, log in, and figure out how to use. I find the push for Odyssey very frustrating and I think the district could get along just fine without it. Finally, I find the request for parents to "go back to school" to learn math the way you are teaching it today to be far above and beyond the call of duty for a parent. We should not have to go back to school to be able to be a resource for our kids. This Common Core curriculum does not seem to be a positive direction for our district. The math is baffling to most parents I know and there is way way way too much emphasis on testing.

-- We need to continue the multi-age at Level 3. In fact, expanding it to STEAM would greatly benefit the students. The multi-age appears to have had a significant positive impact on reducing bullying. Also, it has allowed the students to form relations across traditional grades which should enhance their Hadley experience. Further, continue with the looping option and make certain that specialization never leaves this district. Our children have both been engage by the Reflex program. If a similar program can be found for reading, it would be ideal.

- Although I love that kids are being challenged academically, I sometimes wonder if kids are being pushed beyond what they're ready for - specifically in Math. I answered "just right" above because overall, I find expectations "fine" (Lit, Science, Spanish etc) but I think the Math curriculum is very confusing and challenging.
- If a student wants to ask a question or has a comment, let them talk!
- Technology is overused. A lot of it, like the digital white boards, are just fancy and expensive versions of simpler learning and working devices. They consume resources and are wasteful, and too costly. They don't need more digital and screen time, they need hands-on physical interaction with the world.
- Longer lunch recess and/or additional recess/playtime.
- My number one (and really only) complaint about District 41 is that I feel that my children are not challenged enough in school. In my opinion, emphasis is placed on helping under-performing students and not on challenging those students who are exceeding the standards. Technology is relied on too heavily - if childhood experts are constantly extolling the virtues of being "screen free," then why is my child being encouraged to go on the computer and the iPad to extend his learning? Finally, I find communication with the teachers to be excellent. Some teachers conduct excellent conferences and give you a great sense of how your child is doing. Others, however, seem to drown the parents in information that informs them about what their child is going to learn rather in how their child is learning, behaving, and achieving in school
- I think the staff at AL does a great job helping those students who struggle, but doesn't always do enough to challenge those students who find the academics easier. [REDACTED] is amazing, but I think there are students who could benefit from more challenging experiences throughout their days.
- I would like to see children on the higher side of the bell curve in literacy get pushed harder and less teaching to the mean.
- I feel that the classes should not be mixed. At an elementary school the children should have one teacher and one class. Shuffling and mixing classes is what children should do in JR. High and High School.
- Staff...difficult to answer these questions. Should have broken out staff between teachers and admin.
- - I have great communication with staff at Lincoln, but have concerns with the building principal listening to concerns and input from parents. The principal does not present a positive, collaborative environment. I do not feel comfortable talking to them. [REDACTED] more approachable and willing to help. Also, the staff at Lincoln are dedicated to the kids and I commend them for that. - Academic expectations completely unrealistic. We have kindergarteners writing engineering documents who can't even write or hold a pencil correctly. - Stations in kindergarten should not involve working on an iPad. I worry technology is being used as a babysitter, not supporting learning. - My 2nd grader now does not like school and is completely overwhelmed with the A/B schedule. They don't know what to expect on a day-to-day basis. This schedule and specialization are terrible for

young kids. Not developmentally appropriate. - The reason I am not proud of my child's school is I worry that no one is thinking of the impact of decisions on my children.

-- I feel that technology is overused in some classrooms and would like this monitored. We parents fight to keep our kids off of technology at home and then they (in some classrooms) spend too much time playing game apps or other apps that are a waste of time and are unchallenging or do not hold kids accountable for work completion or time well-spent. Too much screen time is a bad thing.

-- I don't have a clear idea as to what the expectations are in writing and how I can best help my child improve his writing. My child has some areas where he really has to work hard (organization, planning, handwriting) and others where he is advanced. I feel that he has been more challenged in Math this year but could still be pushed harder.

-- A general comment for the entire survey - All 3 of my children are new to Lincoln so the feedback can vary widely based on each child's experience. Also, as a new family from out of state, looking at the schoolroom a fresh perspective, being a chair on my prior elementary school's PTA and on the school's improvement committee, I feel I have a lot of valuable feedback for Lincoln and the district. I was also a process improvement manager in my profession. I know I will not be able to summarize my feedback in these text boxes. I would, however, be happy to sit with any administrator and share our experience and my feedback. I will fill out the survey but will refrain from trying to comment in ea section.

-- regarding parent teacher conferences.....too rushed, not enough time. working parents have a hard time scheduling times during conferences and non conference times.



Glen Ellyn School District 41
2015/16 Parent Insights Survey
Comments
Benjamin Franklin

Comments/suggestions to improve student learning:

-- I believe we are over complicating our children's days! Many children are experiencing stress and anxiety from the ever changing structure of their day, along with multiple teachers, navigating the building, the amount of school work and the expectations of technologies etc. It seems as if Ben Franklin is a train stopping at every new idea coming up within the education community. I believe we need to simplify our children's school days, life is complicated enough for them outside of the school environment.

-- We appreciated the improved delineation of grading above the "3" range. This especially has helped our 5th grade with improving her math. While not being "uber competitive", she values the objective evaluation of her improvement, as do we. It helps guide us in helping her to improve every time. She is no longer "content" with a "3", especially when she knows 1 or 2 more points would have put her in another range. We hope Ben Franklin continues to value the achievement "above standard" for all their students, not just for those in the advanced tracks.

-- Discontinue the looping of literacy teachers. It is either a win/win or lose/lose depending on which teacher the child has. Please consider adding comments to the report cards. A few sentences explaining progress, strengths/weaknesses, behavior, etc. would be far more valuable than the current tool,

-- more emphasis and opportunities on higher performing children

-- We love being part of the Ben Franklin family. Our kids love their teachers and friends. Mr samples, his staff and all the parents make it the kind of school ever parent dreams of sending their children. Kindergarten curriculum is not developmentally appropriate and not having recess and opportunities to play in kindergarten goes against everything we know about early childhood education. I understand this is the result of state/federal requirements but I do wish we could incorporate more play into kindergarten. I think Computer science would be a better use of time than Spanish.

- Report cards are too complicated. The number of various teacher & school websites can be confusing at times. A one stop shopping approach would be nice. Parent teacher conferences are too rushed.
- get rid of the multi age classrooms quit changing curriculum - new ideas are crap
- Tech instruction is useless. Kids this age do not need to know about social media and how to tweet. They are using chrome books and the high school uses apple. Shouldn't it be the same since we are developing them to achieve in high school? Unless your child is failing miserably they fall under the radar. The parent needs to ask for assistance, the staff does not bring it to the parents attention. Conferences are too short, you cannot achieve much in 10 minutes
- It might be nice to have parent teacher conferences in the 2nd half of the year as well.
- Would love to see "gifted" specialist at school who would coach such kids
- There is way too much testing, especially for such a young age. Yes, there needs to be measures to assess learning, but the tests should not be the primary focus. When I attended my conference, I heard nothing about how my child was adapting socially and emotionally to kindergarten. It was just a stack of papers, assessing different areas where he was tested. Furthermore, the test results and the 'report card' posted online are both very difficult to understand, and the communication surrounding them is poor. The report card, especially, is WAY TOO LONG. I don't understand half of what it means, and it seems like a gross waste of time for the teachers to fill it out. A simpler, shorter report card would be way more appropriate for a 5 year old student. Finally, I do not agree with the district encouraging daily time within the Odyssey online program. It is another example of how the district is teaching to the test, as the program links to the student's test results. At the kindergarten open house last year, I listened the principal and other educators encourage us to limit our child's screen time. Instead, we should read together, play educational games and most important, get them outside to run, climb and use their imaginations. The Odyssey program seems to go against that very philosophy doesn't it?
- More consistence from year to year and in weekly schedule. A/B schedule is a constant stress for my child. And changing rooms before lunch is still stressful and causes anxiety.
- Teachers should not rely on computers so much. Too many videos to watch. Asking students to take notes on Khan videos is stupid. Overall school is great- but some teachers are so checked out of the classroom they should not be there. Staff as in non-teachers are fantastic. Some teachers are great, but too many hide behind the computer and have no idea what is going on. As for the bullying- the school has to stop the "include everyone" message as the kids take that to mean if someone is being mean or bullying them, then wants to play with them (which happens all the time), they can get in trouble if they say no. That also gives the bully a lot of power.
- I don't like other kids "helping " my child learn. It doesn't work & I want my kids to be learning from TEACHERS. These kids are too young to be teaching each other. I don't want my kids teaching other kids either. They should be using this time to LEARN. It isn't their responsibility to teach. Also, get them off the computer. There is too much screen time & there should not be computer homework. Most children have issues transitioning from

screen time & get very moody. Let TEACHERS TEACH!!! If they are sitting so much at school, the last thing they need is more work like this at home. Lastly, there is no personalized instruction.

-- I am not sure that enough is done to ensure students are being taught at their level. Students that test above grade level are not given adequate advanced work.

-- There is too much emphasis on teaching the children how to take tests. There is a loss of creativity in the classroom because teachers are having to focus on test scores. I've heard from more than one teacher it is no longer "fun" to teach.

-- My experience has been that technology is taking too large of a role in the classroom. There is a lack of personalized instruction. I'm not uncertain if teachers are setting expectations for timely completion of work. Comments are specifically related to Math.

-- Grammar and sentence structure are not worked on in elementary school. This is an area lacking in our literacy program.

-- I am very dissatisfied with the YEARLY changes in curriculum. My 4th grader has had a new math curriculum every year I believe along with different on-line study tools(Everyday Math, Xtramath, Odyssey, Reflex). How can one get good at anything when the approach and tools change yearly? How can the teachers master the material? Why can we not find something that works and give it time to take hold?? Class sizes in kindergarten, combined with the ridiculous new standards for learning at this age, make it impossible for the teachers to accomplish excessive goals and have turned my 4th child in to a school hater at the important beginning of his elementary education. No time for play. No recess. And little one on one with the teacher...more one on one with the iPad. We need to go back to the basics. Reading, writing, counting. Do kindergarteners really need to be learning sight words and math facts??

-- My son has had a disappointing STEAM experience this year where many of my answers would have shifted to "disagree" if I was basing my answers on just this experience. I decided that was unfair, and therefore based my answers on the remainder of my experiences.

-- There should be more consistency in curriculum from year to year. It is frustrating to see the effect of so much inconsistency in how the kids are taught, especially with my 4th grader.

-- Beyond conferences and a few emails a year, I really don't get a lot of feedback on my child's progress in school. It could be there is not much to update on.

-- I'm not sold on the idea of 4th and 5th graders being taught at the same level. What is the anticipated benefit and has the school seen results? Have academically "struggling" kids benefitted? Have the older kids stepped into mentoring roles?

-- No overall suggestions - I think the teachers do a great job.

-- During our parent teach conference there was plenty of explaining about how they are graded and showing us our child's progression. But would have liked to hear more feedback

on his/her social interactions with the class.

-- Parent teacher conferences are too short and rushed to provide any meaningful feedback

-- Common Core math standards are set beyond the analytical ability of the average student. Word problems taken from various sources are often poorly written. Requiring students to write about how they solved a math problem, and why, has sucked the love of math right out of my elementary school kids.

-- Cut down on the websites to do at home!!! Kids need to use paper and pencil - we are moving too far away from that! Also, stick to a math curriculum!! I feel like we are jumping all over the place with math. It's too bad the teachers and administration can't stand up against PARCC testing like other communities. I have children at West and know all this testing (MAP, PARCC) is a waste of time. Just let the teachers teach!!!

-- Academic expectations are appropriate for at grade level or slightly above grade level students. They are too low for the real high flyers.

-- Given the class sizes, I think kids in the higher learning levels are at a disadvantage. More instruction time is spent on the lower levels. I understand this is necessary but feel there should be more opportunities to challenge the higher level learners. I also think the grade splits is not in the best interest of the students for younger levels. Too much time is spent on transitions and students do not have a clear teacher to go to in the event of a problem. Maybe this is ok for 4/5th grade but grades k-3 should have 2 assigned teacher.

-- Ongoing communication regarding individual student progress/challenges/opportunities is needed so that parents may work to support specific learning at home. A single annual conference is either too late/too early in year to be meaningful. Conferences are also rushed and don't offer much of a dialogue. Too much emphasis on test scores in communication and not enough on classroom development. Report cards are under utilized and I don't always understand how my child is doing.

-- Communication from the teachers about what is being worked on/if there are items that need parent help is a bit unclear. Find a better balance between teaching fundamentals & the process of doing a PBL.

-- The amount of information that is expected of a Kindergartener going into Ben Franklin was way above our expectations. Because of this our child is sometimes frustrated that he is expected to do/know things that are beyond his prior knowledge.

-- Supply more specific homework requirements. Maybe a single sheet sent once per week stating what has to be done on each day. The folders (communicators) don't always get home daily and sometimes the homework requirement is not clear.

-- I believe class sizes are too large. Students without exceptional or remedial skills are lumped into one group with one curriculum. The stronger students could be challenged more and receive more individualized attention. However, teachers are bogged down with learning and producing curriculum and supporting students who need a great deal of extra support. 30 students in a class is too high and well above the district goals.

-- Concerns are heard by staff/administration, but do not feel that it is often factored into the decision making.

-- I think the conference time is helpful but too short... they need to be expanded as teachers tend to go over allotted times anyway. Also more feedback between the fall and spring conference would be very helpful... this is too long of a time period to go without formal feedback...I am not a huge fan of having students spend school time working on computer programs such as Odyssey during school time... this can easily be done at home.. I think it is somewhat a waste of school instruction time....once in a while would be fine...

-- Class sizes should be smaller. Students should have one teacher with no more than 20 kids in a classroom. All the money spent on PBL's in not has not been effective. Instead money should be used for more teachers and improving space to accommodate additional classrooms.

-- The lack of consistent homework is a major problem. Then when homework is assigned its chaotic since there was no learned habit of doing homework. This notion of independent reading and the "requirement" to do 30 minutes of self-reading is ridiculous. All my colleagues who have children in school report that their children have actual homework. No math homework is ridiculous.

-- Spanish class every day should be an elective not mandatory for every student. My child is bringing home handwriting homework because there is not enough time to teach kids how to write anymore but there seems to be enough time for 1st graders to learn a second language. Is 12 years of a foreign language appropriate for families that don't speak Spanish in the home?

-- This school program makes learning hectic. I don't like the split classes. It wastes too much time and the children are constantly feeling rushed during their day. My daughter is told to wear her gym shoes to school because there isn't enough time to change for gym !!! I can't believe that we don't teach our students cursive! They get to Hadley and the teachers still have to PRINT because The 6 th graders can't read cursive. They should learn to write like an adult. My daughter takes Spanish one day a week now. Total waste of time. There is time learn another language in Jr. High but right now I would like a lesson in cursive or I don't know, how about we learn more English vocabulary to make better speakers than learn how to greet someone in Spanish! I think one PBL would be nice during the year not as many as there have been!!! My daughter needs to work on her math, reading and writing skills at this age so she can do well on all of these silly tests that we now place so much importance on. We need a more traditional learning environment. The teachers are spread too thin with these split classes and they were better teachers when they had one class to be responsible for. It is hard for them manage all of these kids and parents. This is elementary school and I want one teacher to work with! I moved here for the schools and I disappointed with they direction we are going and a lot of parents are!! For the first time I am considering private school.

-- Communication is improving between fatuity/teachers and parents, however I would like to see a format or consistency among teachers to parent. Parent/Teacher conferences are extremely limited on time to properly evaluate a child's performance, especially if there are problems. Also, P/T Conf. are held once in the fall with follow-up as to the success or failure of the students performance for the rest of the year. The above questions on

"Learning" are difficult to quantify as the questions are broad with the limits response. Example - Yes, I agree: the students in my child's class get along and help each other learn...with the exception of one or two students who distrupts the classroom. So I agree because the majority of students do, but not all (so should I disagree?).

-- Smaller class size!

-- Parent-teacher communication is actually quite poor with respect to specific individuals. The student:teacher ratio is MUCH too high for a school with such academic expectations.

-- Increased recess time. My kiddo has focus issues. These issues lessen after physical activity.

-- I wish there was less computer/ipad time for my 1st grader. I know they are "educational" programs/apps/games, but I would prefer for them to spend their "extra" time doing something else. My concern is that my child is often so eager to get to the game/app that they might be rushing their work. Also, I am concerned that my child may be developing a preference for the quick (and often addictive) sense of accomplishment that comes from games. I think it can make it harder to appreciate the struggle in actual school work and find deeper joy in overcoming those struggles with perseverance.

-- Continue the opportunity for outside play/adequate exercise.

-- There is way too much emphasis on math and literacy and not nearly enough on free expression, creativity, and play. I am also concerned about the amount of time spent using technology and watching videos. For example, I would like to better understand why videos are an effective use of time in a music class that my child only gets twice each week.

-- Students do not get enough time to pick out library books. They are rushed to pick out books and need a better grasp of how to use the online catalog search and how to find books of interest to them on the shelves. Cursive writing should be taught and kids should be expected to write and read cursive.

-- My only complaint is that I do not feel our school adequately addresses the needs of high achieving students. My eldest child is in AEC and this is a fantastic program. I hope that my younger children will be placed in AEC as well. From speaking with other parents, I worry whether they will be sufficiently challenged in math if they do not get into AEC. I have talked to many parents who have children with high math MAP scores who are given the same assignments as students who are struggling. I believe there should be differentiation within the regular 4th and 5th grade math sections. As to literacy, Ben Franklin eliminated the gifted literacy program before my [REDACTED] had a chance to participate. As far as I can tell, there is little if any differentiation in the literacy sections. My [REDACTED] [REDACTED] for literacy this year and she is absolutely fantastic and does her best to challenge all students. This is a huge improvement from [REDACTED] my child had another teacher and did not feel challenged at all. Still, some form of advanced literacy would be a welcome improvement.

-- The A/B schedules are ridiculous. Looping is not working and then adding multi age on top of this makes no sense The students need a consistent system to learn with clearer guidelines of expectations. The thought that learning always has to be "fun" just isn't always

the best way to develop young minds. The

-- Though "only" kindergarten, it appears that the "middle" often gets overlooked. The "smart" students get attention, and the "not so smart" kids get attention, but the "middle" get shuffled through. We were told at parent teacher conference our child was middle, but "some parents are alright with that." Was quite alarming to hear that from a teaching professional. Appears that staff may need more help at this level, as my child has mentioned that she doesn't see much of her teacher some days.

-- 1) The district should keep the best teachers to inspire and share knowledge with our children. Inspiration for children varies from year to year based upon the teachers. Some teachers just don't connect with children and that leaves them uninspired and uninterested in doing their best at school. 2) RECESS is a huge concern for student learning. It seems to be minimized and not maximized to help all children learn to their potential. Please increase recess. 3) Demonstrate that subjects are taught in the proper sequence and order, starting with curriculum night. Since my children bring home worksheets, there is no logical evidence of how subjects are being taught. Order and sequence is very important. Years ago, schools used textbooks and parents could see the order and sequence from a book. Now there are random worksheets. 4) Too much testing in our school with the addition of PARCC, especially when I hear students complain about practicing PARCC problems for a test. Infuriating that another waste of learning time! 5) Eliminate problem based learning in the classrooms. Instead use cognitive science & math programs. Teach elementary students fundamental science in lieu of environmental/political activism. 6) Bring back cursive for all the researched life learning benefits and reduce technology time in the classrooms. 7) Abandon multi-age and teacher specialization in elementary school. Teachers are only seeing students for half a day and therefore, I doubt that children's individual progress is really being notated. If a teacher cannot teach all subjects, then see item 1 above. We will employ only the best teachers who are bright and graduate from recognized undergraduate colleges, not substandard ones.

-- I recognize that the academic expectation are too high because of common core standards that Illinois school have to comply with. I find the expectations unnecessarily in discord with psycho-motor-social-emotional developmental stages.

-- I'm concerned about grade mixing. I haven't been sold on its benefits or merits.

-- Younger children, kindergarten and first grade need to spend some more time on basics like handwriting and spelling.

-- My children are learning but common core, parcc, and map testing is TOO MUCH!!!!
Enough testing! ALWAYS TESTING!!

-- Keep it up

-- I'd like to see our children have more exposure to technology at the younger grades. I feel that the literacy teacher could meet with her higher students' guided reading groups more often. It appears that low and average students meet with their literacy teacher in small groups more often than the higher students.

-- Better communication from teachers on homework expectations. A few surprises this

year when we were not notified that assignments were due. While it is up to the child to know this, it's helpful if the parents receive some sort of reminder as even if we ask, the child may not remember.

-- I believe parents and children would benefit from a spring conference to wrap up the year and discuss possible areas of trouble to work on over the summer. I also don't like the combined classroom of different grades. I have a shy child who doesn't feel as comfortable around the older students whom she doesn't know well. The combined grades also give her less opportunity to bond with her same age classmates and I believe peer influence is so important. I would like to see the school go back to same grade instruction.

-- Would like to see more options for children learning at a more advanced levels

-- It's hard to answer the question above...I believe teachers are overtaxed with all that is asked of them to fit into the school day. Something needs to give in the pattern of the school day so that it is more predictable and not so scattered and erratic....I think the current schedule presents significant challenges for many students and doesn't allow those who are ready for more the time to get it. I also don't believe students and teachers should be forced into doing a set number of PBLs. If the opportunity is good and presents itself, allow the teacher to make that call. There needs to be more cross communication at upper so that kids (and parents) aren't taxed with doing two PBL's at once. PBLs need to be relevant and wanted and should be carefully crafted so they are truly something the kids can do without the involvement of parents...not all kids have that support at home.

-- students clubs after school hours like music , science or art clubs could be beneficial for students. there are children who have exceptional talents in these areas which needs to be enhanced and developed.and after school meeting and enhancement of these talents will benefit the students. some parents may be willing to volunteer to help teachers in case they need volunteers. if its hard for the specific school to form such clubs, perhaps school district can organize different clubs and gather interested students after school.

-- I'd like to expand on the survey question above regarding how conflicts are handled: in prior years, the principal would ignore handling a problem child and the class would suffer. Seems that there are many measures to help the minority (not ethnicity)in learning, except for behavior issues. Parents believe that it is because of fear of lawsuits, vs. right & wrong. The lessons that you are teaching our kids by ignoring behavioral problems is wrong. Can the district add more parent/teacher conference opportunities to track students' progress? One is insufficient. Lastly, technology will not help our students be smarter, so it should be minimized. Cursive and handwriting help kids learn (research confirms), cognitive learning programs help all kids learn, etc. As a parent and a taxpayer I would prefer that elementary education provide fundamentals in reading, writing and arithmetic. I'd also like for American history to be included in lieu of social studies and its light content.

-- We used to receive a Steam homework packet each week, but that stopped in the second semester. I like the packet for accountability for homework for the students. The only work for home now is spelling study.

-- I'd like to see a weekly digest from the teacher - somethings as simple as "3 things to ask your child about that they did this week...." I find that my [REDACTED] boy will share information but it has to be prompted by a question. All I hear from his is what he did at

recess and gym.

-- There is a lot of communication coming from the District, the School, and the teachers via email and various web sites. It would be good to have it all flow through Skyward so I only have to check one place to get all of the communication. My child excels in non-Common Core Math and struggles with Common Core Math. I'm not sure I understand how my child can grasp how to solve the problems but is graded lower due to not being able to do it the 'Common Core' way.

-- I think the 5th graders need more homework

-- While I understand the increasing role technology plays in our children's lives and education I question if we are over using it for learning. Do we give enough screen breaks or alternative support? Just something I wonder about as we move into Google Classroom.

-- To improve student learning we must NOT multi-age in any grade. To improve student learning we must not specialize in K,1,2 or 3, Specialization should only occur in 4th and 5th grade and with all 4th graders together, and all 5th graders together. We must return to one teacher, one class in K,1,2,3.

-- As a two working parent family, we'd like if the skyward site was a bit more informative and user friendly. We should take a better effort to learn it, but time is critical in the house so easy is better for us.

-- In this age of electronic information it feels like the school relies more on the parent to go find out information about the child. I learned a lot during conferences and am always impressed when I have the opportunity to discuss my children with the teachers and staff. Unfortunately it seems there is never enough time and the timing of the conferences is not opportune. I would like to see additional parent teacher conferences and more individualized feedback sent home from the teachers. I am willing to look at the information electronically and utilize the provided information but only see results and not the regular feedback to help me assist in my child's education. I did get the necessary feedback in the teacher conferences.

-- MY CHILDREN AND I ARE NEW TO THE ARE AND SCHOOL DISTRICT SO FAR EVERYONE HAS BEEN WONDERFUL. MY CHILDREN HAS NOT COMPLAINED NOT ONCE. SO FAR SO GOOD.

-- Staff members value opinions. The teachers, yes. Administration, no. I feel there has been much change over the past 4-5 years. When discussions arise, I feel that concerns are listened to politely, but always disregarded. A plan was set in motion several years ago and parents concerns/comments will not slow or change their intended course of action. Some of the above questions are difficult when you have multiple kids with 2 teachers each. The majority of the teachers are doing an excellent job. There is one that I feel over utilizes technology to teach the kids, does not personalize instruction, does not inspire my child, and is difficult to communicate with.

-- I strongly disagree with the decision to blend the 4th/5th grade classes. There is too much of a discrepancy in the reading/writing levels at this age & I can't for the life of me understand how it benefits either level of the students.

- I have a 4-year-old in the speech program at BF and [REDACTED] is phenomenal at communication.
- better communication on opportunities to engage in the child's classroom...it seems some parents really know this and are connected in some way but others are not given the same opportunity.
- Children need a rhythm and routine to their days and weeks to feel safe and confident at school. Our school has seemed to pick up every single new fad over the last several years...skyrocketing common core standards, loads of testing, multi-age, looping, Spanish, Week A's vastly different from Week B's, PBL's...the list goes on and on. By themselves, none of these things is "bad". It's when all of this is heaped on our kids at the same time. As a busy adult who runs both a household and a thriving business, my head swims at what is expected of our kids in elementary school. It is no wonder that kids that are prone to anxiety are drowning right now and kids that maybe used to be "normal" are now feeling on edge.
- Elementary school is overcomplicated in D41. Kids don't need to be moving all over the school like a middle school. It's stressful and overwhelming. The staff at Ben Franklin is great. Leadership in the building is open to listening, but not sure they actually do anything with parent feedback.
- I have concerns about looping for my boys. I think when boys get too familiar with each other it becomes a sibling like relationship and the behavior declines. Also I feel some years my son has been placed with socially immature boys and this impacts his enjoyment of school and level of overall happiness. I recognize he needs to deal with all personalities so I have him preserve through the year but I would not want him to have to do it for two years in a row. I don't have concerns about the academics of the students he has been placed with because I think the school does a good job of putting enough like learners together that they can be stimulated. It is the big differences between social maturity. My son enjoys having kids that he can relate at the same level as him socially. That didn't happen for him this year and I don't want him to have to push through that for two years.
- Consider going back to classes that aren't mixed grades. I'm not seeing the benefit of having 4th graders with 5th graders in literacy. Also, how do the 2 - 5 teachers feel about having two sections of kids, therefore getting to know about 50 kids. Would they prefer keeping the same students instead of specializing? It seems to be a nightmare during conferences to schedule that many meetings with parents. Ten minutes once a year with a teacher is not enough time to get an accurate and complete picture of a student.
- More frequent parent/teacher conferences (2-3/year) would be an improvement.



Glen Ellyn School District 41
2015/16 Parent Insights Survey
Comments
Churchill

Comments/suggestions to improve student learning:

- I would like to see more hands on learning experiences and field trips.
- Full day kindergarten
- Full day Kindergarten is a necessity! Offering foreign language and Dual Language is a wonderful opportunity!
- Continue and expand gifted and talented programming.
- Get rid of [REDACTED]
- I am an elementary school teacher and feel like there's too much homework for first grade.
- Los maestros deben indagar más sobre el comportamiento de los niños.(cuando ocurren desacuerdos entre los mismos compañeros. Escuchar atentamente ambas partes y no sólo al primero que ponga la queja)
- I think Churchill is doing a great job.
- Spend less time on bullying prevention, assemblies and sip days and more time on academics.
- Makers Lab
- I find it difficult to help my son with math without a book or something to instruct with. I don't know the new math technique and therefore don't know what the teacher is expecting in my son's homework.
- My only complaint is regarding the Common Core strategies which I think are ludicrous

and do more harm than good. However, I understand that's not dictated by the school.

-- [REDACTED] has been extremely difficult for our child. I believe the teaching in the classroom is very rushed and the day is TOO LONG! Our child loved school last year, but comes home frustrated and upset almost every day this year. I think for a majority of the students the lessons they are learning in school are too hard. There are too many expectations of homework outside the classroom. Whatever happened to kids just being kids?

-- I feel like my children are challenged through the expectations. Sometimes I feel like it's TOO much, but that is not to the fault of the school. That is to the fault of our educational system. Churchill staff is the best of the best!!!!

-- The 4th/5th grade combined classes are not working. My child is repeating all of the same spelling lists and learning techniques and scores have not improved. I am told that the scores are too high to improve. What that tells me is that the school does not want to put forth the effort on the high achievers - only on the low achievers.

-- I think that the parent teacher conferences should be an extra 5-10 min. They are very rushed.

-- All-day kindergarten would help with social/emotional learning and development.

-- less homework. less tests. more letting kids play & exercise. sorry it's the truth.

-- My son qualified for [REDACTED] this year. It's changed him for the best!! Has more confidence and has a better attitude about school. Highly recommend more all day opportunities when funds are available.

-- Im fully satisfied. In my opinion children of kindergarten can write easily what they are thinking so writing formation should start from kindergarten stage. As I ask my daughter let me know the sentence of different object and words she has ability to make sentences having good sense . Now she is able to read long sentences. But still she is little bit slow in writing and doesn't want to write...

-- We love the dual language program. I think it is under-marketed - people need to see it as a viable option, even if they don't live in the Churchill district. I would love to see a Dual Language "Booth" set up at each school's kindergarten round up or similar event so incoming parents are hearing about it even if they are actively seeking it out.

-- More research should be done on the curriculum. Poor performing teachers should be replaced to that underperform.

-- I would like to see more differentiated instruction. Students should not be asked to practice and drill skills that they have already mastered.

-- I can assume that kids get along...from what mine tells me

-- Differentiation is not working effectively. Particularly in Literacy, there still appears to be a "one size fits all" approach to assignments which penalizes kids that would like to delve

further into a topic area. It, likewise, penalizes the kids who seek to better understand why an assignment is being done in a certain way as a means to improve their learning - that type of questioning is treated as insubordinate.

-- More field trips/study abroad programs

-- See the possibilities for students to participate in exhibition themes in the classroom

-- Too much emphasis is placed on state tests when placing children in classes.

-- We have been pleased with Churchill for 9 years! Mr. Klespitz's more regular communication via email has been appreciated.

-- Too much homework for 2nd grade

-- Love Churchill school they communicate what's important right away better than schools in the city

-- An hour of homework after a longer school day for a seven year old is too much. My son ends up sobbing at 6pm while attempting to finish his homework more than once per week.

-- I am completely satisfied with Churchill Elementary! The staff works together so well and I always get a sense of family when there. I volunteer on Tuesdays and I am greeted with a friendly smile and "hello" by just about everyone. My son has grown so much in the short time he has attended Churchill and truly loves each and every staff member he encounters. Thank you so much Churchill for your dedication and love invested in all that you do!

-- The IDEA of PBLs is great, but they cause an enormous amount of interpersonal stress for the kids. Perhaps they should do fewer PBLs and get more coaching on how to resolve differences and challenges on a deadline.

-- I'm deeply concerned about money going to pay 3rd party companies to conduct surveys and gather information. Would much rather see the money used for this survey being used to purchase material for the school.

-- I just want suggest that the security for taking child from school must little high without checking id card no one should allow to taken child from school even their parents.

-- I'd like to see more homework

-- Pienso que tardan mucho tiempo con las actividades de algÃ³n tema y eso a mi nieta le cansa, ella quisiera avanzar mÃ¡s en aprendizaje.

-- Better instruction to the younger children on using the computers and headphones during map or other testing and greater separation between children. Children with learning and behavioral challenges, possibly those with an IEP, take up much of the teachers time during class and the other students do not get as much attention or care. Those children need an aid assigned to them so that the teachers are able to evenly distribute their time to all children in the class.

-- The process to qualify kids for any special education or intervention is very stressful to parents. It seems like the staff is trained to try to talk parents out of pursuing IEPs or 504s.

-- Continue to differentiate where appropriate,

-- We would like to know more about the follow up of missed questions on tests...how are we ensuring they learn the material. Homework passes aren't all good. I would like for kids to have to bring home report cards and have them signed. My child doesn't even know he gets one and that his progress matters...that he's being evaluated.

-- In my oldest child's [REDACTED] literacy class there was no effort to differentiate learners. My son while performing well on MAP tests demonstrates decreased motivation on writing assignments. There was no challenges presented for advanced students and I strongly feel he developed poor habits of doing the bare minimum to receive a M. There was also an over abundance of technology used in this classroom. It appeared to be more of an independent study situation then a engaging teaching environment. I am disappointed that AEC literature was not offered to my child. The current curriculum does not seem support the advancement/challenge that some children need.

-- Thanks, my child doesn't feel challenged much of the time at school. Seems like he ends up helping others more than he is learning himself, he shouldn't have to help the others so much, or "do research on the computer," he should be challenged more. He usually does not want to go to school because he is not challenged and doesn't like the lack of self discipline in many of the students, such as students goofing around way too much. Having gym class out doors would be great, he can't wait to get to Hadley where he'll get to do that and get to play and learn things that are considered too dangerous at Churchill. I would think the gym and classroom teachers would want to get the students outdoors for a bit each morning and afternoon. It would be good for some of the students who can't control themselves in the classroom too well and is proven to enhance student achievement.

-- why Churchill School does not have the following competitions: -> Spelling Bee -> Science Fair -> Geography Bee , ect.

-- Parent conferences seems tushed. 10 mins is quick, not enough time

-- More information from the teachers would be helpful. Maybe monthly status reports-nothing to in-depth just "your child is struggling with spelling" or "your child is eager to read each day". I have no idea how she's doing other than the parent/teacher conference touch point.

-- I wish all homework were assigned a week in advance as a Friday packet due the following Thursday so kids could better learn time mgt based on what else is going on in their worlds.

-- As the parent of a second grader, I find that the volume of the homework is too high. The expectation to teach the children cursive writing before they have mastered manuscript is unexplainable. The number of common core math techniques expected of these children for simple arithmetic is exhausting. This creates a situation where parents of 2nd graders have to Google the technique just to assist with math homework. Overall seven hours of school

followed by 1+ hours of homework is too much to expect of a 7 year old who still needs an 8pm bedtime. This leaves little time for extra-curricular activities or to just be kid.



Glen Ellyn School District 41
2015/16 Parent Insights Survey
Comments
Forest Glen

Comments/suggestions to improve student learning:

-- Classes need to be less clique'y based on the parents of the children. Feels like the younger children are grouped in the same class so that the parents can have friends as adults.

-- [REDACTED] is brilliant! His interaction with the students as well as the parents is second to none. He's a true pro.

-- Need to vastly improve communication.

-- The teachers are wonderful. I feel the administration and school board should focus on listening more to the community. Based on prior years' change, I think there still some pessimism in the community.

-- I really like the regular emails from teachers highlighting the recent work completed and forecasting the coming lessons. This is our first year at Forest Glen and in District #41. I find the emails regarding student progress from the automated system very difficult to follow and I am a former school administrator. I don't have a good picture of my child's progress from reviewing the on line report card.

-- I would be interested in an all day kindergarten program. I also would like students to all be challenged.. on UPPER and lower level

-- I answered "don't know" to the questions related to bullying/rules and standards because I am unfamiliar with the efforts to avoid bullying. However, I will say that when my child has been the victim of bullying and I have brought the specific issues to teacher/staff attention, I have been very pleased with the response and their willingness to work with us to help resolve the issue in a way that is comfortable for all involved parties.

-- Having too many kids that struggle following directions in one class makes it very difficult for the students who are prepared to learn. It seems like the classes are not evenly

distributed when it comes to the type of students they put in each class. My child in [REDACTED] grade shouldn't come home saying that he's in the bad class [REDACTED] and that the good class is [REDACTED] class. Constant redirection, work walls, and negative comments from facility members in going to lead aware students to thinking that they're in the "bad" class. This is the opposite experience that we had in kindergarden so I'm hoping this will be a one time thing for my children to experience at Forest Glen.

-- I have many concerns about my child's learning. I think her teachers are overwhelmed. What my child is most interested in and excels in is not the core part of learning reading or math. She prefers science and Spanish. My child's scores are below her students on standardized tests and I see frustration in reading and math at home. I feel like she has a ton of homework and she does not have the wherewithal to keep track of all of it on her own and it's overwhelming to me as a parent to have to stay on top of all the assignments. There is not enough time in the day! Makes me wonder if other 2nd graders can keep track of it all and is it just my child who struggles with organization. I've gotten her a tutor and pulled her out of after school activities to try and help, but she has so much energy. How is she supposed to get rid of her energy if all she has to do ALL day is school work. We are all just very frustrated at home. Her teachers think she is doing ok according to what we talked about at parent teacher conferences which are such rushed conversations. You can't have a real discussion. Her teachers are great though at responding to emails and I try and address issues that way. Through all this frustration she still enjoys going to school every day and loves her teachers and her classmates. I just wish it weren't 24/7 reading and math all of the time. So little is spent on science or social studies, public speaking, handwriting, spelling. Read and math and read and math....that's all we do. Science fair was above the normal workload and she loved doing it. But it took a lot of time from reading and math and reading and math. So she is behind now in reading and math.

-- I'd like more communication than the 2 parent/teacher conferences that we have. A monthly email would be sufficient. Besides her/him moving up in reading levels I don't know how they are progressing. I've also heard about things that are going on in my child's classroom from another parent that I knew nothing about. That disturbed me and made me a little bit upset. I feel like if one parent knows then everyone should know.

-- The children need more free play/recess to improve learning as studies have shown. It is upsetting that my 2nd grader already sees school as boring and the children are not given sufficient play time.

-- Full day kindergarten would help put my children on par with other students as the trend is moving that way and d41 is lagging in PRE/early childhood programs, progress and options.

-- Give them a chance to enjoy school. It's not a full-time job, but seems to be run like one. There should be enough time for my child to finish their lunch. Putting on winter coats/apparel to eat lunch is not the best idea. The recess time needs to be longer or have breaks twice a day. I would like for my child to enjoy learning and not come home so mentally exhausted. Thanks

-- Continue to differentiate the students to personalize both the higher achieving students and the children that struggle.

- I wish the drop off/pickup line were a little more efficient. Because we have pm kindergarten at the same time as the preschool I feel the preschool parents linger longer than they should
- Forest Glen is a great school and overall my child is very happy. My child is in 2nd grade and feel that the move to have 2 teachers is a very poor decision. My child is a very happy kid and loves both her teachers, but I think this is added stress to a 7 year old. The teacher does not get to see the before and after lunch child.... Which can be very different. Also, I STRONGLY disagree with how lunch tables are handled. Kids should have to sit with their class. Lunch time can be (and has been for my child) a stressful time. Why not eliminate "who I am going to sit with" from the equation. My child has been told by children "you can't sit here" or "we don't want to be your friend" She is in second grade! Children at a young age should eat as a class. They are too young to have "cool" table/kids.
- Too much rigor is taking away from teachable moments and student interest led exploration. Teachers seem stressed, and I sometimes feel that there are gaps in my child's learning because of the pressure for the teachers to keep moving along (especially in math). Not enough pleasure reading in literature. I feel like my child reads too much non-fiction at school, and not enough literature.
- The teachers don't care about punctuations and writing.
- none
- Every year brings new changes and teachers and staff seem to be frantic and no idea what to do.
- I think more individual time and hands on learning are necessary.
- I wish the goal setting/strategies for improving MAP scores would go away. I wish those scores were only shared with parents. Elementary kids shouldn't be having anxiety attacks over a MAP test score. I also did not appreciate my child coming home with PARCC test prep websites last year. This is Elementary school. Where is the joy of learning for learning's sake?
- For Kindergarten, I think the expectations are too high--they are expected to read, write, and do math like first graders. There is no time to have recess and have any social interactive time apart from regular activities in the classroom.
- It is unclear how students are individually considered in terms of ensuring they are challenged.
- I love this school..and all of the staff.
- I appreciate efforts towards anti-bullying; however, this topic has become so over discussed at school that it seems a higher priority than academics. Any uncomfortable interaction between kids seems to get categorized as bullying. Kids are losing perspective on what a normal disagreement between peers feels like and, when someone disagrees with anything, kids slap a bullying label on the opponent.

-- the use of computers and tablets seems disconnected with what doctors recommend. the children are on technology too much while at school and then expected to do more work on computers and tablets for their homework. It would be better to go back to a text book way of teaching. It is difficult for many parents to continually monitor the technology and using a textbook and/or workbook would give parents a better grasp of what our children are learning.

-- Teacher communication with parents needs to improve...especially in [REDACTED] Parents are not always clear on what is going on, what the students are learning.

-- More homework!

-- I strongly feel a disconnect between my child's learning/activities at school and myself. I also believe that children do not get enough repetition in learning. Every child learns differently...some children catch on quicker than others. I believe rather than giving a student unsatisfactory grade, before doing so, teachers should make all efforts to get the student to the passing/satisfactory point of their knowledge; because, unless a child is mentally disabled, all of them can learn past the point of unsatisfactory grade. I also believe that every classroom should have some type of sanitary station where children can wash/sanitize their hands before eating snacks. To summarize it there are so many unnecessary rules that I feel like my child is in jail rather than a school. I feel that children are "little people" and should be treated as such. We, as adults, can make our own choices and are not forced to "so many" rules. And they have no choice, so much pressure is put on them at such a young age. I see my child rebelling many things because he/she is forced to do something so small that it should not be such a big deal. I understand there has to be certain amount of structure and discipline, however, I feel there is too much of it and not enough fun and happy moments. I believe children learn better when they are under less pressure and when they are having more fun. I know that is a fact, because I grew up like that. Totally different experience than what I see my child going through. Children now days, are required to know in kindergarten what we used to learn at the end of 1st. grade. And every year it gets worse. This not only causes pressure and stress on children at such a young age, but also on teachers as well. I can see it happening. It frustrates me as a parent as well because I see my child learning and progressing but there is still so much negative feedback because of the overly high standards and expectations of this school. I wish there is more encouragement and motivation not only for students, but also for parents as well. These are young children who are still learning to speak at such a young age, yet, I feel they are expected to know way too much for their age. I hope I am not the only one who sees this, yet feel powerless to change anything.

-- I have no improvement suggestions. I have 2 children in pre K and wish they could stay at this school forever.

-- [REDACTED] teachers are excellent and are responsible for my child's great success however I am not certain the teacher's needs, suggestions, are heard and honored at a higher level. The people in the classroom (in the trenches) should have much more say in programming. It seems the administration wants to do the minimum the state requires while the teachers want to make a real difference.

-- We are very pleased with [REDACTED] at Forest Glen. Our kids have [REDACTED] [REDACTED] Both teachers and their classroom staff are extremely positive, supportive and

caring in working with their "friends" in class. [REDACTED] has worked with both of our children and they have progressed extremely well and have reflected positively on their work with her.

-- My child could be challenged more academically.

-- More feedback about [REDACTED] would be nice. Other than that, he has come such a long with his special needs. Were lucky to be there!!

-- The constant program changes that have been made by the district and expected on the teachers has created not only confusion for the students but the teachers and parents as well. The importance put on testing rather than teaching has not done anything for the children except create stress. We wish the schools would get back to focusing on teaching and developing the minds and characters of the children instead of testing them to appease some governmental ranking system that does absolutely nothing to improve our children's knowledge. Forest Glen has wonderful teachers, when they are given the opportunity to really teach.

-- My answers fall between agree and disagree. Some teachers are willing to listen and other teacher/staff seem to have a wall built up around them. It's difficult to know how to approach teachers and staff. Also, parent teacher conferences need to be longer. You are so rushed through them. There isn't adequate time to discuss your child. It would be nice to improve curriculum night. Really explain what the day looks like hour by hour in the classroom. School is very different than the past and it would be nice to understand the day better. Thanks

-- I would like to see more communication go out about bullying. I haven't seen any. My daughter is in first grade and has made many comments about kids being mean to one another in class and that it makes her feel sad. Granted she's in 1st grade, but I'd like to see more firm expectations for the kids to be respectful of one another in the classroom. If prevented at an early age it could influence the harsher bullying that may occur in later grades.

-- Forest Glen was great. For the most part, I have not had many problems at Hadley as far as academics with my 4 kids who have gone/are there. Mostly social issues that are not controlled by the staff. I do absolutely despise the pick up/drop off car line situation there. Just thought I'd throw that in since I REALLY HATE IT!

-- The teachers, aides, and therapists in the Early Childhood program need more support, more money, as well better and bigger facilities. There is not enough time for each professional to get everything done for every student. They are forced to compress sessions so they can get to every child. This indicates to me that more staff is needed. Also, the current facilities are not adequate enough. Most OT and Speech sessions are conducted in the hallways. With all the daily distractions you find in a hallway, how is the best location for specialized therapy for young students with distraction and sensory issues? It's not!

-- I believe that there is an opportunity to take our children to a higher level in math. I would like to see the grades blended when it comes to math. If you are a student that can comprehend a higher level math, then why can't those students blend into a higher grade level math class? More than just seeing the math specialist, which is still a great resource.

My child's math teacher has been able to augment the math homework with more challenging work, but we needed to ask for this to have it implemented.

-- I really like the Spanish program. My kids are using the language at home at times and singing songs in Spanish. I think this is an excellent program to immerse the children in a half an hour a day language class. It will be helpful later on in life and career.

-- I feel strongly that this district has low expectations and is failing advanced students. My [REDACTED] reads at an 11th grade level but gets vocab/spelling words like cat, and there are no advanced books available for her to read. My [REDACTED] has a social studies teacher that openly mocks students in gifted classes. They are not challenged in math. We live in an affluent community and there is no good reason that our schools should not be better, but for the low expectations of the school board and administrators. P.S. Stop wasting time with PBLs. I want to see my children get a good education in math, science and english first. Once you have the basics covered you can take up their time with this fluff.

-- We missed face to face conferences due to a death in the family, it was clear during our phone conference with his literacy teacher that she did not know my child or how he behaved in class. My child is not engaged and it now is being addressed.

-- My child is bored at school. My child is in the 99% percentile for literacy on every MAP test but 41 does not offer gifted literacy. There are no level Z books in the classroom and the small-groups that are supposed to be targeting the correct level do not read Z books. When I specifically asked the teacher about this he thought there might be some Z books in the library but made no effort to find these books. Weekly spelling words- for this gifted fourth grade- include "cat" and "act." I do not understand why 41 can have PBL coaches and Spanish for first graders but cannot support a gifted literacy program.

-- I am pleased when my daughters are placed into a class when the teacher has had that position for many years. Those teachers know the curriculum, expectations and abilities of students at that grade level, know the misconceptions of students that grade level and know how to correct those misconceptions and misunderstandings. While those teachers that are moved around have not had time to know the curriculum and expectations. They are just learning the curriculum and trying to get through it weekly. Their heart and priority are not in it. They simply show the class the curriculum, but don't teach it for understanding.

-- Keep pushing for more gifted opportunities (even for just 'bright' students).

-- Would like monthly email from teacher telling me how my child is doing

-- I think that the academic expectations are right but I don't know that all of the Odyssey training is necessary. I understand that it reinforces the learning but I don't recall needed that much instruction outside of school when I was that age. Maybe times have changed but I was ready for each level of school as I progressed.

-- I would like to see more computer work, or options for computer development, i.e., CODING. Even if it were offered after school or in the evening.

-- I heard of an incident where a child was locked in the basement of forest glen and sustained injuries this causes significant concern as to the schools ability to keep my child

safe.

-- The fact that every child's test score are discussed open and freely is illegal and extremely harmful to every student

-- More presentations

-- I think children should be placed with other students of similar academic ability.

-- The test scores need to be better explained. In plain English. Absolutely so over the top-- the wording, the terminology. A clear cut, study guide should be developed.

-- Overall, I think the expectation levels and rigor need to be increased. The teachers are great and very approachable.

-- Communicate with any outside service/therapy providers working with my child and then relay communication to parent.

-- In this cold weather allow children's to enter in school even the timming of there classes wouldn't begin to avoid them from cold and from sickness

-- It seems that the education system has lost sight of what's important. Focus on testing does not prepare a child for the rigors of life after graduation. Make a concerted effort to make the fundamental basics are the focal point of education. Master the basics and the foundation is set for the child. Then build upon that.

-- Too high for [REDACTED] in my opinion. Seems to be too much emphasis on math and reading, perhaps as a result of improving test scores? Dial the intensity back a bit. I understand fundamentals are important, but do we really need to send our kids home with 4 different "optional" homeworkers over holidays? My daughter has difficulty distinguishing this optional homework from required homework, and to me it fosters anxiety and not learning.

-- I'm incredibly disappointed that there are large groups of second graders that have been in the same class for 3 years straight and that it will continue next year. Not only is that terrible for social development but it is also creating clicks amongst the classrooms. Certain parents have used their influence with teachers to "cherry pick" the preferred teachers. It's disturbing that this was allowed to happen and that it may continue to happen.

-- we overall are very happy with Forest Glen! we only wish there was more communication about our child's progress. we wish there were more conferences (2 instead of 1) and/or more progress reports available - not just around map testing. We worry that too much is based on test scores vs. overall learning / academic progress & performance.

-- Concentrate on areas longer rather than skipping around from topic to topic. Build on children's interests to naturally foster learning, rather than a focus on incentives/disincentives. Reduce homework to give kids time to pursue other interests and to allow parents to work with kids on key areas. I find an extremely dissatisfied with having daily math sheets and a weekly math facts tracking form and a monthly math flexibility packet. We have to work on a minimum of 3 math related items and I find it counter

productive. I would rather help my child master a topic and feel competent. The approach feels scattered and challenges my own organizational skills (which is ironic since I organize large teams as a career). I find feedback on this topic is discouraged and received defensively by teachers.

-- It seems like curriculum is geared toward getting students to pass standardized tests versus providing creative opportunities for students to grow. Our child is enrolled in an enrichment program at our church and we feel like our child gets more out of enrichment.

-- provide aid/assistance/support to classroom teachers

-- Students need to feel comfortable in asking for extra help if they cant grasp the concepts taught during class time. Students need to know that its ok if they dont understand something and that they can get extra help if needed. I also feel that shuffling kids around specially while they are still in smaller grades and still learning how to make friendships, effects them negatively. class lists should not be changed around every year. The kids also need to have an adult who can supervise them on the bus, specially on the larger buses. The drivers are great, but an additional adult who can sit at the back with the kids would really help stop any bullying that occurs.



Glen Ellyn School District 41
2015/16 Parent Insights Survey
Comments
Hadley Junior High

Comments/suggestions to improve student learning:

-- Greater effort should be made to hire and keep teachers who are inspired to continuously learn and change. Older teachers who don't want to learn new material should be shown the door. [REDACTED] is one chapter ahead of the kids, [REDACTED] and apparently not interested in the topic at all. Our [REDACTED] has taught the exact same [REDACTED] curriculum for each of the 6 years our kids have been taking the class. There is a tenure system in D41n that needs to go.

-- Keep the teacher's focus on the children. We have great teachers at Hadley (6th grade specifically).

-- Great teachers. My 7th grader is having a great experience.

-- Do not allow teachers to be on their cell phones texting during class time. If the children are not allowed to so much as carry their phones, why are the teachers allowed to have their on & in use during class time? I understand the importance of a cell phone and its use, but it is really inappropriate to be texting and using the phone on more than several occasions during class time.

-- Report cards are too complicated. Parent teacher conferences are good but too rushed. The multitude of teacher and school websites can be confusing. A one stop shopping approach would be nice.

-- some of the questions above are difficult to answer. There are questions that I don't disagree with or agree with but there is not middle response. On communication, the teachers at Hadley are typically very responsive to email/phone conversation. [REDACTED]
[REDACTED] Hadley has been a struggle for my current student. I do like the changes made back to Teams and believe that has helped improve his success.

-- More reference books (online or hard copies) to learn as oppose to sound bites or extracts

for learning; currently low level of homework - increase level of homework for all key foundational subjects;

-- [REDACTED] This is the third year I have written about her and her attitude has not changed. I assume she cannot be fired, because I cannot imagine she has not been spoken to about her behavior, yet it never changes. The others are very nice.

-- students who are learning above standards should be given extra work to challenge them; or have the teacher enlist their help to teach other students in their class

-- I'm assuming that the curriculum is in line with the Common Core, but I believe schools in general could do a better job with the basics, i.e. spelling, cursive, keyboarding, and memorization of math facts.

-- Classes should be divided according to learning ability just as they are at West. Students should receive grades in alignment with the expectations at West.

-- Disagree with teachers [REDACTED] that consistently allow open book or note test taking. Why? One teacher said it was because of too much material to cover. Also what good is having a come in early to review w/ teacher only on the day of test. Maybe less material needs to be covered in longer periods of time? Does GBW allow open note test taking? Do universities and colleges now allow this to take place? Also two other thoughts-- lunch at 10:30? Call it something other than lunch and I would come up with some sympathy. Also, would like to see staff change out of their clothes and put on sneakers, t-shirt, and shorts in 3 minutes. My complaint is only lessened by the knowing that each student has to deal with this at Hadley.

-- Teachers have too many students to know all of their students well.

-- Too much computer time. Telling kids to watch a certain number of videos per day/class is ridiculous. All they do is turn on the video and then walk away to log their hours. Wildcat day is dumb- teachers don't even follow the spirit of the day and the kids hate it.

-- The teachers are excellent or terrible. Weed out the bad who don't like kids and continue and support and cultivate the excellent teachers.

-- Please improve the Literacy curriculum. Our children do not know how to write!

-- I continue to be impressed with Hadley's leadership and teachers. Compared to FG, they seem to be well organized and every year isn't a surprise regarding standards.

-- The kids in 7th grade need help with vocabulary, tenses and writing. Too much texting has over shadowed their learning. Just like they had a second math class in 6th grade. They should have a second literacy class in 7th to work on these.

-- I feel my 7th grader has way too much homework. The 7th grade is broken into three "teams", and after a survey of friends, I have found that her team has twice the amount of homework, than the others.

- Not enough homework. They are not being adequately prepared for Glenbard West. Literacy classes are not very challenging. As always, I feel that the focus is on the lower performing students and not how to raise the mid and high level learners.
- Students with special needs or individual education plans are not being handled well. Teachers and staff do not have the tools necessary to provide for student needs and leadership at the school is failing to address parent concerns. Common errors are made on a daily basis that are extremely frustrating.
- Cleaner facility, safer passage ways in winter months, special/behavioral problem kids should be separated from general population. Lunchroom workers shouldn't be sitting on tables (allergy free area) were kids would be eating.
- Class sizes too large. Wish for foreign language to replace PBLs. This should be a mandatory at this age. Overall would like to see LESS testing, more learning. Parent teacher conferences are way too short .
- Ditto my comments on Forest Glen regarding overuse of anti-bullying curriculum.
- There could definitely be more rigor and research required in subjects like science and social studies. I don't feel that the kids are challenged sufficiently for the demands of high school, especially if we are considering AP classes as Freshman. The kids could be in science competitions and overall be doing more research and presentations overall. In literary, more debates and presentations would help build both presentation skills and confidence.
- I hear from my child that a few of the instructors are uninspiring and only teach "from the book." This type of instruction makes learning tedious. I hope that teachers are being observed in the classroom on a random basis so that administration can make suggestions to them on how they can improve instruction.
- Just this last year, we lived through a transition from Hadley to Glenbard West. It has become very clear to us that Hadley needs to push the kids MUCH harder to get them ready for freshman year. The work load should grow each year so that the jump from Hadley to GBW is not as great. Academic expectations can be set much higher overall.
- [REDACTED] needs to include instruction on grammar. This is not covered yet is part of testing. The ability to add another elective would be nice.
- All teachers should be required to have a webpage where assignments and resources are posted in a timely manner, and they should all use the same privacy-protected web resource. Blackboard or Schoology are two suggestions. Dress codes are clearly stated but not reliably or equally enforced. Sex education and healthy relationships information needs to be taught before the 8th grade.
- I worry that the academic expectations at Hadley will not adequately prepare students for high school.
- great school just not right services for special education. would be great for more services offered and more training. every child is different and every child in special ed needs

positive reinforcement and teachers need to use different skills with each special ed child. More training and understanding of each child's diagnosis so they are able to use the right skills.

-- Sorry about Learning sec.--but truly I do not know if these things really happen.I experienced this in the 1950's-60's, not sure they happen now.

-- Hadley does not prepare students sufficiently for high school. I've repeatedly asked for more homework and it falls on deaf ears. My older child had a very difficult adjustment to West going from 30 minutes of homework a night to 4 hours. My 8th grade child tells me that many teachers let them do homework during the last 15 minutes of class. I'm disappointed she's not being taught for the entire class time and homework is done at home.

-- I would like 8th graders to get more homework to better prepare them for the demands of high school. It also would be helpful to teach them time management skills

-- I feel the school need's to focus more on written language. The student's are not properly prepared for High School. I also think grades should be more traditional; especially as our eighth grade students are making the transition to West. Students should spend, at minimum, a semester of experiencing traditional grades before going to High School.

-- As a divorced dad, I struggle with staying informed on my children's progress. I am often left out of communications. I really appreciate it when the school emails, texts or mails me information directly. Glenbard West's PowerSchool app has been a huge improvement in keeping up with my high schooler's progress. Also, hire more teacher's like [REDACTED] that really connect with the students and make learning fun and engaging.

-- I do think my child could be more challenged at school. I wish language would of been offered in 6th grade this year.

-- I think there could be more opportunities to enrich and challenge the learning experience for students who are very bright though somehow may not have tested highly enough to qualify for "gifted." There are a lot of really smart kids who are not in gifted programs but could still very much benefit from enrichment opportunities. Would love to see this built into the daily curriculum a bit more.

-- It's difficult to rank the academic expectations due to the varying levels of ability. I believe that my child could be challenged more in some classes. My child does not have behavioral issues & this has not been a discussion point at home, so I cannot rate how conflicts are resolved. The times that I have been involved in meetings, my opinion has mattered on a more personal level regarding my specific child. Those conversations have been very positive. I have not noted times that my opinion has been solicited for the greater student community.

-- get in line with glenbard west. you are slowly going back to a grading system that makes sense and I am now done with hadley but this was a long time coming to get back to where we started. Some staff are wonderful. Others not so much.

-- The extension classes for literacy and math make the classes too long. There are some kids that need help that benefit from the extension; however, many kids do not need the

extension and become bored. The extension class should be student specific - if need help in extension, if sufficient or better no extension. This will free up time for the most important learning skill - foreign language. As studies have proven, foreign language improves test scores and learning in all areas. Most schools have already moved to this model years ago.

-- Homework. As they get closer to high school a few assignments that require more at home assessment would help them understand the work required of them when they get to west. It is a hard first semester for all students at west when you do not have true study habits.

-- Our son has rather suddenly become afraid of writing and less interested in reading. We've talked to the teacher about it and things have not improved. We were upset--but not surprised--that his test scores reflected poorly on his progress in this area. We know that if we don't get in front of this, it will greatly impact his ability to do well in HS. We've hired a tutor to help him but really wish we were not at this point.

-- Extended conference time with teachers; not all teachers communicate effectively and efficiently on a timely basis. However, I am able to review communications via Skyward access of my child's progress.

-- It would help with students learning if some of the teachers would not belittle students in front of other students. It can make other students uncomfortable. The school does nothing this behavior when it is reported because the teacher is a tenured teacher.

-- I will admit that I don't know as much about the curriculum at the junior high level. I certainly think if I wanted to know more I could get more information. I'm really trying to promote my daughter's independence (8th grade), so I make her responsible for making sure she knows what's expected of her (while I keep a close eye on her progress). I am semi concerned that she's not ready for the rigorous curriculum at Glenbard West, but I think she'll surprise me.

-- * Change grading system to actual grades not meeting standards. Skyward grade report does not provide information for actual work / test completed nor progress. A test "grade" is broken out by common core standard so the total grade for a test is not available. This method does not prepare students for high school reality and GPAs. Teacher website/homework are not updated and each use a different format. All teachers sites should be linked to student for one click access to view status. Test re-takes should be eliminated as they distort actual progress views. Advance notice of tests and PBL should be posted for time mgmt. Intervention programs lack fidelity with no effectiveness performance measurement or consistency of programs to measure student's progress. High administrator and resource turnover. Administration implements changes without regard to students with special needs. School lacks in sports activities. Teaching methods/ curric. standards too low for high school preparation. Foreign language elective restrictions due to scheduling student not allow to choose class.

-- None

-- Conferences are too short, and it's difficult to get time slots with all of the teachers, especially for working parents. The report card and grading system are difficult to understand, and don't translate well to the high school.

-- For the most part, I have not had many problems at Hadley as far as academics with my 4 kids who have gone/are there. SCIENCE is really lagging behind as far as kids who are going to West esp into Honors or even AP Bio. The science class at Hadley does not prepare them for science at West at all--they need more instruction as far as labs and writing labs and the specific units in bio--it is MUCH HARDER at WEST by a long shot. Also some social issues that are not controlled by the staff. I do absolutely despise the pick up/drop off car line situation there. Just thought I'd throw that in since I REALLY HATE IT!

-- My disagreements with communication are strictly directed at Hadley. My child has to listen to announcements in 1st period. If kids are making any noise at all near him, he cannot concentrate and doesn't listen to these announcements. I don't see these announcements anywhere, so I never feel like I know what is going on there. I wanted my child to do intramural volleyball. We never got notice of when it was going to start. I looked on the website and found 2 different areas where it was written about - one stated it started in Nov and one stated it started in Feb/Mar. I contacted the teacher in charge and he said it started in Nov - in fact, the day after my phone call! No communication home about it. My child went on the 2nd day of the [REDACTED] volleyball and there were 5 kids just goofing around. No structure. No teaching/coaching. And he really wanted to learn it. Huge disappointment. Student Council for [REDACTED] The day of the week kept changing for the meetings. No word home to parents. My child is telling me it's Wed morning. Then Thurs morning. Then not at all for a few weeks. So confusing. I don't want to drop my child off at school early and not have it really be the right day. But there is no way to double-check. There is no communication home with this. I emailed those teachers in charge and they confirmed it changes regularly and that they will announce it in school. That doesn't help me. I need to have a calendar of events every month so I know what's going on and my child and I can remind each other of things. I always feel like I never know what is going on at that school. I feel like I only get tidbits of information and it's mostly from PTA emails, which don't have all of the dates of things either. Also, parent teacher conferences are not long enough. 5-10 minutes is not enough time to talk about how your child is doing in a class.

-- Literacy curriculum seems very weak. Why aren't these kids learning how to write? They should be learning grammar, punctuation, how to diagram sentences. They should be writing and forming argumentative essays and reading responses. One of the biggest critiques of employers of new college graduates (including my own employer) is that young people don't know how to write well.

-- Parent teacher conference interaction extremely limited by scheduling. I would suggest adding additional nights so longer windows can be made available to parents. Conversation ends up being too short to provide more than the most basic detail.

-- I feel strongly that this district has low expectations and is failing advanced students. My [REDACTED] that openly mocks students in gifted classes. They are not challenged in math. We live in an affluent community and there is no good reason that our schools should not be better, but for the low expectations of the school board and administrators. P.S. Stop wasting time with PBLs. I want to see my children get a good education in math, science and english first. Once you have the basics covered you can take up their time with this fluff.

-- I don't know why teachers/students don't use google calendar. I don't feel that the amount of homework and assignments students receive prepare them for high school.

-- None this year!! My son has had excellent teachers this year. Several are exceptional! Communicating with parents via email in ongoing manner regarding tests and available extra help before class and tests. One teacher opens up her classroom for help during lunch daily! Great year! Teachers invested in my child's learning!

-- Would like more conference time Love that my daughter can go to classroom during lunch to work on studies, bond with teachers.

-- I have an 8th grade son who is doing just enough to get by and needs to be pushed. It's hard to know what his assignments are when teacher websites aren't updated on a regular and consistent basis. I feel like there should be some consequences from the school/classroom when assignments aren't turned in -- come in at lunch, stay after school, etc. But aside from seeing notifications from skyward, I don't see a lot of consequences. I'm nervous for my son when he gets to high school. I'm not sure he's fully grasped the importance of doing the work, putting in the time, etc. It's going to be a rude awakening. I realize much of this falls on the student and parents, but it'd be nice to know the school and parents were preaching the same message. I am also frustrated by the fact that the teachers' websites are where we are to go for information on tests, homework, etc. Many times, I go to the sites and they aren't updated and haven't been for weeks. How are we, as parents, supposed to know what's going on if this information isn't current.

-- [REDACTED] are fabulous! I appreciate the rigor in this program. [REDACTED] do so much more than just teach- my child has a place to belong at Hadley because of the welcoming environment they provide. It is entirely inappropriate that a [REDACTED] teacher basis his entire curriculum around sports- every anticipatory set is about sports, he bragged to the parents at open house about how he could relate everything in his curriculum to sports, because it really helps to connect to the kids. Has it every occurred to him that a large number of students have no interest in sports? He also makes fun of gifted kids. Classy. [REDACTED] I hope we get a better teacher in this subject next year- my daughter thinks she doesn't like [REDACTED] Teachers are powerful in many ways.

-- Less PBLs. Or at least don't have them going on at the same time. PBLs could be smaller, no panelists... Generated from the students not from curriculum heads. Disappointed that Hadley has PBLs in such a glitzy, showy way... FYI the kids HATE PBLs. It turns them off to school.

-- Hadley could continue to improve on accommodating 504/IEP plans for those students that need them.

-- Teacher websites are cumbersome. Too many sites to find information. New Hadley site is cumbersome. All the web page names changed so all bookmarks no longer work. Hard to find team pages. Links from staff page to a specific teacher HW page or website don't go to the HW page or website but just end up at team home page. When there was a recent problem with a child bullying my child, I was told it was handled but staff wouldn't share what the consequence was for the bully so there's no way to know if it was handled quickly

and fairly, per the question in the survey. P-T Conferences are too short to be worthwhile.

-- RE: question #1 communication: I have no idea how my child is doing in class because the online grade books/report cards are beyond confusing. In many cases one assignment is graded on dozens of metrics that mean nothing to me. It does nothing to tell me what the strengths and/or weaknesses of my child may be. RE: question #2 it totally depends on the teacher involved.

-- In my experience as a parent of special needs students, [REDACTED] They do not communicate my children's progress. Both of my children have been bullied and I do to believe the school handled it appropriately.

-- My child doesnt have much homework. Also, study skills dont seem to be taught, or are not required to be used. For example, use of flash cards for foreign language verbs, or outlining of social studies chapters.....i am very concerned my child will struggle in high school because she isnt required to use such tools in middle school and can get by without them. But they will be essential in high school.

-- More customization to the individual would help. Some things are too easy and some are too hard. Averaged together it seems to be Just Right but that may not be the whole picture.

-- Social Studies needs revamping- watching a movie every day is not the best method of learning- especially when the students go to high school and read and learn from their teacher not a movie.

-- The grading system is ridiculous. It is impossible for a student to get an "A" ... or a "5" without a 98% - it still baffles my mind that we can't simply use A,B,C,D, F grading scale because the +/- aspects of that grading scale allows more differentiation of achievement. OR just go to a straight % grade and don't even assign a final grade. Very frustrating for high achieving students that are just missing the 98%.

-- I am pleased with Hadley overall. I do think there is too much teaching to the test. There are students being bullied on the Busses and it goes on without punishment despite parent phone calls. Excellent teachers at Hadley. Love the teams.

-- Bullying is a problem, which has caused me to pay somebody to drive my child to school every day, rather than taking the bus. Also, it would be helpful if they had a homework drop in hour either during lunch, or everyday after school. Also, the late bus doesn't come anywhere near our home.

-- Children should be placed in literacy classes by ability. not only for the "gifted" literacy, but for everyone. If the district believes that it's important enough to separate "gifted" kids out from the rest, then why isn't it important enough to separate out kids who are very, very strong in literacy (but not gifted)? it makes no sense. my daughter has had a very disappointing literacy career at Hadley. all she has to do is get by because she's better than 99% of the kids in her class. This structure really cheats those kids.

-- My child will learn more effectively if goal for each academic component is listed explicitly. They are working on lot many topics simultaneously instead of making sure that one by one each topic is mastered by the student. They will be able to face their challenges

in future if problem-solving skills are emphasized but academic skills are not compromised. They have the opportunities to revise their work and reflect on what they have learnt and why.

-- We have positive perceptions of every teacher we have had for the last three years. However, it is very difficult sometimes to get the teachers to really look at the child and make a personalized effort to push them harder. My son does very well but he could do a lot better but because he has no behavior issues and is a nice kid, he sometimes just melts into the background. I'd like it if the teachers would take some individual time with him and help him find ways to challenge himself in a way that they would notice and reinforce.

-- Provide foreign language starting in 6th grade; Offer PE throughout the year instead of taking an entire term off while attending Health Class which seems counterintuitive!

-- Upper management needs to hear parent concerns and take action. Also, the staff needs to be consistent in expectations and listen to students. I feel the staff in the school do not connect, but dictate to the kids. Needs to work on positive interaction to establish trusting relationships. Certain kids receive no consequences for behavior, others ridiculous over reach of power by staff. There needs to be a balance between student/teacher respect and expectations. Also, front line staff in office are the first impression of our school They are consistently off putting and rude at times, only one or two are actually friendly. If you're upfront and the face of Hadley, be nice.

-- I believe the Problem-based Learning is using too much time for students with research and presentations. One a semester is sufficient in only one class. They are missing time to learn basic studies, while spending time in peer groups that don't always work diligently and equally, sometimes socializing more than working.

-- I would like to see more exposure to computer coding - either offered during the school day or after school/evenings.

-- Conferences are held too early in the year to get much of a feel on how my child is actually doing. They are also too short and therefore there is not much information exchanged that can't be gotten through skyward. Could skip the conference altogether and wouldn't miss anything except knowing how the teacher might feel about my child which could be easily summed up in an email.

-- I believe teachers can be little more involved with students and parents. I would appreciate if I get emails from teachers on upcoming tests or projects or on when assignments are due. I don't get emails from teachers (only some do). This will help us parents to be more involved in child's learning.

-- Help high achievers with extra critical thinking work. A student who has a 100% on the first 4 math test and a 98% on the 5th really deserves some more challenging work. Unfortunately that hasn't been our experience and even at his conference his teacher was not really interested in finding other challenges for him in her classroom.

-- Just go back to A thur F as that is how things are done in the high shcool

-- More writing.

- I feel Hadley has improved since my older kids went there.
- I have one child in Chorus. I wish she had the opportunity to do both Chorus and Art Tech/Cooking too. My other child has those courses and has learned a ton. Hadley has exceeded my expectations.
- The teachers for the most part are good and professional. [REDACTED]
[REDACTED]
you know they are annoyed. This is my second child at Hadley and that has been consistent. Also my child was sick and came home one day [REDACTED]
[REDACTED] Very unprofessional and gave me attitude. Overall I think Hadley is a good school, not great. Non teacher staff is not good.
- Better writing instruction and preparation. This really has been improved upon this school year, and it's great that they are using MLA style standards. I think parents would like to see continued focus on grammar, punctuation and sentence structure, diagramming, research skills, and style. They need to be prepared for more rigorous writing expectations in high school and college. I also have observed that too many college students lack basic writing skills and knowledge.
- Advance classes are challenging; core classes are not as challenging.
- Parent teacher conferences are too short.
- I have been concerned about some of the videos on bullying my [REDACTED] has been assigned to view. One talked about a homosexual adolescent who ended up committing suicide. Although I think it is important to bring awareness that bullying should never be justified, delving in homosexuality and suicide in a tangential manner will not provide with the necessary depth on these two particular issues. My child was innocent in what respects to same sex issues and suicide, and he found out in this way I did not expect. I am concerned that the use of technology is taking place of the traditional book reading and hand writing which in my view should not go away. I would like to see a little balance between traditional ways of doing school and technology.
- [REDACTED] sometimes be a little nicer.
- Kids need homework and more of a challenge. Don't feel they are prepared for high school.
- Keep it up!
- I think that there is a lot of rhetoric about preventing bullying but the execution is poor from elementary levels and up to now.
- My only concern is that my son's high grades at Hadley are not consistent with his mediocre test scores (MAP, PARK). He is not being challenged in his math class, yet his test scores weren't good enough for him to continue in the Accelerated Program this year at Hadley. This year he is repeating everything he learned last year. Likewise, he has always

done well in his literacy classes, but his test scores are not great in this area. Seems like there is a disconnect!

-- I am not sure that my child is being inspired in some classes to learn more or advance her level of learning.

-- Better alignment of academic program with Glenbard. The gap between 8th and 9th grade is too wide. Levels of homework and english proficiency (critical writing and reading) change too drastically - especially when the child is in honors track at West.

-- The middle school program needs to be tailored in order to better prepare for the rigors of Glenbard West. That's a frequent refrain from friends who have children that are at the high school today. I'd like to see them pushed harder so they're not overwhelmed when they get to high school.

-- I would still like to see a more traditional grading system put in place to help our kids prepare for High School. I think it is a dis-service to both the super motivated kids, and the "good enough" kids. For the kids who want to be high achievers, we cultivate a mindset of needing perfection to reach the top which is much less attainable in a rigorous High School environment. They can be a 'straight A' student without being perfect at everything. Additionally, for those kids who are aiming for "good enough", they may believe they are doing great and meeting all expectations, while working at an 85% level. These same kids could potentially reach 'A' level results with a bit more effort- and the difference in how their transcript would read with 'A's vs 'B's in the college application process is significant. I also feel the science curriculum at West seems to really outpace anything they've prepared with at Hadley (i.e, Honors Biology is a difficult transition from what they were prepared with at Grade School/Hadley).

-- Still getting acquainted with teachers at Hadley. However, I do see some 'old fashioned' teaching habits in literacy. Teachers across the board at this school SHOULD BE TOP NOTCH; I'm not certain that is even close to being the case. Given the size of the student body, teacher quality and effectiveness must be a high priority! I don't get the impression that the "passion to inspire..." (or whatever the slogan is) is truly within each teacher's DNA. If even HALF the teachers showed the PASSION and ENTHUSIASM that the darn [REDACTED] demonstrate at Hadley, it would be of college prep caliber!! Instead, keep doing the same crap and expecting different results...thanks for wasting my hard earned tax dollars.

-- This survey should be broken down by class/department. All answers have to generalize for all classes but every class environment is different.

-- My child is gifted and, other than in math and lit, has yet to be challenged academically.

-- 1. The grading system still does not make sense. Why are we using a system that does not align with the high school? I appreciate that we have moved away from the old system (NM, P, M, A). I have a son at Glenbard West who had that system when he was in middle school. He figured out halfway through the 6th grade year that whether he gave 100% effort or did an assignment to just complete it, he would get a "M". It became a battle at home with me telling him that he had to redo assignments and take pride in his work while he was arguing that, "my teacher doesn't care about that stuff and if I do my best, I will still get a

"M". He was right...they didn't care or acknowledge quality. Teachers were not allowed to give many "A's". It made no sense because the high school doesn't have a cap on the number of 5 points they can give. What is EARNED is EARNED. I would think that every year this would fluctuate because of students' abilities and there should not be a set number of anything given. Now for the past two years, my daughter was under that same system (NM, P, M, A), and she is the opposite of her brother. She is an overachiever and kills herself trying to get an "A". Under a normal grading system, she would be an all "A" student. She gets some "A's" but again teachers have been afraid to give too many out. She doesn't get all "A's" even though she goes above and beyond on all of her work and has spent HOURS on homework just to get an "M" with no rationale as to why it was not a higher grade. Very stressful and depressing for someone who cares so much and wants to be successful. So, as you can see, I have two very different students and this system did not work for either of them. Who did it work for? I would argue the same thing with the new system (1, 2, 3, 4, 5) that my 8th grader is currently working under. She still works EXTREMELY hard...hours of homework and mainly gets "4's", some "5's" even though she should be a straight "5" students. Why? Because teachers are afraid to give too many 5's. Ridiculous because if you look at her PARCC test scores and her Explore scores, her scores exceed her peers in the district and the state. In fact, on the Explore test, her overall national percentile was 99. On the PARCC she not only scored high in all categories but had a perfect score on her writing 60/60. Thankfully this made her feel good because she did not get an acknowledgment from the school on this. And again does not get enough positive feedback through her hard work and dedication on her school work that she completes each and every day. I just do not know who this system is benefiting? 2. I also believe that we have too many PBL's. My daughter is always placed with underachievers because the teacher knows that she can carry the load. Well, I am tired of her spending 5 + hours per night just on a PBL assignment because she is doing most of the work for the entire group. I know that they are supposed to work as a team, but how many 8th grade students feel comfortable delegating work and trusting that their peers will follow thru? She has tried but is also worried about being accused of being bossy, and she doesn't want to get a bad grade because work was poor or incomplete. Just way too much group work that takes away from learning that should be happening in the classroom. 3. I am also disappointed that we do not have a passing time that allows time to use the restroom facilities. My daughter doesn't drink as much water during the day as she should because she is afraid she will need to go to the bathroom and won't be able to. Some teachers do allow passes but others do not. A student should not be uncomfortable in the classroom because they need to use a facility. It is especially an issue with girls at this age as there are times that they really do need to have time to use a restroom. We need to evaluate the system and figure out a solution that will allow students to be comfortable and at the same time alleviate any issues with students who misuse the system. But please do not punish the innocent because of the few bad. 4. Overall, remember that these are middle school students. They need guidance! Their brains are not fully developed...research proves this. Middle school should be used to build confidence in learning, to develop organization, to learn how to take notes, to learn how to study, to put quality, effort, and pride into work. These are skills that are needed for high school and life and will enhance learning in general. We cannot assume that students already have any of these skills.

-- I think there should be a "sometimes" button above. To disagree or agree as a blanket is not a good representation of questions asked.

-- Teacher quality varies. Some outstanding. Some below average. 1/2 days seem

wasteful/inefficient.

-- It seems like the amount of homework is too low. My uncertainty is that my child will not be prepared for the time requirement needed to complete the amount of homework at the H.S. level.

-- my son loves Hadley, I have seen his confidence boost in a very short span.

-- Daily homework emails from teachers are not necessary

-- Students are not prepared for the high expectations of high school. They don't know how to study, complete high levels of homework, or find personal ways to learn material if they aren't getting enough from the teacher in class. These problems don't arise during Jr. High, but hit hard once high school starts. I would really like to see academic expectations grow from 6-8th grade so that students are prepared for what they will face at Glenbard West.

-- I have a strong student and I don't know that he is challenged up to his potential.

-- Friendly, cheerful and personable [REDACTED] really give the school a great impression, unfortunately our first couple impressions were quite the opposite. Our child has had some really good quality teachers at Hadley. Ones who seemed to really care about if our child was learning and growing. We really appreciated that relationship that had developed. Our son will remember those teachers for a long time, thank you. We miss Third Thursday, it was a great way to see what is actually going on with our child and his classes. I got a kick out of the first time I got to see his 6th grade classes, kids studying under a desk, others wondering around both in class and out in the hallway. The teacher told us the class was really good that day and she wished we could come every day, WOW!! I think she is retired now. I know it is a difficult job teaching today's students, so I commend you on hiring and training MOST teachers to handle their classes well, thank you. Keep up the great work

-- Teachers are more than willing to assist my son when he needs assistance with in class work and home work.

-- The children going into high school at GBW are not prepared. The children do not know how to study and prepare for the rigorous demands at the high school level. They also don't realize how grades and a GPA affect them. The grading system in D41 is out of date and needs to be replaced with a 4 point scale. The current system of NM, M, P, A are unrealistic for junior high students. Junior high should be preparing kids for high school and a way to start would be with the grading system. The kids may take academics more serious if there were a 4 point grading system in place instead of the current system.

-- I don't feel my children are completely safe at school. This year there was a physical fight by the bus line. Last year there were reports of drug use & a student with a ankle homing device. Sometimes I question if we're truly in Glen Ellyn. I'm not confident that the school would be prepared in a event of a school shooting or other emergency. I'm also not confident that there is a sufficient & consistent disciplinary program in place to address the amount of problematic students we seem to have at our school. This appears to be a distraction to our students learning environment. As far as academic challenges are concerned, I would like to see more opportunity for those students that have higher

achievement especially in the area of science.

-- It is hard to get a response back from some of my sons teachers. I feel that it doesn't matter if a child succeeds or fails.

-- Bigger concern is whether students are prepared with stress-coping mechanisms as they move to GW where push towards heavy AP dominated curriculum seems to be ruling the day. Combine this with already highly competitive community and situation is ripe for heightened levels of anxiety, etc.

-- Hadley needs to seriously be looking at services for students with special needs. It's not one size fits all. The transition from elementary to middle school is terrible in this area. There is no continuity. You feel like you are thrown to the wolves at Hadley.

-- 1) Eliminate PBLs. PBLs do not support students mastering core academic subjects. Higher level thinking or problem solving is dependent on mastery of subject matter knowledge. Students need a solid foundation to draw upon in order to master new skills such as critical thinking or problem solving. When my daughter was at Hadley just a few years ago, her math teacher would always give a "tougher" problem to try to solve over the week-end. Students needed to synthesize all the techniques taught and think outside the box. It was frustrating at first because the answers weren't obvious. But it taught her critical thinking which has served her well in her rigorous academics at Glenbard West. PBLs are extremely time consuming (3 weeks per subject or more than 90 hours in middle school), lack connection with curriculum (teaching is suspended during PBLs), and take valuable time away from core instruction. Middle school students need this time to master core subjects to prepare them for high school. What metrics are being used to suggest this approach to learning is effective, especially at the elementary and middle school level? 2) Integrate and use technology to facilitate learning, not replace teaching. Technology can be a good tool for sharing information, communicating, researching, etc. However, it seems since students have a 1:1 ratio of computers, there is much less teaching and far more time spent on the computer, often exceeding the two hour recommended limit by the American Pediatric Association. And kids are not always focused on task, being easily distracted with the ability to now play games, look at YouTube, etc. in class. In the three years' time since my daughter attended Hadley, with only sporadic use of technology, the depth and breadth of learning seems to have declined. (This is also evident in the overall declining MAP scores.) There is very little homework since kids now spend time completing schoolwork such as papers or math exercises in class. How is this optimizing our teachers? I think we should capitalize on student time with teachers, with far more interaction and dynamic teaching and learning and less time using technology to do work that doesn't require teacher oversight and could be (and used to be) done at home. 3) Provide more breadth and depth of teaching with adequate practice and application, so students really master subjects. Many D41 students use tutors (just look at all the Kumon's in the area) not to get ahead, but to stay on track. This would suggest that they are not getting what they need in the classroom. [REDACTED] has felt the need to spend more time on the basics -- grammar, spelling, writing -- after observing that kids coming into Hadley lack these skills. The teacher feels compelled to "fill in the gaps" because writing is an essential life skill. This also suggests that students who can't afford a tutor are at a disadvantage. 4) Develop higher standards so that teachers have a more accurate picture of student performance, and to be more consistent with both D87 and national standards that would suggest anything less than 80% would be a "not met" or C level

work. The standards were lowered this year, so that "C" level work is now considered a "met" for D41. This would seem to give teachers, parents and students the false impression that a higher level of students are meeting standards than may actually be the case. Students performing at what used to be "not met" levels are potentially now at a disadvantage, because they may no longer be identified as needing assistance.



Glen Ellyn School District 41 2015/16 Parent Insights Survey Comments Communication

Comments/suggestions to improve communications:

- I think forums are created to listen to parents concerning, but the action and follow up to those concerns are lacking!
- The board needs to be more transparent in their decision makings. All too often public "information sessions" are nothing but PR for what is coming whether you want it or not. Also, the only new school that should be considered is a junior high school to replace Hadleuey.
- I feel like the district is juggling too much at once and is constantly implementing new programs. Innovation is great, but we are adding new levels of complexity without fully vetting them.
- The website is dated and difficult to navigate.
- Consider web streaming of parent information nights for those unable to attend.
- I don't think the board really listens to what all taxpayers want, more like just what they want to see happen.
- I think even with the re-fresh, your web technology is really behind the times. The web interface for paying for meals and other school supplies looks to be about 15 years behind the times. Your websites should have critical information more readily available, like school days off, access to skyward, etc. It's still isn't user friendly, informative, or modern looking even though it's new.
- After attending a Board meeting, I was surprised by the lack of knowledge some Board members had about our district's programs. I would suggest the Board goes to each building on a regular basis to observe the programs in the schools so that they can speak about them and support them with confidence.

- Board needs to resolve its differences and stop catering to the vocal minority
- Prior school board leadership, did not seem transparent nor supportive of feedback from parents or even the teachers. I am optimistic that going forward critical matters around setting curriculum, finances, and vendor relationships will be more transparent and open to public discussion.
- I think that this is an area where people always want more and/or they don't access the resources available. Our community members are on information overload and don't always have time to read what is shared. Thank you for your efforts and keep it coming! My only specific concern in this area is related to the Principal's monthly bulletin. I only received the copy in August and have not received it since then. I was told to sign up on the website to be added to the list. I did so and still did not receive anything. I emailed and spoke to the office personnel who said they would investigate it. Still, I am not on the email distribution list. Then, the link in the PTA newsletter to the Principal's bulletin has not been accurate since October 2015. (I recently contacted the parent in charge of the PTA email and she indicated she would investigate to correct this problem.) I have gone to the School webpage to access the bulletin, but it is not always posted by the first of the month. Of all of the administrative communications from the school, this is one that I want to pay attention to and find it difficult to access.
- instead of teachers / administrators taking 1/2-day or full days off during the school year, when student instruction is paramount, these 'institution days' should be scheduled during the summers, or in the evenings, as the situation necessitates. federal holidays are burdensome enough on families who rely on education as partial childcare services - grade school levels.
- D41 has no clue what parents want nor do they care. I have never seen so many decisions made without sufficient data or measurement in my life. The board spends money unwisely without any consideration to parents, taxes or an actual strategic plan. They think they know what we want but they do not.
- With three kids - I get an exhaustive amount of emails. I wonder if the district information isn't overlaid.
- While I have been incredibly pleased with the teachers and staff at FG during our years in D41, I have been less than pleased with communication and decision making at the district level. I understand that decisions regarding curriculum and curriculum delivery should be made by educators, but as a parent I would appreciate more advance notice of large-scale changes (such as A/B schedule, the addition of Spanish culture elective, etc). I would like more notice not just so that I am aware of what is going on, but also so that I can explain to my child what will be different the following year. During my child's years at FG, there has been a major change almost every year (Think Tank teacher specialization, multiage, elimination of Literacy AEC, elimination of 3rd grade math AEC, A/B schedule, Spanish class, longer school day, etc.) The specifics of all of these changes were not communicated to parents well in advance of implementation. The community was made generally aware of the possibility of some of the initiatives in advance, but informing us of general ideas or concepts for the school day is not helpful to parents for planning and preparing their children. We need to be able to communicate to them about what they should expect at school in language they understand. While I am certainly open to changes in curriculum and

curriculum delivery when needed, I feel there have been too many changes, some of which were quickly abandoned and replaced with even more changes. Elementary aged children, especially in the early grades, need consistency more than they need to be taught in accordance with the latest educational fad.

-- I'm also curious about communication about staff and if they have been written up. Is that made public?

-- Quantity of emails can be overwhelming. Between daily/weekly emails from the classroom, district, leadership, PTA, and parents it is difficult to keep up with what's really important and what is just "nice to know."

-- Have seen an improvement on the website but can be better.

-- The new website has improved a great deal. The community has NO say in decision making. There had been plenty of complaints and concerns regarding current a/b schedule, multi age and PBL's with no genuine response from D41. They do as they wish without any parent concerns or feedback taken into consideration.

-- We receive many emails from school but sometimes the most needed info for example which class my kid is pulled in not being communicated

-- The district needs to understand that parents new to the school need additional communication. We are being exposed to things for the first time. One cannot assume that we know how to interpret a report card or test results, just by looking at it.

-- We all still want the details of who/what/when/where regarding the bomb threat.

-- NA

-- My one and only negative and poor assessment response indicated directly above has nothing at all to do with D41 school teachers and/or school administrators, but with the school board. This school board has had a history of poorly handling community response and parents input in their decision-making process, specifically with regard to the implementation of the combined grade (tracking) model that was forced into place in the elementary D41 schools K-5. Despite the major outcry from the parents and community, this new model was bulldozed through on the premise that the school board - not we, the parents - were sure they know what is "best" for our kids. Teachers were paranoid about speaking up and out on this as the whole topic was very politically charged. Very oppressive. Parents saw the futility of their voice in the bureaucratic process and as a last resort, requested a very reasonable pilot of this new model, but this, too, was completely ignored by the school board. The manner in which the school board handled the parents (and teachers) input on this subject was terribly disheartening. I'm just glad that my youngest kid was through the pipeline in time before this model was implemented.

-- While information is flowing - it is flowing without context or guidance on how to interpret what information is being received. As we are a young family, we really feel like we don't know what any of the information coming out really means to our child nor how to impact his education in line with what is coming out. Confused, we simply try to plod along in hopes that effort will be rewarded with desired results in ways in which we believe we

can make a difference. But I do not feel connected.

-- Reduce the sources. Train your teachers to effectively use their websites.

-- Whenever there is a major change at occurring at school, parents don't hear about it during the decision-making process. The district is very good at letting us know what the changes are AFTER they have decided on these changes so why can't they effectively communicate beforehand?

-- You're new website is much better than the old one. I consider myself an active participant in the district, but it still feels like I only hear about changes after the board has changed something. I don't feel like the community matters to the board, other than to keep paying our ridiculously high taxes. Thanks for increasing those before you even passed a budget.

-- I feel that the members/staff of district 41 have a one sided view. It is their way or forget about it. Yet on the office door at district 41 there is a sign that says communication is a key and that your opinion (I am paraphrasing) matters but when you bring a solution to the table it is shot down and that is it. I question WHY this attitude towards this way of thinking. We teach our children not to be a bully but yet we as parents can be bullied by members/staff of the district 41. We teach our children "problem based learning" (PBL) but when parents present a solution to the members/staff of district 41 they ignore it. Are members/staff entitled because of their "pharasaic" or papal ideas/views? Are they better than the parents. As a parent I feel that I know what is better for my child and that I know my neighborhood better than members/staff of district 41 but yet I am told that my opinion rather concern regarding my neighborhood is not heard. If our children are learning these methods from the district 41 should the district have a "Nazi" attitude towards the parents that raise concern for their children. Members/staff of district 41 are not different than members of ISIS. Members of ISIS instill fear to the nonmuslims that they are about to conquer. Then way are members/staff of district 41 acting like they are inferior to everyone else when it comes to discissions made about other peoples children. Why do they (members/staff of district 41) tell other parents lies about an issue regarding bus. Why do they not follow the law when they themselves violate the law?

-- Don't just hide and bury important items in D41 Board meetings. Most don't follow this. There should be more emails.

-- Centralize communications....There are too many websites with separate passwords. Everything should be on one site and link to various sites. Even moving from the district 41 website to the BF calendar can be difficult to navigate. Not to mention PTA, Skyward, and the various learning sites...spelling city, ten marks, reflex math...on and on...

-- D41 web site is a mess - it looks like there were mis-guided steps to update it. What's with the jumbo size logo? Pull-down menus are hard/impossible to read. Finding calendars in now a multi-step process. The state of the site undermines the district's communication goals.

-- I appreciate that there have been improvements to web page. It still seems slow, though.

-- Consolidate multiple email blasts between school board, D41, Lincoln School, Classroom

& PTA

- Stick with math and reading curriculums vs. constantly changing. Go back to basics for kindergarten. Replace PBLs with foreign language requirement. Better use STEAM lab space for everyday learning.
- D41 can improve communication by actually communicating clearly with parents about major curriculum changes before they happen. For example, looping for children now in 3rd grade was not clearly communicated. I rely quite a bit on my extensive network of other parents to let me know what is really going on and being talked about as far as curriculum changes.
- Erika K. did a fine job setting up 1:1 conversations with parents in the district, when she started, to get a finger on the pulse of the community. Perhaps continuing that on a regular basis with a cross section of the parents - Lombard, Glendale Heights, Glen Ellyn, Wheaton, using an interpreter if needed, would be beneficial as a listening tool.
- I think Board meetings are not very welcoming. I have emailed several questions to the Board in the past and most were not answered or were just passed along to someone back at Ben Franklin who could not answer the questions (to no fault of their own). I feel like the Board operates in a vacuum and comes up with these pie in the sky plans that are very hard to execute at the school level and have negatively impacted my kids. They should take a look at neighboring school districts, such as Wheaton, that are not forcing their schools to jump through hoops every year for a new "Board" idea such as multi age, specialization, Spanish, PBLs, A and B week schedules, and the list goes on and on...
- Communications of after school activities needs to be improved. It is extremely difficult to locate activity offerings, dates of activities and forms on the d41/Hadley webpage. At the beginning of the school year and even in September, the site had not been updated since 2014; thereby making it impossible to know what activities were being offered! And, there are no clear, easy links to find forms either! Parents have been complaining of this for years!! One solution is to seek parent volunteers to help update the activities information throughout the school year!
- I especially like the emails from Churchill principal Scott Klespitz. They are very informative and helps me feel connected to what is going on at school. It gives me topics to discuss with my children so I can find out more about what they learned that week.
- If anything, I think you have gone above and beyond with your communication efforts. I can't tell you how many times I've had a question about a process, activity or schedule issue and it has been answered the next day in Mr Klespitz's email blast (it's eerie). It makes me feel like the staff is VERY in tune to the parents' concerns.
- District Representatives should be attending the PTA meetings at the schools to give updates and be available to hear parents in a more neutral setting.
- a welcome committee for new families would be very helpful. We were new to the school two years ago and I felt very lost and could have used a point person.
- I think they have a very hard job and generally do a very good job. I think they should be

carefully monitoring the District 41 parents page and try to get ahead of negative comment trains/misinformation a little sooner than they currently do.

-- The D41 website is not user friendly. Many times the information I am seeking is buried. I understand it's obviously expensive to update software/websites. But the website could definitely be made more user friendly! Also need to better explain odyssey at the beginning of the school year and make it easy to get to on the website! I thought the email I received about odyssey this year was spam. It literally just said here is your password. It didn't explain what it was for or how it would help my child. I literally thought someone has accidently sent me an email meant for someone else.

-- Principal Klespitz's weekly e-mail messages are informative and much appreciated. Please continue with these.

-- I would have like to have more public information after the new board members were elected last year. I am very concerned that our district does not offer full-day kindergarten. I have not heard anything on this front in a while.

-- Give parents more opportunities to be heard

-- Scott's weekly newsletter is great

-- Overall, I am extremely pleased District 41. My daughter loves school! Many thanks to the amazing teachers and staff at Lincoln! :) You don't get enough positive praise!

-- .

-- I believe community members are offered an opportunity to be heard and express their ideas related to decision making, but it feels like this process is just checked off and has little impact on the ultimate decision. The district seems to keep new ideas to themselves and then just drop them on the community as the decision is being made.

-- Something has to be done about the Board fighting. Great, great school with wonderful teachers, parents, student and community. Given all of that to start with, if people work hard at it and truly have an open mind, there should be a less-contentious middle ground.

-- Many times I made a suggestions and sort of speak "hit the brick wall". I feel like my child is a little soldier in this school and not a child who is being thought with an emotion. This is what many people lack compassion and emotion and that should be thought from a small age. Children spend almost whole day in school, 7 days a week. It is also ridicilous that children can not share anything now days, including their snacks...specially when we know that children only bring "healthy" snacks. What are we teaching them from a small age about sharing and giving.

-- Be sure important school decisions are given ample airing before implementation.

-- I believe that parent concerns/opinions are heard, noted, but not always taken into account with final decision making.

-- Parents are busy - often unable to make board meetings, town halls, etc in person - create

more and more modern means to communicate suggestions. Email box clearly marked on website, etc. and more transparency regarding why decisions are made.

-- No transparency. Poor involvement with the public.

-- I'm new to District 41 this year. I feel communication has been great so far.

-- Need more parent input not just a focus group here and there. Need to evaluate programs before and after implementation.

-- I think that District 41 does not listen to the community in decision making. I think that the District cares about its own agenda.

-- Satisfied

-- na

-- Emails messages should be coordinated so parents are not inundated with useless information. I receive emails from the district, board of education, superintendent, school principal, individual teachers and the PTA. Consolidation of some of these emails sent on a regular, periodic basis would be helpful filtering through some of the information. "Emergency Board Meeting" without any context is not helpful.

-- Get back to some of the basics in education .

-- I feel like I receive the right amount of communication.

-- The website is pretty terrible. It isn't mobile friendly, which is a necessity in 2016.

-- Difficult to find info. New format for tablet or smart phone users

-- The D41 website is much improved and user friendly, well done. The coffees with Principle Samples and Dr Gordon have been insightful and helpful in answering parental concerns about the schools. The Board of Education meetings and forum is inefficient and has an unwelcome atmosphere where parents are not welcome to address concerns.

-- They have good ways of communicating to parents. I am satisfied.

-- None

-- They do a pretty good job for the most part.

-- More transparency in upcoming decisions.

-- Put ALL activity dates/times on Hadley's website. Not just "today's activities." That does nothing for me. I would like a calendar of events for at least a month or two. I would also like the board to know that people who come to complain are not the only people they need to listen to. Many people who do not come to the meetings agree with what is going on and the decisions made at the schools and the 2% that go and complain at the meetings are not the only people to consider when making their decisions.

- There needs to be Full-Time Kindergarten.
- Over communicate! There is no such thing as too much information. There should be 100% transparency between the administration, the school board, and the parents of students.
- I think the introduction of some new board members has been positive for transparency and full disclosure of issues and lends a balance to the decision making process with parent concerns in the forefront while adhering to State mandated curriculum and standards. Dist. 41 seems to be able to challenge State mandates when necessary to provide a functional and feasible curriculum for the Teachers and children. I am so far happy with the schools at the elementary level.
- The website performance is slow and frustrating to use. The PTA websites have not been updated to match the refresh of the District website. The RevTrak payment system is antiquated, requiring you to have to repeat functions multiple times to purchase more than one item.
- Because not everyone has the time to constantly go to Skyward , check links etc... Sometimes, it will be great to just go the old fashion ways : sending a mail/notes and provide a monthly calendar of what's occurring that month so that we can sync it in with our work agenda and add it to our planners/calendar. Sometimes, too much emails forces me to ignore everything. completely.
- The revamp of the D41 website is a welcome improvement. I realize that it is still under construction. Please be sure to give priority to finishing the site, as there are still many items missing and the navigation can benefit from some review and polish. Also, please test the site for access from mobile devices. It is currently very lacking in that area.
- There is a glitch every year since teachers have been using Skyward to send class e-mails to parents where I will not get them and unless I log onto Skyward will I see an e-mail from a teacher that I missed because I did not receive it (nor did it go into Spam). Every year I have to contact a teacher to let them know that I'm not getting the information. I wish teachers would send communication via direct e-mail rather than through Skyward. I also appreciate actual hard copy newsletters for updates.
- Good improvements to the website
- The administration only reports positive "feel good" anecdotes to the public. The board and the administration never really look at the hard data and report it truthfully. Even when they have reported mediocre data, they never say what steps they might take to improve academic performance. My child thinks PBLs are boring and a big waste of time, but the District communicated that they wanted to teach everything through PBLs. What hubris! A good teacher knows it takes all sorts of methods to teach children new skills. Having yet he administration shove their one size fits all solution to education is inappropriate. A lot of good teachers have communicated this with me, but they are too afraid to tell the Administration because of the reprisal that could or have happened in the past. Listen to your best teachers, not what you think will get you your next job or write up in a news article. The bilingual coordinator just reported about dual language, but there was no

information about whether this program is doing better or worse than the previous program. There was no analysis of MAP or Access scores to indicate if the program was effective. Then, when a board member asked a couple of questions, the bilingual coordinator copped an attitude. Get the board member the information that they have asked for and stop hiding. I have heard great things about the dual language program from parents. Why hide the data? Is it really that bad? If it is, explain what can be done to make it better. Not reporting it just seems to indicate the administration is hiding something. Dr. Gordon, stop sitting in the middle of the Board meeting. Sit to the side. You are not the king here. The 7 elected board members are your boss. You should sit to the side, let them talk and provide any information they need. They are your boss, not the other way around.

-- Communicate more proactively with parents instead of always reactively - we have the right to know what our youngest learners are doing in the classroom that is being directed by the school or the district because often times they are too young to tell us themselves. The fact that kids at Ben Franklin have gmail accounts this year should have been communicated to the parents more clearly as well as the platform they are using to online "chat" about books with their peers - who is monitoring these chats and content? Would be nice to have the answers to these ahead of it rolling out instead of getting it piece by piece from our child when they come home from school.

-- Giving a survey and then doing the opposite of what the survey says is not really listening/communicating.

-- Don't just spin information to make the district look good. Give the public ALL of the information so we can make educated decisions. Most communication comes at us too little/ too late (for example the longer school day explanation or the calendar for the academic year).

-- The districts job of informing the community about the Churchill incident (bomb threat) was spot-on and well done. The communication and action was thorough. Even though my children attend FG, I was proud of how the district handled the situation. The district should be proud of themselves as well. My child's bus was delayed. I was informed promptly through text and phone call. Well done District.

-- At times when I have been present at Board Meeting, Board Members are often dismissive of public participants. There is also very little if any response or acceptable follow up from meetings.

-- The site is too hard to navigate. Old. Needs update with categories that mean something to parents. Behind every other industry on how to maximizing the "mix" in Communication

-- I have attended several board meetings and nothing ever seems to get resolved. Common core is not successful.

-- District staff is NOT interested in hearing what the community thinks. It it a charade to invite the public to sit in on committees when decisions have already been made. Gordon has his own agenda and has zero desire in hearing any other opinions. He likes to smile and nod his head and make nice but he is a slick politician and we all know it is just smoke and mirrors.

- The teachers need to keep their homework calendar up to date
- Imagine you know nothing. Then decide what info needs to get to families. For example, d41 did not provide information for what bus to take to Hadley on the first day, where it would pick them up, what time, etc. Once at school, d41 did not instruct where kids should go. The PTA provided some of this info, but d41 did not. Very strange! Also, the second report cards are available, but we have not been notified that they are. One needs to know to go look for it. If my child was struggling and I didn't know to look for end of term grades, I would be totally in the dark. Grading period info seems strangely unimportant to d41.
- Sincerely want to know what people think. Seems more like spin-doctoring.
- 1) The district excels at promoting their message, but that same message isn't necessarily about children or learning. The focus should be on the children and not the administration or superintendent. 2) The administration is known to make adjustments to curriculum without ever discussing a proposed change with the parents. There seems to be a high disregard for parents & taxpayers from the administration. 3) Also, on occasion, the district office actually tells parents to read their website for answers to their questions. Not only is this disrespectful, but proves that D41 doesn't know the answer otherwise they would share it. Are administrators overpaid in our district? 4) The administration seems to not have a balanced approach when sharing results, such as when presenting MAP scores. The presentations typically only highlight positive results but there seldom is a presentation on what can be done better to help students achieve their potential and beyond. Lots of D41 promotions/slogans without critique of how to improve. Falling test scores should be addressed with parents/taxpayers.
- Tailor the phone messages so they make sense as "spoken" messages. Tailor the emails so they make sense as "written" messages. Also, please proof the communications that go out - the number of "corrections" we receive is inexcusable.
- Listen to what parents and teachers want you to do. Do not dig your heels in and continue with a program or anything that you changed or have chosen to do, if it is NOT working. Please do what is best for the children. Go back to the traditional classroom, the traditional school-day. Please open your minds and listen, do not just block it out because you disagree. You are not educators. Listen to the educators. Half of you do not have children coming home from D41, you do not see how this is impacting them. We the parents do.
- There should be a way that the daily updates are communicated to the parent on a timely fashion. We, as a parent, are lost. For daily updates or what they have learnt in school everyday, I have to go to one teacher's website to another. It is time consuming and extremely frustrating. If updates are provided clearly, a parent will be more willing and happy to help the school and teacher to help his/her child.
- Ask us. Send more surveys like this.
- I believe that there is a wealth of communication - but too often it is not relevant. It's almost as if because there are too many emails that it is difficult to know which ones apply to me and my children.
- Emails are great, but can be overdone. Surprised in this era that we weren't told that there

were lock-down practice dates. Learned of the drills from our child and had to unexpectedly explain the reason for lock-downs. Heads up would have helped prepare both the student and parent explaining.

-- I am really hoping that all day Kindergarten is implemented in Glen Ellyn by the 2018-2019 school year. I think that at Forest Glen this could be accomplished by moving the Pre-K early education to another facility as the Kindergarten students should continue to be in the school where they have access to art, music, gym and the library and have the older students as buddies.

-- Just as a note -- Ben Franklin within D41 is managed wonderfully. All upper management/staff have one thing in mind...the kids. Don't want BF to be lumped in with Hadley. But same district, so wanted to clarify. When I rate D41, it is a direct reflection of Hadley, not BF

-- Hadley changed their web site, but did not notify and omit other web site - or redirect to the new web site url! Also, Hadley is cutting costs to music programs and even paper for teachers! My child brought in a ream of paper for a teacher! Where is the money going that I pay for my large tax bill???

-- More transparency.

-- more detailed information should be communicated and in a timely manner

-- I can not find how to buy a yearbook on line and my college kids couldnt find it either.

-- I find the website a little overwhelming. Especially when I am trying to find study guides or homework on the teacher sites. Takes a lot of time to get to the area I need and when I cannot find what i need it is even more disappointing because it was challenging to get there. I think it needs to be organized differently. Why can't I just click on the calendar and have hyperlinks to that days assignments etc. BTW- I am very glad it is there in the first place.

-- Too much extra staff that does little to contribute to the overall success of hte school. Dont know why we need 3 school districts in Glen Ellyn. Wish we had one.

-- District 41 has made great strides in communication with parents and the community. The new websites are a huge improvement. I feel well-informed about events and issues. I think the District has gone above and beyond in efforts to reach out to community members, including those who are not parent stake-holders. While we have so many great community members, it is unfortunate that some do not take advantage of the District's efforts to provide information, resulting in erroneous assumptions and the spread of misinformation. A few community members also engage in behavior that is divisive, and destructive to our schools' and the District's efforts to create effective and relevant strategies.

-- I have found that the D41 website seems to be down or "stuck" many times. I have tried to access from multiple computers, and the problem is not on my end.

-- I am fairly new to the district. I will need to get more acquainted before I can make suggestions, but so far I am very please to have my children attend District 41 schools.

-- It's great that the BOE now have Coffee with the Board at Glen Oak. I have yet to attend, but it's wonderful that this opportunity is available. It was also great to see the BOE presence at the summer Backyard BBQ event. I don't know of any other school district whose board members would take the time out of their weekends to give community members the opportunity to reach out and talk to them. Keep it up!

-- I really like that Churchill doesn't seem to have secrets and takes the initiative to be informative even regarding topics that would be difficult to discuss (ex. bomb threat). Keeping parents informed ahead of time is the best way to gain their trust and I believe you do a fine job in that area. I can only speak on behalf of Churchill but I do hope the other District 41 schools are just as loyal to the families in their care.

-- If there are issues or concerns with a child send some communication home or set up a call and don't wait for conferences that could be too late. Also, better updates on long term plans like full day kindergarten.

-- Do away with survey.

-- The school boards handling of portable/space restrictions and all day kindergarten has been less than admirable. They should have thought about all this BEFORE doing additions to the elementary schools. Our taxes do NOT need to increase for these mistakes.

-- Less papers home from school... only what is important. That way things don't get missed.

-- It would be nice if the teachers would communicate more frequently with the parents through backpack mail and/or e-mail to let them know what the students are currently working on.

-- Less paper. Require every parent to have email. There are libraries. We all suffer because of the amount of paper going home. For one or two families who refuse to get online. Make it mandatory.

-- It seems as though communication is filtered through a public relations department when it tells the public what great things have already taken place at the various schools in the district. I would like to see much more sharing of day to day activities and examples of the messy process of learning right from the classrooms through social media, class blogs, web sites, YouTube, etc.

-- Please consider establishing official Facebook accounts for the District and each school. Encourage teachers to post images and captions of exciting things they are doing in the classrooms. Others might appreciate Twitter, so use a service that posts on both platforms. In addition, it would be nice if each teacher had their own website with additional resources to complement what students are currently doing in their classrooms. Skyward seems antiquated.

-- [REDACTED] do a wonderful job in communicating in terms of specials. [REDACTED] does a wonderful job of giving us wonderful detailed weekly reports in addition to specific when needed.

-- On the hadley website the email link to the teachers never works and it has not for years. That is terrible. Poor communication, teachers websites bot updated and not easy to navigate or no info

-- With all of the promotion of critical thinking in our local schools, I wonder if the district adopts the same approach to their communication. Most of the communication is self serving... isn't Dr. Gordon wonderful that he takes time from his busy day and goes into the classrooms, blah, blah, blah. How about applauding kids who do well in school and raising their MAP scores or writing a thought provoking paper? How about teaching kids that winning is good? How about teaching kids that hard work now in math will pay off in life vs. becoming activists for paper vs. plastic, or fossil fuels are ruining the earth? How about communicating to the public about the classroom disruption when teachers are out of the classroom and creating curriculum for the next day because one doesn't exist? Honesty and transparency would be appreciated. And lastly, community members in decision making: Are parents asked about the addition of Spanish, or PBLs, or changes to curriculum or a A/B schedule, a longer day with less recess....well no; what type of involvement are you asking about? There are so many opportunities to talk to the parents and community. and all the district administration is interested in is how much more money can the community provide to their bloated system? I suggest that you have an image problem that needs to be fixed with appropriate action.

-- Being new to the District it has been very difficult to get involved, because it is difficult to navigate where to go to find information. I think having a mentor family for new families to the district would be very helpful.

-- The new website is a little bare bones. Where are the quick links to call in sick? Legit couldn't find the phone number and had to email the school and leave a voicemail on the main line.

-- Seems the Board or Board pre-2015/2016 would makes decisions independent of community cares/concerns. Still lots to improve via Special Ed. Services not openly communicated. You have to unearth what is available for your child. Formally & publicly requested of Michelle Gallo list of Special Ed services offered by the district. Have yet to see it on D41 website.

-- Parents have too many options for where to go to get information. One portal to check would be great.

-- more communication via text would be wonderful. it's easier and more immediate than email. :)

-- Email communication is efficient

-- Provide an overview of what topics will be covered in a given month so we can better understand the material covered. The homework jumps from topic to topic so we cannot infer what is being taught.

-- I feel the District Administration does not follow up on parent feedback or concerns. We are concerned about the workload of our teachers and the lack of support and resources they

receive. But the Administrators still continue to place unreasonable demands on our teachers and this does not result in a positive learning environment.

-- I feel certain board members are not involving community members in the decision making, as they have their own bias prior to receiving input from the community and don't care what the community wants. It is clear during board meeting who these 2 members are. I expect the elected board members that are deciding on issues paid with my tax money to be open minded and make decisions reflective of the community, not based on their own bias and uneducated opinion.

-- The district does a good job of pushing the information to us. It's a lot, but we are able to filter through it as we need it. New website looks great. Good job to whomever put that together! Phone and text messages are great of weather issues. Video of Board meeting is a new aspect I'm not sure about yet. Was it worth the cost?

-- The new communication director does a great job of communicating. The BOE has increased it communication tools (town halls, coffee with a BOE member) and that is appreciated by some members of the community.

-- I feel like the "user interface" of the school/D41 website is far below average. I feel there is much to be improved in making it easily navigable

-- Put out a newspaper/ mailing a couple times a year to all people in the district with highlights and concerns and also outline the budget so the community is aware of how the district is run.

-- I am very frustrated with the District and the amount of change the District has undertaken over the past 4-5 years. I feel parent's concerns are not seriously considered. I feel the change is for the sake of "innovation" without really understanding if these changes are actually improvements or even appropriate for our demographics. I have a freshman in high school and since he was at Ben Franklin and through my two current Ben Franklin students the amount of change has been enormous. There does not seem to be a true pause to assess what is working and what is not working. The district is jumping from one idea to the next.

-- Most parents have the impression that D41 is going to do what it wants to do regardless of parent input. We get most information through word of mouth, and if there is a meeting avail. it is really just to inform us of what decisions have already taken place without our input

-- My concerns with the communication is not about the AMOUNT of it. My concern is that it always comes across as a PR campaign touting how wonderful things are, but not enough asking people about initiatives before we embark on them. The new scheduling is a good example. I wasn't asked if I thought longer days with less recess is a good idea. I wasn't asked if my child was already learning a foreign language elsewhere or given a choice as to whether I can keep the grammar school focused on English grammar, my child is held captive by a push of another culture on my child. That is not acceptable. And when I raised the concern, the administration's response was to basically tell me that they know what's best for my child, I don't. Then they told us that Spanish is not cutting into the school day, which was so absurd that I was offended because it insulted my intelligence. Then, we

receive an email from Dr. Gordon in August saying the school day is longer so Spanish will no longer take time away from the actual academics that kids are supposed to learn. So, the comms are there, they are just self-contradicting and always spun to make it sound like we should all just be thanking D41 for taking care of our kids. But the genuine LISTENING is not really there. Communications is not just broadcasting a monologue.

-- Administration at the district level is not open to hear what the community has to say. Admin has an agenda and will not waiver even though not everybody agrees with the agenda.

-- I feel like the Board has been disorganized when approaching big decisions. I also feel like they have put important things on the agenda at the last minute. I feel like the superintendent is working to push an agenda and selectively giving out information to push his cause instead of laying out the full facts of situations.

-- At the beginning of the school year, it would be especially helpful if teachers reached out to parents BEFORE the start of the school year. I've found that most teachers do send an email beforehand, but some do not. It would go a long way in terms of building rapport and encouraging communication between teachers and students.

-- none at this time

-- n/a

-- Web site is not intuitive or easy to navigate.

-- Would like to see a summary email of board meetings, like we used to get. Community was not involved in the change to the length of the school day at all. New website is much better, but still needs more work.

-- I would like to see more Facebook postings on a school level. I only see district.

-- The website is terrible. There are too many things to mention but a few of the most frustrating things would be that you are unable to send a staff member an e-mail by using the staff directory. You have to click on their web page to contact them. When filling out ANY forms, you cannot leave the that page and go back to it. Once you leave the page to look something up and go back to it, you're kicked off. I just left this page to double check and see if you corrected the staff directory e-mail, went back to this page and all my information that I put in was erased!!! The website was recently changed and it went from bad to worse. [REDACTED]

-- While the bomb threat was handled well in terms of child safety, it wasn't clear to parents until late in the day exactly what kids had been told leaving us uncertain on how to handle the conversation with our child after school. There has also been no follow up on how the false threat was resolved.

-- I feel the district has a predetermined outcome on most committees that I have served on or heard of from friends. I think the opinion of community members is important. These decisions directly impact our children and our family budgets.

-- 1) D41 communicates often with the public. However, much of the "news" seems to be focused on promoting ideas or providing only "good news" which may be perceived as more of a marketing or PR campaign rather than informative news. They do not provide any details about upcoming board agenda items or decisions that may impact the public. There are no minutes provided after board meetings. These are simply provided as links as opposed to the ongoing D41 emails that expand on other topics. Parents might be more inclined to attend board meetings if more details were provided in advance as opposed to a link. 2) D41 failed to involve the community in the major decision to extend the elementary school day and to make changes to the music program. 3) Parents are not involved on an ongoing basis to provide feedback about the effectiveness of their children's academic experience.

-- Decision making for special education initiatives, processes, and most importantly special education service changes are not very well communicated to the public and parents of special education students.

-- The benefits of the many significant learning environment changes introduced in recent years (specialization, looping, multi-age classrooms) have been poorly communicated/telegraphed to families and completely unsubstantiated as to how and why they improve our children's learning. In addition, the district has shown little interest in parent or teacher input on this matter and has failed to articulate how we will know if these changes actually helping or possible hurting the learning experience. For such sweeping changes that have huge academic and social implications for our kids, we as families deserve much more clarity here.



Glen Ellyn School District 41
2015/16 Staff Insights Survey
Comments
21st Century Initiatives

Comments/suggestions regarding any items on this page:

-- I am not a teacher but the district has a great FLES program. Don't know enough about PBL.

-- I have seen the positive effects of looping with my own child at a different district. The bond between students and the teacher, students with students, and teacher with families was amazing. This bond made for effective communication, a stronger feeling of trust between all involved and a more effective learning environment.

-- Even if there is not existing space the district needs to move forward with FDK and make space available i.e. construct additional classrooms/another school, or make class sizes larger to make space for FDK

-- Grouping students with similar learning needs and styles is an effective teaching strategy.-This did and does not occur when students are placed in classes for multiage. There are huge gaps between students levels. Multiage is completely inappropriate for 2nd and 3rd graders. There is such a large developmental gap between a beginning second and third grader and the Common Core Standards are completely different for each grade. I do not believe that looping is beneficial to all students. Many students need fresh starts from year to year. It is also not good for the teacher, as it does not allow a teacher to become a master in their craft and really learn and delve into one set of standards. In my opinion, I would rather return to teach all subject areas and return to a traditional style classroom rather than looping and have to learn an all new curriculum and set of standards.

-- Most curricula materials are written/developed for a full day K program. Our K students are at an academic disadvantage because of the half day program. My main concern is the affect that multi-age has on the schedule. Do the limited positive benefits for a small group of kids overshadow the impact multi-age has on the building schedule? My feeling is no...isolating multi-age in 4/5 is not really benefitting students. Multi-age would be better as a stand alone structure (separate from specialization) because the two together cause scheduling issues and problems when delivering services to students. I believe it would be

in the best interest of the students to eliminate multi-age and ONLY have teacher specialization.

-- PBL is highly affected by the coaching, since we depend so much on the coaches for guidance and support. I am not sure of the coach training, but I think there is big room for improvement, and there should be more accountability for that position. Too many balls are dropped that then impact our teaching/implementation of the PBL. While our current focus is more STEAM-based, there should definitely more Literacy support and Literacy challenge/AEC. The previous program may not have worked, but it should be revamped and brought back; there should be more supports available for struggling readers since it has a huge impact on all aspects of life, including STEAM work.

-- Too much change at once has caused a great deal of stress among the teaching staff. If I were to prioritize what I believe must be expanded, it would be the multi-age grouping, as this increases the opportunity for students to receive small group, guided instruction with like learners. A second priority is to provide increased flexibility with the core curriculum for children who have significant learning disabilities. For example, these students might be allowed to opt out of FLES in order to receive additional intervention time related to their disability.

-- I think multi-age for K-2 is not appropriate. They are not ready for this and they do not have much in common with the higher grades. Developmentally not right for them either. Looping is not fair to the teacher, having to learn another set of curriculum each year either.

-- There is an abundance of research supporting FLES integration at early ages and how it benefits kids. I would like the Board to have an expert share research with them so they can educate themselves (rather than defer to their own personal opinions.) Looping can be good for certain students but it is very difficult for teachers to switch back and forth each year. Some teachers enjoy it but most have gained expertise in one set of standards and find it a bit difficult to switch year after year. Many teachers are frustrated with PBLs that do not connect to students and our standards and take a lot of time out of what we are expected to teach. We would love to use more resources to help our lowest students.

-- Teacher specialization should be maintained at the elementary school! It is the best thing we have done to ensure kids needs are met in all areas.

-- I do not see the benefit to grouping 4th and 5th with the way it's been this year, but I'd much rather see it there than at 2nd and 3rd. Those two grades are so different from one another - grouping would backfire. And I can't even imagine doing K and 1st... that seems like a terrible idea. They are even more different from one another. I'm not able to remember who is in 4th vs. 5th anymore. I thought the purpose was to group them so that they didn't have any extremes on either end in classes, but that didn't seem to happen. It just seems like we have an even wider range of abilities in Level 3 classes. If you can't combine them in STEAM, why can you combine them in Literacy? And please don't ever combine 2nd and 3rd, and PLEASE don't ever combine K and 1st.

-- Multiage classes aren't feasible if there is FLES. There is no way to schedule those two at the same time.

-- Go back to the traditional way of teaching that is working in all other districts and worked

well before in this district. Cut your losses and let's get back to one teacher for our students.

-- One thing we never consider is play based learning. Study after study points to the benefits of children having unstructured time to make their own choices and decisions.

-- In regards to Multi-age, I believe it is a valuable way to group students, but with the other initiatives in the district at this time causes issues with schedules. I think it would be best to eliminate it at the 4/5 level if we are not going to move ahead with 2/3- moving ahead with 2/3 will prove difficult with FLES and specials.

-- Get rid of PBL for Primary. We need time to work on foundational skills. Also, as regards 21st century furniture, what a glitzy waste of money. It is much harder to maintain classroom management with such inflexible furniture. Get rid of specialization, get rid of 2 teachers for elementary kids.

-- I don't understand the question about "children learn better when subjects are integrated." Does that mean traditional one teacher all day, or the current literacy/social studies and STEAM integration, or does it mean making sure children understand concepts that are taught in all areas, which would include music/art/PE? I love to teach with inquiry and PBLs. Students learn how to think. It takes a lot of work to integrate a PBL with what has to be taught in the curriculum, but the kids learn so much about the world around them! I don't think I could do PBL's all year, but one or two seems about right.

-- If the district were to eliminate or decrease the instruction of PBL and FLES, (and STEAM classes) we would be moving backwards as a district. These programs provide best practices in teaching and learning and are student centered. These types of programs are what will make our students become more successful in middle school and high school as they grow as learners. FLES research shows that those who learn a foreign language earlier in life will become better students, better test takers and ultimately, contributors to a global community.

-- It would be a travesty to discontinue a foreign language program that has been in place for 3 years. It would be a waste of time for the program to go to a once a week format. This district HAS to give programs and initiatives more time before that are quickly abandoned.

-- As support staff, I have not worked on PBLs with students so I don't feel I can comment on the success of the program. I also not impacted by teacher looping, so I cannot comment either way. I am very much in support of the FLES program. By offering this opportunity to our students, our district is demonstrating that it clearly understands how our cultural world will change for future generations. An education in language and culture starting at a young age is giving students the skills needed to be successful in this world.

-- Kindergarten is not what it used to be when many of us adults were growing up. The academic demands are high in kindergarten. Many of our students come to school ill prepared to meet these demands. If we want to help our youngest at risk students, the first step is all day kindergarten. It is a must.

-- First of all, the information at this page is not correct. Classes for multi-age are not balanced for academic needs and styles. In fact reading levels were not even considered when creating classes for the past two years. Next, PBL's should be an instructional strategy

teachers can elect to use when appropriate for the subject area and class. It should not be required or a mandate that all teachers need to implement a certain number of PBLs per year. They do not mesh well with literacy, and seem to work better in STEAM--especially science. Looping: I believe it is beneficial for kids and teachers to start fresh each year. Sometimes the mix of kids does not work well, and keeping them together for two years would not be beneficial. At least with multi-age, half the class is new each year. This allows a new dynamic yearly in the classroom. If teachers were allowed to remain in one grade and the curriculum/materials did not change, teachers would have a better opportunity to strengthen their skills and be truly "specialized". FLES: Teachers need their space and materials during their "planning" time and cannot continue to be expected to leave their room during that time to accommodate FLES. FLES needs to have their own classroom. In our building there is open space to allow this to occur, but yet it is not. Teachers are in hallways working during their plan time. What????

-- As far as class assignments for the multi age classrooms... students were not grouped according to similar learning styles as stated in the intro... This is a huge issue! Some years behavior issues have to out weigh the academic balancing. PBL~ it is a challenge to incorporate PBL in a Literacy classroom. It seems forced and takes away from so much that is required for us to teach in each trimester. If it naturally fits, I feel that teachers should go for it. However when you make it a requirement it takes away from the authenticity of a true PBL. Project based activities would be a better fit. LOOPING! How did the district even come to this decision. There was lack of communication on how and why this decision was made. As with anything, there are pros and cons. I feel the cons outweigh the pros on this one. There was a feeling that since the district did not implement multi age in grades 2 and 3 then they had to make some sort of change and so looping came about. If the District would allow teachers to stay in one grade and specialize, we could hone our craft and become experts in our field. Too many expectations and changes do not allow classroom teachers to be truly specialized. FLES~ The FLES teachers deserve to have their own classroom. In our building there is a perfect space for them to use. Not allowing classroom teachers to be in their own room during this time is a huge inconvenience. We do not have access to our own materials in our classrooms to access. Teachers have to use hallway space to work where they are constantly interrupted by classrooms coming and going. There has got to be a better way!!

-- Looping could/should replace multi-age

-- I only care to speak of PBLs. There is essential, real-life application and learning potential for our students as they embark upon Problem Based Learning Experiences. However, PBL's do not "fit" the standards of all curricular areas. I believe the middle school teaming concept can integrate PBLs one per team per year. Requiring one per teacher per year is not research-based.

-- PBL pulls away from the much needed curriculum of SS and grammar and spelling. Very time consuming and in the end children are lacking in the previously mentioned skills.

-- If multi age is only going to happen at 4/5, then it may be beneficial to have the literacy classes return to a single grade level format.

-- Full day kindergarten would make a huge difference in the our district. The students would get a better start by doubling the time spent learning at this young age. I encourage

the district to make this change a priority.

-- FLES needs their own classrooms. Having to leave my room for "plan" time is NOT working for me. More time spent after school putting things away because I can't be in my room. PBL is one more thing to do in an overly crowded curriculum. It works better in older grades. Teachers have LESS plan time than previous years even though we have extended our school day.

-- In regard to looping-we were told that we would be looping, however when taking into account parent requests, teacher concerns about groupings, and all of the specialists, it really does not work. I currently only teach 5 of the 42 students I taught last year.

-- STEAM should also be multi-age so we can truly have differentiation. Also, the current schedule with half the level multi-age does not work. We should all be multi-age including STEAM, especially for 4/5.

-- Multiage has been a positive experience as a teacher and for my students. There are some challenges it presents, especially with scheduling for grade-level specific activities. Also, I've been told multiage is the reason why my PLC does not have a 45 time; rather we have 30.

-- Teacher specialization has been a game-changer in the way that I teach. My students come to me with such vast experiences and abilities, and the Common Core is so complex. Allowing me to specialize in two content areas instead of teaching in the traditional model has allowed me to dive significantly deeper into the standards and custom-tailor my teaching. If I ever left D41, I would only look to work in another district that utilizes content specialization. I believe that PBL is a terrific way to give students real-world situations to apply their learning to. It's also a custom-fit with content specialization, because ALL teachers must utilize the skills and standards taught in other areas to effectively work through a PBL. As a STEAM teacher, you must rely on and emphasize students literacy skills to make sense of all the research. As a Lit teacher, you're utilizing tech skills to create and present the PBL presentation. Many PBLs require collecting and making sense of data. It's a beautiful way to integrate ALL learning across the standards.

-- Teacher specialization is wonderful for both the students and the teachers. Students look to their teachers as experts in that content area. Teachers are more focused and creative in their planning as a result. Looping allows for teachers to build strong connections with their students, and to seamlessly transition into the new school year.

-- Looping conflicts with the ability of teachers to strengthen curriculum in a given year.

-- Looping has pros and cons. This was one of the changes that happened in District 41 that no one knew about. I believe children would benefit having a new teacher and other children in their class. Currently, with the looping a teacher does know the children, but the teacher is teaching a whole new grade level that they have not taught. How is the teacher going to become an expert at what they are teaching which would benefit their students when they are changed to a new grade level each year? It's not best practice for our students' achievements.

-- I am concerned about the reading intervention services students receive. A good

foundation in reading is so important and currently there is a lack of intervention supports (limited number of PRIS teachers). We also do not have literacy enrichment services like STEAM has (AEC Teacher). I think literacy test scores would be greater and we would find more success overall if there was more support for literacy. It is difficult to hear that a child's reading is impacting his/her math abilities when there is a limited amount of support literacy receives.

-- Learning a foreign language at an early age is priceless. FLES is an amazing program and opportunity for our students. With the amount of subject matter that needs to be covered due to CCSS, full day kindergarten is a must.

-- I believe the two teacher specialization and levels is fostering poor behavior and major stress in our building. I think that the youngest (even through third grade) should have one teacher to develop a love of school and learning and the ability for teachers to integrate curriculum. Young kids are stressed! I think multi-age might be best served in middle school (not sure it is currently even happening) The A/B schedule to accommodate FLES and multi-age is very stress for students and teacher. With all my years of teaching and having my own children, a solid schedule of routine is KEY for healthy development. PBL's have a place but I don't think that they are productive for the youngest students. Definitely inquiry is the way to go - there are projects to be done. However, I don't think the little kids really understand problem-based learning. Why should they? They need to learn to read, write, do math, be friends and love school. Looping was done YEARS ago and dropped - now its's back? I see advantage to full day kindergarten, but not if this just adds a new level of stress for the youngest of youngest.

-- Content Specialization is the one 21st century initiative that affects my practice that I would not know what to do without. The Common Core State Standards asks that students delve deeper into content, and the only way they can do that is if they have instruction that is focused. If you look at what was expected pre-CCSS and what is expected in current day CCSS, the expectations in what a student needs to know has moved from higher grade levels down. For example, what was expected for 7th graders to know pre-CCSS is now expected in the elementary level in the CCSS levels. Middle school teachers are specialized to teach that content, and it seems natural for elementary teachers to be specialized in order to teach content that was once expected to be mastered in the middle grades. I am able to study, understand and delve deeper into my content, so that my students are able to. I do NOT feel that I would be able to do that if I were expected to teach all contents in one day. I feel that the district would be going backwards if this initiative were to be taken away. In terms of Full Day Kindergarten, if you look at the highest performing districts in the area, those districts have full day kindergarten. Even D89, our other Glen Ellyn district, has full day kindergarten. You are putting our children at a disadvantage by not offering it. I understand there is no space, but putting other initiatives in front of full day kindergarten, such as FLES doesn't seem conducive to all students in the district. You will be having families who are looking to move into the district decide to move into another district that has full day kindergarten. This has to be a priority from the board.

-- FLES interferes with scheduling of special ed and related services. It is very hard to schedule students in the same grade level when each classroom has a different FLES time. Students are not allowed to be pulled from FLES to receive support from the special education team.

- We are behind on the times. Offer full day kindergarten. If we want our struggling students to advance and achieve their full potential, D41 needs to be aggressive in educating students early and for a full day.
- Not all initiatives go smoothly - give it time, make adjustments as necessary to ensure all students get what they need. What works for some kids may not work for another. Keep FLES - no matter what anyone says - being bilingual in Spanish is a great investment for our kids.
- Kindergarten is so academic that I feel it should stay in the mainstream school, closely working with first grade. It should not be isolated in an early childhood facility.
- I think that full-day kindergarten is essential to the future of our district. Several families opt for private school until first grade due to d41 only offering 1/2 day. More and children are in some kind of Kindergarten enrichment program for the 1/2 day that they are not in kindergarten in d41 schools. I think specialization is a wonderful concept for both teachers and students. I do believe that multiage is a bit much for 2nd grade students but it would work for 3rd grade students. Having taught both groups, there is quite a bit of difference in the way 2nd and 3rd graders learn. It would be interesting to see if there was a way to multi-age 3rd and 4th graders as well as 4th and 5th graders depending on their learning needs.
- Kindergarten aged students do not need to be in school all day. It is not developmentally appropriate to make the high demands of a full academic day to 5 and 6 year old students. Foreign language instruction is too restricted to Spanish Only. Many students choose to learn a different language in Middle and High School. Why are so many years spent teaching Spanish to every child? Looping is not always beneficial. Many times, teachers and students do not connect in a positive way. That would be unfortunate for 2 years. I think students learn better when experiencing many different teaching styles. Having the same teacher for 2 years and specialized subjects limits the teaching styles that students are exposed to. 2nd and 3rd grade students are too young for looping, multi-age and specialization. The district has implemented or is considering implementing SIX new and different initiatives in the last 5-6 years, as well as A/B schedules, and mainstreaming/inclusion of special education students. Since all of these initiatives have been implemented at basically the same time, how do we tell if all of the initiatives are working? How can any staff member or student be truly successful at all these changes in such a short period of time. The district should focus on one or two initiatives for 3 years, gather data and determine if the initiatives are truly beneficial for ALL student learning. The district should also consider how all of these initiatives are impacting the learning of our special education students.
- We need to allocate money to full day kindergarten.
- I think it is a priority to find a way to offer full day kindergarten... if we can't for the whole district then our at-risk population should be the priority!
- Special education is typically multi age and loops. It would be nice for students in Self contained special education classes to receive some additional service to even out the FLES schedule OR late arrive/earlier dismissal. This could even out plan time in the day as well...

- I feel that our FLES program is one of the best assets of D41. In our increasingly global society I agree with the statement that "monolingualism is the new illiteracy" and that learning a foreign language is beneficial to our students. It would be a shame to reduce our language programs.
- It is critical to implement all day kindergarten as soon as possible. We are falling behind other districts!
- We will be even more attractive to new families deciding where in the western suburbs to move if we continue/expand our FLES, dual language, and full day kindergarten. Whether we do looping or PBL's is a less visible draw, but parents do like to see that we are thinking about what makes learning exciting and we care about personal relationships for our students.
- We must have play in kindergarten and even beyond. It is simply WRONG that toys were taken out and children do not have recess or play time. What we are doing is developmentally inappropriate.
- We have fantastic programming in D41. Families move here because of our programs and services. We need to continue these programs, expanding where possible!
- I think we should return to the traditional classroom model. It has been difficult to manage and I'm not sure it's the best for kids. It's created chaos for scheduling, planning, and timing throughout the day. PBL has been shoved down our throats. Prior to the supt., we did project based learning and spent quite a bit of time learning that method. I love our FLES teachers. I'm not sure that every student needs to learn Spanish, though. Full day kindergarten would make a huge world of difference, especially for Churchill students.
- Many students would benefit from full-day kindergarten and teachers could do so much more with their students. So many times I hear that they can not longer complete a certain project or activity because time just does not allow.
- I am not a teacher, so a lot doesn't apply.
- I do not work in a classroom. I do not have first hand experience with this.
- If the district wants teachers to specialize then they need to continue it even when numbers are low. Having teachers do a split in a district that is PLC driven is not supporting the PLC model. Three grade levels out of 6 are affected by the split at Franklin. This does not support the PLC model and makes it difficult to have the discussions expected of us when half of the school does not have a consistent PLC team.
- I'm in great support of inquiry based instruction but the district mandating PBL's with such strict guidelines and procedures is oppressive and I do not believe this is developmentally appropriate.
- Teachers are asked to leave the room and go somewhere. This is a real burden.
- I think learning another language is essential in this global world. Spanish is a dominant language throughout the world, and is also highly useful here in the United States. More

people speak Chinese, given the population of China, but more groups of people speak Spanish, therefore opening the possibility of communication to a wider overall population. I find it ethno-centric to limit the options of our students with language-learning. Many countries of the world regularly require students to learn a second or third language. (I am not a FLES teacher, FYI, but I am an avid supporter of the FLES program.)

-- I think pbl is a waste of time and money. It should be cut and money could be used for something else in the district.

-- Specialization does not allow teachers to know the whole child as a learner. Primary students respond better with one go to adult. There are too many rules and expectations. They are troubled by such little things as papers left in the desk that the share with another student, they are often missing their supplies and seemed stress by all of the extra organizational expectations put on by this structure. Integration is a very effective instructional strategy lost to specialization. Teacher flexibility is impacted as you cannot prepare materials or meet with a child later in the day if you see that they need extra support on something. This isn't junior high.

-- While content specialization is great for teachers, not every student benefits from having more than one teacher. There should be both options. I believe this is true for the other things too. PBLs can be wonderful, but as an add-on, not as instructional core.

-- Children should have one main teacher to which they are accountable for behavior. The behavior of students has worsened as this practice has increased. Children feel strong attachments to their teacher and classroom. This practice has lessened that for the students.

-- Teacher content specialization is essential given the depth of the common core standards and the rigor of national testing. Elementary Multi-Age Instruction is not working in the manner it was intended. The goal was to have 3-4 literacy instructional groups in each instructional setting without creating a LOW room. The goal would be to move more children through the F and P levels more quickly with like learners across age groups. In our practice we have not been able to group children into classes where there are 3-4 instructional groups. Instead teachers have 4+ literacy groups to plan for in the morning and again in the afternoon. The goal of multi-age instruction doesn't seem to be reachable because we can't place children into classes to make the grouping work effectively. The true results should be evident in testing results. Are children reaching higher levels of reading instruction than they did BEFORE we started multi-age? If NOT then multi-age is NICE, or FUN, but perhaps not instructionally necessary or effective. If reading scores have not kept pace with single-age instructional classroom data we have from previous years, then obviously multi-age needs to stop as an instructional strategy. This logic above is also related to the looping topic. At our school we couldn't loop much more than 30% of the children in LEVEL 3 because of how the number of sections changed, how many total 4th and 5th graders were in each grade level, how many girls and boys were in each grade level, who had what teacher the previous year for math, etc. To balance age and gender in our 4th and 5th grades, looping had to be almost completely discarded. I don't see how the district can make a credible statement about looping when mathematically it isn't possible to predict the total children per grade level, the number of sections, the boy to girl ratio, and the movement of staff from year to year. I think the children love the FLES program. I hear them speaking Spanish to each other. They are learning to be bilingual. Problem Based Learning is such a puzzle. In theory it should be awesome. In practice it is not awesome.

Everyone is trying to get to awesome - PBL coaches, teachers - but the instructional standards are not being taught in a practical amount of instructional time. There is a lot of "authentic wondering" about the problem by students and staff, but that wondering is killing the pacing of the curriculum that needs to be covered for children to be prepared for PARCC testing or MAP testing. I feel a lot of pressure to make sure material I am responsible for is mastered by the time testing rolls around. This pressure and stress on staff will only increase as PERA begins to effect my paycheck. Full Day kindergarten: Does the data show that half-day kindergartners are meeting the same standards as full-day kindergartners by the time they are expected to take the national tests? If the children are able to meet the standards by the time they are taking national testing initiatives, then it doesn't matter whether there is full day or half day kindergarten. If half-day kindergartners can not catch up to the national standards by the time they face national testing hurdles, then we have to have full day kindergarten. In my opinion our D41 kindergartners are at a significant disadvantage in meeting the level of the common core standards over time.

-- Always grouping students based on learning styles and needs is NOT a good idea. Students benefit most from the flexibility of the groupings. Sometimes grouping them based on need for a particular unit is good. Most of the time, using Kaegan grouping strategies (1 low, 2 middle, 1 high) is best in raising student achievement. Always grouping based on need/performance is like reverting back to the "blackbird" and the "bluebird" groupings and being in the "dumb group."

-- Full Day kindergarten would be wonderful. It would be less stressful on the children and they would learn more. Less stress on the teacher as well.

-- Full day kindergarten would help address many social and emotional needs of our student, but we have to be sure not to fill the time up with more curriculum. There is plenty already.

-- Specialization for grades 4-5 may be appropriate, but it is not what is best for primary (3rd grade is still early childhood) students. Far too many teachers have not been permitted the opportunity to specialize due to odd numbers of sections at all buildings. Additionally, some teachers have taught one area of specialization one year and then been moved to a different area the following year. There is far less integration of content areas with the specialization model because opposite content teachers have little, if any, awareness of what is being taught in the other area. Also, most students do not move in cohesive groups from one class to the next. There is no way for multiple teachers to have the kind of intimate knowledge of what is taught among 6 or more unique learning communities. It creates further isolation and separation of content integration than one same classroom all day. Students have enough pressures to grow up quick and be independent today. There is something refreshing about giving even 11 year old kids the permission to form a meaningful, stable bond with one class of peers and one primary teacher throughout the year. I strongly disapprove of multiage instruction. The comments I have heard thus far have been overwhelmingly negative. It is completely inappropriate to even consider this for grades 2 and 3. As to grouping students according to their instructional needs, we are faced with such extreme ability grouped classes that they actually present as entirely different grade levels. Besides, having even two students in a classroom means there are two students with different learning needs. No two students are identical learners. Nor should any two students be treated as though they are just the same as anyone else. The whole idea is offensive and contrary to honoring the uniqueness of each individual child. The Problem

Based Learning that we have been guided by the PBL coach to incorporate into our units have been contrived and inauthentic. The standards are shoehorned into a preselected topics to which data is made up. Most of the print and online resources available on the topics are way out of reach of primary students. Students are still fairly concrete developmentally and are still forming foundational skills in all core content areas. I strongly hope that on mass PBLs be done away with. In primary grades, it impedes the development of core basic skills and strategies at the most critical phases of development. At best, the feedback I have received on looping this year, is entirely mixed with the negative aspects slightly outweighing the positive benefits. Particularly considering how thinly stretched many elementary school teachers have been with numerous unavoidable switches to other grade levels and/or content areas, to ask teaching staff to do this again is hardly conscionable. Though there are clear benefits to being multilingual, I do not feel that the current FLES program is the right means of going about this. If the district does intend to continue rolling the FLES program up to 4th and 5th grades, this program should be treated like Art, Music, and P.E. and have its own separate classroom(s). Being a classroom teacher without access to my classroom, resources, supplies the entire year during my sole plan/prep period is completely debilitating! It is an exercise in futility to attempt to scelp primary instruction materials around to prepare for lessons. In most classrooms, bulletin boards, student displays, etc. rarely change these days since teachers have no access to these while "on the clock." Additionally, this severely impedes the ability to communicate with parents, especially via phone call.

-- I do not feel the Teacher/Content specialization, or multiage instruction is the best practice for ALL students. For many, it works and is a good plan. But for those who need less transitions and more consistency, I can see those students falling through the cracks. Especially in the early elementary years.

-- My Students have adapted very well to having 2 teachers in teacher specialization. I especially like when they are able to pull the two content areas together and make connections, we do it all the time in my room. I am not sure if multiage for grades 2/3 is the best idea at the moment, maybe more time is needed to see the effects in level 3. Kids in other countries learn more than one language and it starts at a young age. Having foreign language is great! Kids brains are sponges and if you do the research, there is a connection to intelligence and knowing more than one language. It is about time we give our students a "one up" like other countries who have a MUCH higher school success rate of kids who go onto higher education and educational ratings than the United States.

-- I believe teacher specialization has been GREAT for students. I would be open to looping ONLY IF specialization continues. It would be too difficult to go back to a traditional method AND loop.

-- I believe in teaching FLES at the elementary level however, not at the expense of our teacher's plan time. We should not have to leave our classrooms during that time. If we believe in this, then we need additional classrooms for this. Also, I feel we are teaching Spanish to students that struggle in reading. Shouldn't we give time to those students who need it instead of FLES?

-- I believe that this should be an option, not every one has to do it but the offer is on the table.

-- listen here: you need more recess in elementary. Research shows they test better. we all know it. You might run the risk of over booking them and more anxieties pop up by middle school. We need to slow down with depth. Look up research and the rise of teenage anxiety. Its bad here

-- I am **STRONGLY OPPOSED** to looping and multiage. I do not feel the data to support these initiatives is strongly in favor of continuing these practices. I have had experience with both concepts and did not see a benefit for all students. Yes, while it is true that some students would benefit from both of these initiatives, it is true that the same number of students would benefit from **NOT** looping and **NOT** having multiage classrooms. Multiage is not being used correctly in the 4/5 lit classrooms. The classlists are **NOT** being built based on students with similar learning styles or levels, the classlists are still being made randomly with a heavy emphasis on parent input. Building a multiage classroom without purposefully grouping kids for similar levels **COMPLETELY ELIMINATES** the benefits of this initiative. When this is done, you **EXPAND** the gaps between students, both academically and with regards to maturity. Looping is also something that can be beneficial for some but not all students. Sometimes kids get a teacher that they "click" with and the personal relationship and bond that is created works well to repeat. Not **ALL** students "click" in that relationship each year, but looping does not provide these students the opportunity to experience another teacher. One of the arguments I've heard in support of looping is that it shortens the amount of time it takes at the beginning of one school year for the teacher to get to know the students. We as teachers invest a **LOT** of time getting to know our students and spend a lot of time building relationships with our kids. We know those kids within the first week or two. I don't think this is a very compelling argument. If there is not strong data to prove that these initiatives are **BEST FOR ALL KIDS** we should not be pushing to use them **JUST** to be recognized for doing a trendy thing. PBL is also something I feel has been **PUSHED** on to teachers and students without adequate consideration. Although we have been told as teachers that we should just "teach our regular subjects and concepts through the PBL" often times that is simply not possible. These PBLs take an overwhelming amount of time to plan, replace important teaching of regular content, and often miss many students because it is irrelevant or too difficult, such as our considerable ESL population.

-- Problem Based Learning Coaches are not responsible for teaching any students, and seem to spend most of their day doing their own thing on their computers. Seems to be a huge waste of taxpayer dollars. We have so many needy students and all teachers should help carry the load by putting in a day's work. PBL coaches do listen to some of the kids' presentations after the classroom teacher has done all the preparation, gathering of resources, teaching, monitoring students, assisting with presentations, etc. It would be better to have technology coaches, who could also assist with problem based learning when needed. A tech coach could assist/teach all the time, not just once a year per grade/subject as the PBL coach does. FLES without a designated FLES room makes no sense. The ELL students leave, so the FLES teacher is just teaching half a class. Classroom teachers are not allowed in their room during FLES, yet that is our only plan time each day. It's hard to plan out in the busy hallways. (No staff work room.)

-- Problem-based learning is an amazing opportunity for our students! Please continue and expand these well researched practices. I appreciate the pace of the implementation. It's allowed us to grow slowly and make more meaningful connections. The PBL coaches are amazing and we must keep them in place for years to come. The [REDACTED] coach has

made such a difference in the way I teach. Thanks for helping us approach learning differently. The two new board members have no clue what they are speaking about when it comes to PBL or anything else related to curriculum or academics. Allow the experts, Karen Carlson, teachers, and coaches to lead the way. The two new board members need to stop speaking and stay out of the way! You are not experts in the field of education. Full day kindergarten needs to happen in our district. And we need to have the right facilities. Please do not just add to our over-crowded schools.

-- "It is easier for students to apply what they've learned when subjects are integrated." This is a very leading question after I just answered that I like teacher specialization. I feel that specialization is fantastic and the integration of social studies with literacy and science and math with STEAM is very appropriate and students learn well. I love teacher specialization and appreciate having the time to dive deeper and expand my knowledge in particular subject areas. I like the concept of multi-age and helping with student grouping but not tracking. Although, I do not feel this has been able to be effective at our school. We have such a diverse group of students each class still has a large discrepancy and it makes it difficult on a teacher. I think the FLES program is wonderful, students are learning a lot. Looping with a class has a lot of benefits and provides teachers to have a deeper understanding of enriching and supporting students throughout levels.

-- Multi-age Grouping: Benefits are more social than academic Although there are benefits to looping, I think students also benefit from an exposure to different teaching styles. I believe the benefit to different teaching styles outweighs the benefits of looping.

-- I believe specialization is beneficial, but it must be true specialization across the board. A teacher teaching both subjects, but not with the same students, is not in integrity with the structure put in place. I do not know enough about FLES to make a true decision, although in theory I do believe any foreign language needs to begin at the younger grades. I've looped with students, I personally enjoy it and find it beneficial. But, this could be mostly from a social-emotional perspective. Some of my students may benefit from a different style, or person, to better meet their needs. While I certainly aspire to differentiate and meet all students needs, I know there are some students who may have benefited from a different teacher this year. Full day kindergarten is essential given all the demands placed on students and Kindergarten teachers. Too much is being asked of students and teachers at the Kindergarten level without appropriate time. I believe in PBLs, however mandating PBLs leads to "lesser" PBLs and/or forced/created problems that do not fully enhance learning.

-- Foreign Language instruction is key. Too much time is spent with PBL when time and resources could and should be used for further general instruction.

-- Looping - I think there are pros and cons in both academic and social areas. I'm not sure how to measure the social benefits, but academic data should be considered when making the decision to continue this model.

-- I feel it is hard for some kids, specifically kids with ADD or those with some 504 plans or those with Autism or those with IEPs, to transition well with 2 teachers for various reasons or multiple reasons. A full day kindergarten would be beneficial for multiple kids for many reasons as backed up by research. FLES also is backed up by research as beneficial for students of multiple developmental and age levels. I see some benefits for PBL for older students but not for preK and kindergarten. Also, it's hard for the Ressoruce and related

service to implement PBLs but I see our roles in helping students prepare for PBLs such as those who have stuttering goals.

-- "It's easier for students to learn when subjects are integrated" : This statement is unclear and I am not sure what was meant by this. I'm not sure the results that you get for this item should be correlated with the other results from the specialization questions.

-- I do not feel teachers that have not taught a multi-age class should get to weigh in on benefits and disadvantages. I would like to maintain multi-age, but it really needs to be implemented in STEAM as well. That was not a choice in the survey. If we are not continuing multiage, I no longer see the benefit of looping. I would prefer the traditional single year with students.

-- Teacher specialization for grades 4 and 5 only. Other grades go back to fully integrated classroom with one teacher. No more multi-age. Although we attempt to group students with similar needs and learning styles, the range is never as small (tight) as intended. The benefits do not out-weigh the negatives. Allow teachers to do their own PBL units. A PBL specialist is only needed to coordinate panels. Keep PBL units at a minimum. They are very taxing on time and there are so many more skills needed to develop for a panel than just being proficient at the standards that are addressed. (Instruction and practice also needed in the areas of collaboration techniques, discussion and participation skills, many technology lessons, presentation skills.)

-- Multiage thoughts. Having two grade levels does not decrease the learning span of students. The younger students in a band have not learned what the older students learned the year before. Which holds back the older students. Specialization thoughts. Integrating subjects is key. If the kids are with one teacher all day, that teacher can roll concepts all day through all subjects. PBL's work better when you have all subjects and one group of students all day. When teachers specialize, they don't know the standards for the other subjects. This makes it impossible for them to truly support the work their counterparts are doing in the other subjects. For example, for STEAM teachers to have students read some content information is not supporting the standards of literacy the way a teacher who knows the standards would support them. Having said this, I think specialization in grade 5 would be good for students to get them ready for Hadley and the idea of having more than one teacher. I think we always need to do what is best for students. Bottom line. What is best for the students has to come first in all of our decision making. PBL thoughts. Many good teachers taught PBL's before our big emphasis on them. They can be a good learning strategy when they are not contrived, are based on supporting the standards of the grade level, are RELEVANT to the learner, and the focus is on the process (research, questioning, etc) vs. the product. I think our district has become a bit obsessed with the product (presenting to panel) and it stops the learning prematurely and gives many unnecessary deadlines. Maybe the younger grades should work on solving a relevant problem such as a classroom/school problem. The older grades can branch out into more global problems once they are ready to handle think about more than just themselves. FLES - I have a few issues here. We are basically telling all d41 kids that the language they are to pursue is Spanish. They have no choice and I think it will predetermine which languages they choose to learn later in their education. Will a student really switch to French or any other language once they've been in a forced Spanish track for so long? I also feel that there are MANY students who could use this time to get ahead in reading, writing, or math (strugglers). It doesn't feel "right" to me as a teacher to have kids who are struggling with their own language and need

so much support to have Spanish.

- In order to have students meet the common core goals of kindergarten, it is imperative that there is a full day. We are doing a disservice to our students by not offering it as an option...especially since our neighboring districts are doing it.
- Too many initiatives are implemented on a large scale at the same time. This does not allow for adequate data, nor are initiatives given sufficient time to accurately measure their progress before beginning another initiative.
- The question about integrating subjects is worded poorly and has been a topic of conversation with teachers. We are currently specializing and integrating. It appears that the question is trying to determine if a teacher feels integrating (one teacher all day) versus specialization (assumption that integration is not occurring) is better for kids. While the focus in specialized classrooms is on particular content standards it does not mean we don't integrate. Full day kindergarten is extremely important however not at the cost of compromising the programs currently in place. We spend the majority of our days in these buildings. There is no room to add two more classrooms.
- In order for specialization to work, all teachers at a grade level need to specialize not 3/4. It does not work for Plc, teacher. Equality, etc. looping is not done the way it is truly meant to, so eliminate it. Multiagency didn't work for very long in the late 70's early 80's so why are we thinking it may be a good idea now, 30 years later? Why are we so far behind the times with offering full day kindergarten yet fles seems to be more important?
- Not for full day kindergarten if it requires constructing a new building
- It is hard to answer the multiage questions as it really works for some students, but not for all, particularly the students I serve.
- If multiage goes to lower grades I wouldn't agree with looping too. Why are we trying to add every possible model into our district? I believe there is a benefit to exposing kids to FLES, but with the time that's being dedicated to it, I'd like to see RTI interventions get equal time. WIN/TLT time is not being implemented with fidelity at Tier 2/3.



Glen Ellyn School District 41
2015/16 Parent Insights Survey
Comments
Overall Satisfaction

What are the best things about our District?

- Excellent teachers
- Teachers!
- Trying to teach our children the skills they will need without knowing where the world will be at in 10-15 years time! The world is changing so rapidly and trying to prepare our kids in a specific way would be a shot in the dark. I appreciate that at this age, the teachers are trying to give him general skills he will need to succeed later in life.
- K-5 education
- the teachers
- Reputation is strong and feel my child is on a good pace.
- My kids have had some really great teachers.
- I am not sure. It appears students get a good education, because they seem to do well once they get to Glenbard West. I never really understood the grading system so I don't really know how well my kid is doing. I use the standardize test to determine that because at lets I know how (percentage wise) she's doing compared to kids in other districts and the rest of the state.
- Seems to have great teachers.
- Dual language program
- The teachers have been very caring and hard working in our elementary school.
- Teachers and after school activities, Robotics is great! More of after school activities such

as Robotics would be fun learning for kids.

-- Dedicated teachers! We have some of the best teachers out there. However, the teachers' disenchantment with their leadership and stress from constant changes has infiltrated every school. It has become a problem for all. When teachers are stressed and frustrated, it trickles down into the classroom.

-- The teachers that we've had have all been terrific. Support staff, too, have been wonderful. Our building's administration team has been both communicative and visible, providing the school community with valuable leadership. The facilities (from the removal of portables, to the updating of the library) finally seem equitable across the district.

-- The students

-- Teachers

-- The best things about D41 is our diversity, strong community, parent, and district relationships and communication, and the highly qualified and dedicated staff. D41 has the best teachers and administrators!

-- School leadership and teachers

-- dedicated teachers/staff

-- Teachers have been amazing and I like how teaching is tailored to a student's abilities. Our daughter is always being challenged and that is great for her.

-- The community and the fact that the district is a desirable place to work and thus bringing better teachers and individual school administrators

-- We just joined the schools one week ago.

-- We love the opportunities offered to our children and have had a wonderful experience with the teachers, staff, and PTA. We appreciate the innovative thinking and the drive to improve. The PBLs have been beneficial on many levels!

-- I've been in D41 for 14 years and have been thrilled with the way the district has adapted to changing standards and technology. Keep up the good work!!

-- Challenge the top tier of students and have a passion for teaching.

-- Very impressed with Principal Diveley, and the changes he has made at Hadley.

-- Friendly helpful teachers, very involved PTA

-- I think we have wonderful teachers and administration at Lincoln. My children absolutely love going to school.

-- the citizens who reside here. teachers that care about the children's future and methods of learning. those individuals easily separate themselves based on feedback from the students

and exposure with teachers at school.

-- Amazing teachers in D41.

-- I appreciate the focus on 21st Century learning and the dedication my children's teachers have shown to provide the best instruction. I also appreciate that the Superintendent and Administrators are working hard not to just sustain the status quo, but to ensure that all students have the opportunity to maximize their potential. This includes many of the curricular changes, including the inclusion of engineering. Thank you very, very much!

-- I think there are really good teachers in D41.

-- The teachers are the best thing. They try so hard to stay on top of all of the ridiculous changes but the district is setting them up to fail the kids.

-- Teachers and strong academic performance. Wealth of extracurricular activities.

-- Dual-language curriculum.

-- The teachers and principle at Churchill

-- It is doing a great job trying to get ahead of the curve in learning. I appreciate the transformation in teaching that has occurred. I believe the teachers are passionate and very effective. FG Principal very effective and compassionate as well. Great job!

-- The opportunity for parent involvement with helping in the classrooms.

-- The commitment of the staff to try and do the right thing is a very good thing. I've had terrible anxiety ever since Columbine and I believe the District is serious about child safety and for that I am thankful.

-- The commitment to pursuing the BEST academic environment and standards for our children. I feel everyone regardless of position is aligned to this goal.

-- Community interest, forward thinking initiatives, involved parents.

-- Communication

-- Passion of the teachers

-- High standards

-- I only support two of the current board members who I feel are the only ones who voice the opinions of other parents in this District. Both Buchholz and Ms. Clark represent my view although their battle is a very one sided one since they are outnumbered by other board members who insist on doing a dis-service to our community.

-- It seems to have a positive and fair approach to learning.

-- Up to date with technology and teaching.

- Parent involvement Diversity Caring school administration and staff
- The Teachers and support staff at the school as well as the community of parents in District 41.
- Teachers, administrators and staff are wonderful. Thank you for all you do to make our school district great!
- Our Franklin teachers are the best thing about our district. They are faced with an ever changing curriculum and always manage to keep a smiling face, overall they seem to care for the students.
- School community
- great teachers!!!
- Multi-level grouping FLES
- teachers
- Staff and Faculty know the kids personally and there seems to be a real sense of caring shown to the students by the faculty.
- We have been lucky to get some excellent teachers. This is an outstanding community.
- The lengths the district takes to try to engage parents. In the end, it is up to the community to take advantage of the opportunity to participate. The continuous look at the bigger picture. What teaching methods are being utilized and are working in other places and could be a better fit in our community. And not doing the same of thing just because it is broken. Students learn differently than we did when we were children and D41 recognizes that and works to improve our learning environment.
- The teachers who do care and put in the extra effort.
- If your child has special needs or is gifted, they get attention.
- Our teachers are the absolute best part of our District.
- The teachers, staff, and community.
- Staff
- Our teachers!
- I personally like all the teachers and administrators and my kids are really happy at school with their teachers and friends.
- The anti-bully program gets an A+++ from us! PLEASE continue to do that program, and keep up the conversation all year. It has made a world of difference in our family and we

hope if the occasion arises, our kids will be prepped for how to handle a bully. I've shared the details about it with other families in other cities that we know - schools where they are having bully problems in younger grades. I'm SO glad we don't seem to have that issue (yet) that I've noticed at Abe Lincoln, and I hope its because of this great program! Its such serious issue and we THANK YOU for incorporating into your agenda. THANK YOU, THANK YOU, THANK YOU. And, please continue it into upper grades as well (maybe you are already, we don't know). THANK YOU!!!

-- facility is good. teachers are good.

-- The teachers and environment of care and respect that is cultivated by them.

-- Dedicated staff and admin.

-- Demographics & track record are in the communities favor.

-- Special Education services in the District are outstanding and have helped my son (now a 7th grader at Hadley) advance and grow academically and socially throughout the years. Bravo! For the most part, though not as fervently, I would say the same about gifted services which my daughter received (now a freshman at West).

-- The teachers and administration at Lincoln Elementary are outstanding. Dr. Gordon is accessible and willing to listen. He appears dedicated to completing the mission he was brought on board to complete, in spite of certain elements of the BOE's willingness to say "no" to everything and to engage in soap opera-like dramas.

-- Curriculum

-- resources- lots of support from community and teacher connections

-- The teachers, staff and principals are the best things about D41. Mr. Klespitz, [REDACTED] [REDACTED] are terrific. They are caring, dedicated and do a terrific job of meeting my child's needs. Mr. Klespitz and Mr. Dively do a great job at communicating with the parents and keeping our kids safe. THANK YOU and job well done!

-- The connection with the community is key. Kids enjoy learning and going to school - that is HUGE!

-- Great facilities and resources for kids who need specialized instruction.

-- teachers

-- My son is thriving in his classroom with [REDACTED] Lincoln is a great school, the principal and teachers seem to really care about the children!

-- We love the way the district runs the school In addition will be perfect if the district offered full day kinder garten

-- Dual language at Churchill.

- Hadley. They don't seem to be as impacted by common core and PARCC. Perhaps because they have always had teacher specialization, the recent changes haven't come as a surprise. My son's teachers have all been excellent. Good communication and curriculum.
- Great communication between parents and teachers.
- I think overall our district has some really good schools with some great teachers. I am satisfied with Hadley and mostly satisfied with Forest Glen.
- Great teachers and support staff.
- The teachers
- Introducing Spanish at a young age!
- Great Teachers and Administration.
- Quality of education.
- The District continuously tries to improve.
- Our teachers and administration! Excellent communication with school families.
- engaged, caring & dedicated teachers willingness to change approach to teaching in thoughtful manner
- Diversity of ethnicities.
- Teachers and positive school environment
- I have had wonderful interactions with several teachers and staff.
- That they have introduced language earlier.
- Nice facilities/learning environments; engaged administration, high standards for achievement
- Most of the teachers, staff in schools.
- All of my children's teachers are clearly very committed to their students and care deeply about their learning.
- Erica Nelson, [REDACTED] (incredible teachers)
- The school board is turning over and the new faces are determined to positively bring change. My children have had access to some amazing teachers. They work extremely hard.
- Good schools.

-- Community atmosphere, teachers

-- 1) I love the compassion and the nurturing environment in our elementary schools. The teachers and admin. make that happen daily. 2) Programs like Community Outreach are indicative of PTA programming that helps every child. We have a strong PTA. 3) Lincoln, esp., has done an amazing job with its ELL programming. 4) I could not have chosen a better school environment to raise my kids.

-- Teachers and supportive community...parents are willing to be involved when asked. Great group of students at the schools.

-- I like that feedback from parent's is taken seriously and the administrator's and staff really seem to listen [and care] when feedback is provided.

-- Overall, the teachers are wonderful and the district has a reputation for excellence.

-- I feel that there is a wonderful focus on creating a personalized environment for each child. Although at times this isn't feasible, it still feels very much like a community, while also focusing on the needs of the individuals.

-- Teachers are excellent. Board has a clear commitment to creating good facilities and providing resources to improve our schools.

-- Having the diversity in our school is one of the best things about Churchill. The teachers my children have had, have all been top notch! Loving, caring, stern, and supportive. I don't think you find the quality of staff at most places!!!

-- teachers

-- GOOD

-- strong community

-- Amazing teachers, fantastic principal and vice-principal at Franklin, extremely engaged parents that share common values.

-- The open-door approach to parents.

-- We have many outstanding teachers and staff. Art, music, gym, and recess are offered at every grade level. Principals, teachers, and staff at the K-5 level truly care about their students.

-- TEACHERS!

-- The best thing about D41 is how teachers, administration and parents work together with the children's best interests and safety in mind at all times, however I do question some members of the school board and their interests. A few are solely focused on their own interests and should be better vetted by the community and what conflict of interest they may have.

- Many teachers we have had are dedicated, hardworking, and helpful in teaching our children.
- Most of the teachers!
- The teachers and staff are obviously invested in students success and work hard to improve and help each student.
- Good education and good communication
- Caring, motivated teachers Good learning environment
- Teachers and principals.
- Teachers, families, community
- all the staff at Churchill is great!
- school administration staff and quality of the teaching staff excellent communication high level of safety variety of learning activities
- I am satisfied with elementary and the school. I have an elementary school student that is not in special needs and is great. All the negative checks go towards Hadley and the special education department...
- Communication from the school administration and classroom teacher is excellent!
- Sense of community and whole family involvement.
- Our Teachers. They are tireless, professional, responsive and courageous. They do their best to deliver content relevant for each student.
- Teachers, intentions, resources
- I have just started in the district, but there seem to be good staff and teachers at Churchill. I have been pleased with our principal as well. There was an emergency at Churchill this year, and I feel it was handled well by the district and Churchill teachers and staff.
- I think the staff and faculty is completely committed. The district has a very involved community and parent base. Everyone works together to
- The ratings or ranking.
- It is constantly evolving and trying new approaches. They communicate well to parents that have means to electronic media.
- PBL Everyday PE Involved teachers
- great school, great community...overall very happy. My previous comments are food for thought, but overall very happy with district.

- Definitely the teachers. They make it what it is.
- Community support and pride.
- The teachers.
- I am firmly in favor of the 21st century initiatives and improving the quality of education of our schools. Also I am very happy about the multi-age interaction of students as it allows students to relate to and become friends with different age kids -- helping everyone feel safer/more comfortable at school. The Wolf Packs at Churchill is a great example of this. Also I am happy our child has a down syndrome child in her classroom as it helps integrate special needs kids and make them feel included as well as teaching the neurotypical kids that differences are okay and they are able to humanize these kids.
- I think a real strength is the complimentary support that schools provide to parents and vice versa. Each relies so much on the other for the well being and complete education of the kids.
- We have loved Ben Franklin! This is our 2nd year. My daughters 1st grade teacher is outstanding. She is thriving! We are amazed at her progress this year.
- I can only comment on Lincoln but the level of commitment and caring is exceptional. There is a culture of excellence and commitment that is contagious. If there is a teacher, parent, organization that is lacking, it stands out - and it is usually rooted out or they get help to get up to Lincoln standards. Really a great environment. No one is phoning it in.
- Science and Social Studies in elementary school are not integrated at some grade levels and can be left out in some classrooms.
- The teachers are awesome.
- The teachers are amazing. Principal and staff really care about your children. They really work with each child to make sure they are working to their best potential. The special education department is exceptional.
- No comment.
- Most of the teachers and the principal at Hadley.
- Teachers and the PTA
- Teachers
- The portables still need to go.
- Churchill teachers/community
- The staff

- The teachers that care and go the extra mile for the kids. The administration should stay out of their way - and keep them happy. That are doing the real, hard, life changing work.
- Families are genuinely interested. After school programming is strong. Strong school spirit programs for kids.
- The GREAT teachers but how do we have so many mediocre? Our extra curriculars are great. Hard to differentiate with the advanced students and deal with so many ELL students. I don't have a solution but it's not a good situation.
- The teachers.
- Our teachers.
- The majority of administration, teachers & staff genuinely care and are concerned about individual student well being, education & success. Communication from D41 is typically clear, concise, and timely. Parent involvement opportunities through the PTA's abound!
- Engaged parents and students.
- The resources are amazing. The staff is behind the community and makes me feel safe with my kids. I know my kids are receiving a great education and humbled to be living in Glen Ellyn.
- Not satisfied with the facilities because there isn't enough space for full day kindergarten. This should have been addressed and fixed years ago!
- Teachers, safety of our schools, extremely supportive community (teachers and parents), access to technology for our students, great extra-circular programs
- Teachers
- Everyone seems to care about the students and their success.
- I do believe our district intentions are in the right place, but definitely don't always agree with the decisions made or the constant changes that are not always, in my opinion thought out in the best interest of the student.
- Preparing for the future.
- The teachers, staff, principal, and assistant principals care about our kids. There is a feeling of genuine concern for students and their families. And a desire to show they care. They work really hard under difficult circumstances. Some teachers have two specializations instead of one. I feel like teachers can't give honest feedback for fear of losing their jobs. I am thankful for this survey, although long overdue, and hope that we can see immediate changes for the upcoming 2016-2017 school year. I also love that our kids have P.E., Music, and Art.
- Dual language program at Churchill ES! We feel so fortunate to live in a district that is offering such an amazing opportunity for our children. Our oldest son is in 1st grade dual

language program. He loves it and we are impressed with tge progress he has made.

-- Right from the start we have felt very comfortable with all the staff that we have had to work with. My daughter truly enjoys school and looks forward to going back everyday.

-- I feel that the teachers and administrators are passionate and caring.

-- District 41 has a very involved community.

-- Small, good education, feels like a family

-- Our teachers are amazing, PLEASE support them and treat them well!

-- I think the use of technology is good. The District 41 music department is OUTSTANDING. [REDACTED] has taken the program 'off the charts' [REDACTED] [REDACTED] Having a second, younger band instructor to work with and supplement him is a key to the success. With the growth of the program he needs the help. SmartMusic, which was purchased by the MEF has been a huge factor in developing the musicians. These kids are leaps and bounds ahead of my Jr. Highschool musicians (I'm 47) and I'm positive that is a [REDACTED] and SmartMusic. Another key to the successful music is the involvement of [REDACTED] She has an opportunity to 'follow' her beginning band 5th graders into Hadley and I think she feels as if she is part of the Hadley program. It appears that [REDACTED] [REDACTED] I don't know whose idea that is but it is working. Again, I can't say enough about the District 41 music program!!

-- Wonderful staff and teachers

-- The best thing about our district is the teachers. I have never met such passionate, dedicated people so focused on the success of their students. They create learning environments that are growing our students to be lifelong learners, and leaders. I am a big fan of D41!

-- I think the number one factor in student success that d41 can influence is teacher quality. Since moving here in 2nd grade we have been very happy with our child's teachers.

-- locations. Some very dedicated teachers.

-- The best thing is the extended co-operation

-- None

-- Teachers and staff.

-- The schools all have a great small local feel which I love.

-- The teachers are the best thing in our District but over the years I can see how all theses changes have added to much stress to their jobs.

-- Good community, buildings, you are focused on delivering a good education to the kids.

Communicate well.

-- The staff

-- Overall D41 is a high performing district with outstanding teachers who are supported and enabled to educate the children in the district.

-- Our PTA help to better the overall school experience for our children.

-- Sense of community, involved parents, easy to approach teachers and staff.

-- Strong test scores, FLES program

-- technology/feeds into glen bard west teachers

-- There is a welcoming and warm feeling at Churchill school. My child loves the wolf pact days. Everyone is helpful and caring.

-- Great staff and administration at the schools. They really work hard to do the best for our students

-- Good, solid and caring Teachers who actually like teaching. They have not lost their enthusiasm or become disgruntled at least at Forest Glen. I like that the children are growing and learning new things in new ways but still are learning the basics. I like that they are learning cursive writing still. I love the PBL topics. I love that we are all communicating and being taken seriously.

-- High level of engagement around the practical application of what is being learned (e.g. PBL). Teacher engagement appears to be high. Broad adoption of technology. (Note: My children have been in the District for 2 year...we had exposure to another quality school district out of state)

-- Quality of Staff (although there is some weeding out that needs to be done). Proactive Superintendent with new ideas that quickly address key problem areas in a way that the community can accept. Parent involvement is heavy.

-- Sense of community, great communication

-- The programs available for the students, especially Dual Language!

-- Strong, caring community in all respects - administration, teachers, parents, students, etc.

-- Safety and quality of education

-- Teaching and learning activities are very good. Please keep it up.

-- Very strong curriculum and I am proud my son attends this district.

-- Community support and parent involvement Spanish program

- Most of the teachers are great.
- Wonderful teachers and staff that really care and meet the kid's needs.
- The majority of teachers are excited about learning and do a good job of engaging students. The administration does a very good job of working around the limitations imposed by the cramped conditions at the school buildings. Unlike the few parents who repeat the same criticisms of the board/administration ad nauseam, I truly believe that the district personnel are not only doing their best - they are doing the best for the community: students, parents, homeowners.
- The Dual Language program. Teachers my daughter has had have all been great. Happy with the enrichment my daughter has received with [REDACTED] for math. She also seems to be learning a lot of technology in the library and with her teacher. The district has a good balance of using technology but not overdoing it. I would not want to see 1:1 devices like some districts have, I am happy with her learning and using some technology but also learning from her teachers, doing hands on learning, and working in groups.
- The teachers are wonderful and they are the key to our children succeeding!
- The teachers are the best! I have 4 kids and have been in the district since 2007. The Lincoln teachers are wonderful. I would like to see some improvement with some of the Hadley teachers/expectations. I am not convinced we are adequately preparing the students/motivating them to do their best. I do have to say I'm happy with the earlier start time for elementary school. As a working mom, it's hard when school started so late. Now with the earlier start time, I get to work earlier than I normally would've.
- The staff at my child's school is amazing. I'm so grateful and happy our family is part of the Churchill community. I cannot say enough about Scott Klespitz, the staff at Churchill, and the teachers. They are dedicated and amazing teachers.
- TEACHERS, THEY ARE AMAZING!!!
- The teachers who keep quiet about all the new initiatives and do their jobs to the best of their abilities. They are usually the ones who don't feel they can comment in public about all the changes, but in private, have indicated that the changes have been inappropriate, too much and unorganized in their implementation. These are also the teachers that my children have gotten the best scores from on the MAP test. The two new board members who are asking questions. The volunteerism of the parents.
- Most teachers do an admirable job under strenuous circumstances and can rise above the insanity created by the administration.
- The teachers! We have had some great teachers at Churchill.
- The teachers
- Staff
- The teachers. The new additions are also beautiful.

- This is an incredible community filled with desires to be tops and excel. I think the district does a great job and does as well hope to provide this for their community.
- L1 Teachers are solid.
- great community
- The teachers. The families who care enough about their children to be stewards for what they actually need to succeed, not what the Board and district think is the most current 21st century trend that will get an article in the paper.
- I believe that the districts really tries to do what they believe is in the best interests of our children. I believe that teachers put a tremendous amount of energy in trying to be the best teachers they can be. I believe the teachers put in 200% effort in trying to do what they think is best. The teachers care about their students. I believe overall the district tries to be as friendly as it can to others.
- excellent teachers
- Teachers
- Most of our elementary teachers are exceptional. Hadley teachers are a mixed bag. Some are really good, and others are really bad. Some are just watching the tock click until they can retire.
- The teachers
- Quality education.
- Quality of teachers.
- Quality of staff.
- Lincoln school atmosphere is like home away from home.
- Teachers, programs, learning opportunities.
- Teachers/staff, FLES program, ability to go home for lunch, level literacy intervention program
- We have great teachers
- Our district has put together an amazing staff at Churchill. On top of that, the District seems to want to listen to the community.
- The staff and teachers who enjoy their job and their students.
- Certain teachers are amazing!

- -The Partners in Learning Pre-school Program -ELL, ESL and Dual Language Program - District 41 makes all families feel welcome and with the confidence to talk -about their needs. -District 41 uses its money and resources well
- PBL's, daily Spanish, Library tech
- I can comfortable reach out to any of the faculty or staff at the school, and they quickly reply.
- The teachers and the children.
- The teachers , aides and people who work for it
- I am impressed with and appreciate the effective communication between the School District, Churchill Elementary and families. I am very happy that my daughter is in this school district.
- I am grateful for the commitment to our children and to keeping them safe. This is a hard job and it is nice to see such dedication and commitment from the staff in all ways. I am glad for the focus on bullying and on the two occasions where I have quietly shared incidents with teachers I believe they have handled it in the right way.
- I think we have EXCELLENT teachers.
- Appears to prepare them well for a solid high school experience.
- I appreciate that the district is embracing new things (PBL, mixed grade classrooms), but would encourage the leadership to push the boundaries as it relates to integrating technology in learning.
- So far the Kindergarten teachers and the Principal and employees in the front office are great. I look forward to meeting more people as my children grow older.
- Safe environment.
- The teachers!!! Top notch and dedicated to the students.
- The best things would be parent involvement, and Ben Franklin is awesome. Hadley still need much work.
- Everything is awesome about the district. Love the schools and teachers.
- The community that the teachers and families have developed.
- I feel that my voice is heard and that the staff is very open to meeting with parents for any reason.
- Varied curriculum and passionate teachers, for the most part.
- Teachers. We have 3 kids in district 41 and almost all of our experiences with teachers

has been positive.

-- Our district is based upon neighborhood schools, which are part of the fabric of Glen Ellyn. Teachers and Principals are approachable and willing to discuss our concerns and questions. We do have some excellent teachers, but not all which swayed my ranking of teachers as fair. Our school buildings are welcoming and well maintained.

-- Staff! Curriculum , community

-- diverse population

-- Diversity of students

-- Great education.

-- Teachers

-- positive, family, fun atmosphere!

-- The parents and their children and the support the community gives the schools.

-- [REDACTED] He is an amazing teaching. It would be great if more students can learn from him and more teachers had his style. I will never forget his 5th grade graduation speech, he is an inspiration. [REDACTED] Wow! She is amazing. The best thing about our district is that it is a walking community. At elevates the involvement of both parents/teachers. I feel we are on the cutting edge of what is going on in education. I don't know that for certain, but it feels that way. We are always changing and growing- change is good. I feel the education both of my kids receive is exceeding my expectations. They both learn differently and it is tailored to their learning ability. Great job all around.

-- The teachers and the student/parent community

-- The ability to be involved and welcomed at the elementary school thru the PTA, classroom assistance, and teacher/staff relationships. The teacher/student relationships are solid, as are teacher/parent. The response from the principals at both schools is very timely. Issues are dealt with very quickly. Continue to embrace diversity.

-- Teachers

-- Great teachers!

-- I applaud the initiative to implement Dual Language programs in the District. I would love to see it extending to more schools and in other languages, even if that would mean implementing One-way-immersion programs.

-- Community kept apprised of current happenings so can be engaged in discussions.

-- Extremely talented and dedicated educational staff (with few exceptions); Dedicated and knowledgeable administrators; High quality education; warm, accepting learning environment; Knowledgeable, caring and dedicated Special education staff (based on our

experiences at Churchill and Hadley); Forward-thinking Board and Administration. Outstanding music programs!

-- I love that our district has approachable principals, staff and teachers. I love that we are innovative and are considered the cutting edge of education. I am afraid that the two new board members will try their best to ruin the good things that are going on in our district by continuing to focus only on what they want - which most of the time has nothing to do with the welfare of our children.

-- Parents are really involved.

-- Teachers!!!!

-- This survey, for me, is based on the actions of Churchill elementary. I am unfamiliar with District 41 as a whole. Principal Klespitz is amazing and his office staff is always friendly and helpful. [REDACTED] has an ability to create a love for learning in each and every student on all their different learning levels. [REDACTED] is helpful in areas I had not expected (traffic directing and other programs). So if this is any indication of District 41's teaching tactics, I'd say this is the best district for my family and me.

-- Almost all of my kids' teachers at Churchill have been very strong. They are enthusiastic and are willing to try new things.

-- services available to meet both gifted and special students

-- Most of our teachers really care about their students

-- We absolutely love the AEC program at Forest Glen. Our 4th grade daughter, who already had a solid foundation in math, has flourished thanks to [REDACTED] and the rich learning environment in her class.

-- SOME of the teachers.

-- We have been very impressed with the leadership/administration at Churchill.

-- Everything

-- Exceeds expectations

-- High standards, strong teachers, fiscally accountable administration

-- PBL, principal, diversity

-- Spanish taught starting in 1st grade, math and language arts coaches as a resource for the teachers, Typing Agent software, Reflex Math software, and Odyssey software as resources for the students, library science class for kids (learning how to type, do research on the web, etc.)

-- Dual Language Spanish Immersion Program. Only reason why we moved to Glen Ellyn

from downtown Chicago!

- So many people sincerely care about the quality of schools.
- The students, parents, and community. In my first year with the school, I don't know the teachers well enough to comment. I'm sure they work hard and I hope that they are well supported.
- Principal Samples.
- The teachers and district want to provide the best learning experience for students.
- So far my child has had outstanding experiences with his first two teachers. They've created a welcoming environment and made his first two school years a positive experience.
- Strong community with high expectations from parents
- Continual research and development of the school's curriculum and desire to prepare our children for the future.
- The dedicated teachers
- The people. Good communication. family environment.
- Overall, we are very pleased at Lincoln. The staff work together well. I believe the accelerated math program, music department and Spanish program work very well. I believe that the academics have stepped up a notch. I believe students are now learning how to type. PBL are giving kids an opportunity to feel comfortable speaking in front of an audience. Lincoln's morning announcements by Mrs. Schweikhofer are amazing. They are upbeat, positive and motivational for children and adults!! She encourages a positive attitude through out the entire building.
- The teachers
- The quality of our teachers and their commitment to our kids.
- Teachers and sense of community.
- The district staff does an amazing job with the limited space resources that are provided to them.
- Teachers
- Diversity, close knit community
- Teachers
- I think that most of the teachers really care about their students learning and doing well. At Hadley it seems that the students are treated appropriately for their ages with reasonable expectations and they are not hovered over. I am glad Hadley expects students to be

responsible and independent.

-- The teachers, support staff, and principals are outstanding. Absolutely excellent.

-- I think our district does an excellent job communicating with the parents.

-- The facilities are very nice. I like how each school has its own character and how the staff can adapt in the old & new spaces. Many (but not all) of the teachers are excellent! They like kids and connect with them well. The school admin staff are very helpful too. All in all we feel welcome when we go to our local school. Also, most of the principals are approachable and friendly.

-- My kids--new to the school this year--are very happy to go to school.

-- The teachers and the staff at the schools truly care about the children of the district and want to prepare them for their futures. We strongly feel that our kids and their academic and social/emotional needs are being carefully attended to every school day. They are learning so much, and are challenged and excited. Programs like the PBL initiative put our district in a unique, forward-looking position that we are proud of. Our kids really enjoy these projects, and it's amazing to watch kids as young as second grade make presentations (to unfamiliar adults, no less) with very little apprehension! The AEC program and FLES programs have also been absolute gifts to the children in the district. AEC sees kids really rising to a challenge each day, and trying to do math that is considered "beyond their years" gives them boundless confidence. The kids in those smaller groups have formed long-lasting friendships, too, based on fighting through those intellectual challenges together. It is very cool to see those kids work together. And the FLES program's immersion system shows kids not to be afraid to jump into foreign language and they are so comfortable with it, they don't even realize how much they're picking up!

-- Small class size

-- I have not been in the district long enough to know.

-- Our principal and teachers.

-- Some great caring teachers like [REDACTED] but she retired. [REDACTED] but he promoted. Ample activities and parent involvement opportunities.

-- the quality of the teachers and the programs at school. the involvement of parents and school admin in partnership. the sense of community fostered by the school.

-- Great teachers (Forest Glen & Hadley)

-- Teachers care about student success and they appear to love their jobs.

-- the teachers and the methods of teaching are excellent

-- The teachers

-- Certain stand out staff and teachers

- Our district is filled with amazing staff that cares about students and puts their learning above all. There are exceptions to this, but they are few.
- The learning community has active learners.
- The teachers, the students, the parents, and the community as a whole.
- Communication efforts are very good.
- The community of teachers and staff and principal at Churchill Elementary is outstanding. They are caring and hands on with students and truly care.
- The best thing about the district is its positive attitude towards continuous improvement for our students. It would be easy to keep doing the same thing every year, but that approach would not best prepare our students for college and careers. I appreciate the dedication and perseverance of the five BOE members who have served for several years. They are serving under extremely adverse conditions, and have had to remain focused through personal attacks. I hope they will continue to serve so that at least some reasonable minds will be part of D41 discussions and decision-making.
- The teachers and principals in each school
- First and foremost, the dual language program is the best thing offer by District 41. The teachers and academics in the dual language program is outstanding. This program prepares children for the future much more than the standard education. I continue to hear from parents in other districts that wish their children could participate in a dual language program and are fighting to get a dual language program in their district. It is the reason we sent our children to the public school. The benefits our children are receiving in this program are incredible and immeasurable. We thank District 41 for being progressive and brilliant in implementing the dual language program.
- I have learned from a good conversation with Mrs Carlson that many of the programs are ran through several committees and mutual agreements between staff and teachers, including PTA council, CIT and Team 21 (I think). I am not as involved in those groups, but I am comforted that there are places to have dialogue between them so the best outcome is presented to the Superintendent and the Board. Also, I have seen D41 propaganda published and in the community. Good job with those efforts. Even my elder neighbors are asking about schools as they know ours are at BF.
- Steve Divley is doing a terrific job at Hadley. [REDACTED] far the very best school support person I have ever encountered.
- Good teachers, good standards of education
- Teachers, Administrators and the forward thinking that the district has displayed.
- Very aggressive in staying ahead of the education curve and incorporating new ideas and methodologies.

-- I like PBLs because I see new hires out of college at my job who are unable to solve problems without significant help. We have to educate our kids to solve problems, not just spit out answers to questions or equations. The teacher specialization and looping has been a big win for my kids. The teachers seem more passionate and thorough about their chosen content, and the looping is a huge advantage at the beginning of the second year with the teacher. I do think that parents should be able to opt out of looping with no questions asked if they think the previous year teacher was not a good fit.

-- I think too much focus is put on ELL -- I see it regularly at Lincoln. Is as much emphasis put on the needs of other "struggling" kids who need extra attention? A LOT of resources go their way. I wish we didn't see the space issues we see at our schools -- where Scout troops struggle to use Lincoln after school for meetings b/c the Resource Center takes over so much space at Lincoln - does not seem right. I love our schools and I think they do a great job, but I don't know that my academically very strong student is being challenged, or that my other student is getting the boost he/she might need ... I wish I felt more confident about this. I hate the divisiveness in the community over our schools and now we see it in the School Board.

-- Willingness to try different approaches, push the envelope. e.g. PBL integration, FLES, looping. I think the multiage approach is fantastic.

-- The teachers and the other staff members are very co-operative and helpful in all the aspects of the school.

-- The involvement of the staff with all the students. The school is a 2nd home to our children. Knowing that the teachers and staff put so much devotion to what they do, puts us parents at ease.

-- Everything

-- I love that we were able to get ride of the portables at the elementary schools. So many other districts seem to be making cuts due to financial constraints. I think our Board has done a great job of meeting our students' needs, while being fiscally responsible. I appreciate that our district has a forward thinking philosophy. I truly believe that they are preparing our students for the challenges of the future. I like that they are focusing on 21st Century skills and characteristics. I am glad they brought back the full time assistant principals - we need them!

-- We are pleased that there is a construction project going on to meet more needs but it doesn't solve all the issues...doesn't solve full day kdgt. Laid back atmosphere but perhaps a bit too laid back. FLES program and dual language program (from what we've heard).

-- The majority of the teachers are great!!

-- Teachers!!

-- Our teachers and staff. I also love the FLES program and dual language. [REDACTED] was the highlight of my son's 4th and 5th grade experience. If that was not available his academic progression would have been much less.

- Our teachers and staff always seem to be doing the absolute best they can for our students, despite the many changes they've had to endure from the district. They have had to re-learn how to teach (common core, looping, multi-age, specialty, etc.) and try to keep chaos to a minimum without letting the kids know how difficult their jobs have become.
- already mentioned several in other comment sections
- The best thing about our district are the teachers and parents.
- There are some individual teachers who care and focus on the right priorities. Unfortunately, they tend to be silenced by the administration.
- The willingness of everyone to come together, in whatever way they can, for the benefit of the children.
- Our District has many good things to celebrate. We have an exceptional and outstanding group of teachers. Each day they work tirelessly on behalf of our children to not only make them good students but also good young adults. We also have hard working administrators and staff that are striving to make our children's educational experience a positive one. We are also lucky to have dedicated students who are thoughtful and caring in nature as well as committed and engaged parents. In addition, we now have beautiful new science and math facilities which are state of the art and are fun environments to learn in. Finally, we have great PTA organizations that offer many wonderful programs that enhance our children's learning environment.
- Communication, parent involvement, efforts to be transparent, handful of dedicated teachers, keeping eyes and ears open to the community, good job on the 2015-16 calendar
- it is extremely important that the parents are able to communicate with the Staff and at Hadley Middle School the staff is excellent. Everyone is very nice and the teachers are great.
- The teachers!
- The Staff
- The principals and teachers - they truly love their job, love their students, and show that love each and every day through their teaching.
- Rankings/Teachers/Jeff Burke
- Amazing teachers, innovative district.
- Invested community. A school that challenges my kids.
- Teachers and principals are doing a great job of incorporating lessons to the kids. My kids are excited to go to school every day and look forward to learning and to school.
- Rigorous academics

- none at this time
- D41 is the best school district, Keep the Good work and keep the ratings up :)
- community involvement, school pride
- Innovative administration, dedicated staff and building principals.
- Some of the teachers. The district has some gems.... [REDACTED] is outstanding at Lincoln
- The dedication to student learning and providing an excellent environment for kids to be successful
- We have families that raise their children with good manners and values. The teachers treat the kids with kindness and love. I like that odyssey allowa kids to go above their grade level learnings without stress.
- The District genuinely seems to care about the best interests of the children.
- There are many things to be proud of in District 41. Teachers, staff, principals and parents are engaged and committed, and our district is outstanding educationally and high-achieving because of them. At [REDACTED] in particular, my children have friends and classmates from many different ethnic groups, races, social and economic backgrounds, and are benefiting from a multicultural environment. Acceptance of every student as an individual, a culture of respect and zero tolerance for bullying are hallmarks of this district and our children are fortunate to have teachers and administrators committed to these goals. Special education support at the elementary schools is excellent. My special needs child thrived and grew both academically, socially and emotionally throughout their elementary years in the District.
- The teachers, the students and the families.
- Academics
- Administrators and teachers.
- Great teachers and opportunities for students. High expectations.
- Many of our teachers work hard and care about students. The parents are very supportive and help out. I think we have nice facilities.
- Some of the teachers are very passionate about what they do and try to do what's in the best interest of their students. Some teachers have gone above and beyond to partner with parents in the learning process.
- a generally friendly school staff; Parent-teacher conferences
- Teachers
- I love how easy it is to get in touch with the district.

- It offers many opportunities to engage with members of the community. The communication with the parents about school matters is excellent. The District is forward thinking in it's approach to education and it has been great to see so many positive changes implemented in the time-frame that our children have attended school. While I know that logistics are holding up the offering of full-day kindergarten, it is the one change that I anticipated would have happened by this time. The recent security issue at Churchill was very well handled and I felt that my coming to Hadley to visit my children would have caused more concern than was necessary.
- diversity teachers - most are very knowledgeable and caring PTAs - very active and create meaningful programs/experiences for students and teachers
- The new longer school day
- Our schools are safe
- Great teachers who genuinely care about their students' learning.

What things would you change about our District?

- There is a gap in special education the moderate glass room teaching needs to comeback. Long term thinking/planning on facilities is poor! To many changes to curriculum and the daily school day structure for our kids. Let the kids be kids and simplify their day. Listen to your teachers!
- Communication from the principal is...bad. My phone calls have NEVER been returned. I have tried communicating with her not more than 7 times in the 2 1/2 years my son has gone to this school, so it's not like I am inundating her office. But not once has she called me back. She has even acknowledged getting my message but still, I was the one who had to call back to try to reach her. (I called and left a message, and when I didn't hear back after 3 school days, I called again.)
- A few years ago Hadley ended the A and B scheduling. It has resulted in students learning fewer subjects and has degraded the musical groups by removing true sectionals and requiring students to make a choice between lugging their instrument to school every day (and having it at home to practice at night) and leaving it at school all week (and only practicing on the weekends). Few parents allow the kids to lug the instrument back and forth, so students don't practice. This, combined with the forced inclusion of students who are not qualified to be in that orch (due to the change in scheduling) has resulted in the orch playing simpler, easier music than in the past, and inclusion in the orch is no longer the achievement it once was. But as neither they principal nor the superintendent are musicians they do not see the value in musical education nor do they respect the drive of young musicians who want to pursue excellence. They have taken a program known state-wide for excellence and are trying their best to reduce it to mediocrity.
- Stop catering to the lowest denominator with regards to academics. Think about better ways to challenge students in the 90th+ percentile so they don't get bored.

-- - Concerned about clique based class building. Parents intervening in who should be in what class. - The building is way too small and not updated at all. - Full-day kindergarten is the norm virtually everywhere else in the country. It makes very little sense that isn't offered here.

-- The constant changes. I think it has been hard on the teachers and students, and it seems like there is no way to measure success or failure of the various initiatives as they are all implemented at once with no metrics of success. Test scores seem to be declining, and we need to make sure that we remain one of the top districts in the Western suburbs.

-- It seems as if learning is heavily reliant on computers. There are so many programs in that media center that my kid could be using, I have no idea what is mandatory and what is optional. It's so overwhelming the only thing she has used is Odyssey because it's required by her teacher for 30 minutes a week. I'd make Spanish a full time class for all grades. To have left the older kids behind was really tragic. I still have no idea who gets selected for PBL's

-- First grade seems to be rigorous for a six year old. It seems like we are expecting K to perform like 1st and 1st to perform like 2nd....it isn't a level playing field when people hold their children back a grade to give them an advantage. If a 7 year old is in 1st grade they are naturally going to do better than a 6 year old due to cognitive development. The same is true for sports. Being a year older puts that child at a HUGE advantage in many ways. People should not be able to do this unless their birthday is on the cusp or there is a legitimate reason to do so...

-- Stated throughout- more movement for young kids (more recess). All Day Kindergarten. Improved long term planning/anticipation of future needs. Fix the facilities. I think it was a mistake to offer Spanish immersion for a small group of students before offering full day kindergarten.

-- I would like to see the district do more to challenge gifted and highly accelerated learners. I would also like to see computer programming classes in the elementary and middle school. Some teachers in the middle school need continuing education.

-- Please listen to the parents and teachers. Don't be afraid to reverse actions (looping, specialization in grades 2 & 3). Vital time is being wasted.

-- I think that this is a terrific district, but I would love to see the district become more of a leader than a follower. This should be a lighthouse district. I know that GE is a conservative community, and that there are some significantly cautious folks out there, but I think that a strong commitment, from the board, to be a setter of standards rather than a too cautious questioner of anything new is best for students, staff, and the community. Too often, it seems, the board makes itself an adversary to the district administration and, as a group, to teachers. There seems to be a general assumption that no one is doing their job and is, on some level, trying to get away with something. I would love to see a school board that supports district administration rather than questioning them, and does more than superficial pats on the back to our teachers. I'm not trying to be harsh, I suppose I've grown tired of the naysayers in our community having the strongest voices and, in turn, seeing the board reflect that same attitude.

-- Leadership

-- Significantly improve the literacy program, including grammar at the middle school level. Implement letter grades in 7/8 grade to prepare for HS.

-- D41 needs full day Kindergarten. I also would like to see early childhood expanded and offered in all the buildings instead of just Forest Glen and Churchill. The district should do more outreach to ensure all students, especially low income, at-risk, and ELL students, are being contacted and afforded the opportunity to attend early childhood programs. The earlier we intervene, the more successful students will be! The district should continue seeking solutions for an early childhood facility.

-- Quit constant experimentation with the "next big thing" and get back to basics of 3Rs.

-- Truly nothing.

-- The Board needs to make and implement a fiscally responsible plan and the district administration (not local school) needs to convince the Board and the community of a sound plan/vision for the district. And implement this plan.

-- I would like to see a plan to evaluate objectively the successes of all the new programs applied to the educational process before anything is further changed, unless there is blatant evidence that something isn't working. We'd really like to see a solution to the all-day kindergarten discussion. We are cautious about increasing taxes, but also would like to see some viable options. We'd also like to see a specific survey of the kindergarten and 1st grade teachers on their opinions regarding all-day kindergarten benefits/disadvantages.

-- Better science prep at Hadley for West. I think this is the only thing that has been lacking in my many years at school.

-- Overly focused on metrics and standardized testing. Need to focus on proactively identifying learning disabilities especially around Dyslexia. Or simply adjust the curriculum to support both traditional and dyslexic learners. As a parent volunteer, I see students that are likely undiagnosed and not getting the support needed to achieve their full potential. Statistics vary, but 15-25% of the population is Dyslexic.

-- Drop Off/pick up and parking is a major issue within the district, especially forest glen.

-- Please put a fence around the outdoor play area, for safety concerns

-- I don't like teacher looping, and I wish there was less standardized testing. However, I know the school probably doesn't have a choice in the testing matter.

-- reallocate funding to adequately cover the important aspects of teaching, cutting net costs to the District school by school. taxes are too high as they are, and annual increases have been in excess of any regional C.O.L.A.

-- Eliminate teacher/content specialization, too many transitions and schedule changes. The schedule is more complex than a typical high school student with all the transitions that are

creating additional stress on the students. The District needs to also focus on special education. The schools and staff are not equipped for special education children that are in mainstream classrooms. There are no sensory rooms in any of the schools.

-- I am very disappointed in the behavior of some of the newer Board of Education members. It appears that they are focused on their own agendas and not that of the important business of the District. Serving as a Board member often requires putting aside personal biases and trusting in the professionals who care greatly about the direction of the District. Inappropriate "gotcha" behavior by some of the Board members is a real embarrassment to our community, not to mention it takes the precious time of the Administrators away from their focus of time and efforts on their important work. Please focus on your role as a steward of the community resources and support the growth of our District and students vs. your personal agendas.

-- Music facilities are very very poor. Not enough space, resources and staff for a huge music program.

-- Get rid of quick changes to curriculum. Obtain sufficient data before implementing changes, actually pilot the programs to ensure that all issues are addressed and that the program may be successful and then measure the results. We do not do ANY of this - it is embarrassing and that is why are kids are in the mess they have today. Also, ensure that both the elementary and Hadley are implementing partnering programs. For example, kids are taking Spanish in grade school but then can take French in Jr. High - we should be matching up programs. If you haven't already, implement real grades at Hadley - we are setting the kids up to fail at GW. Actually plan out your spend. Why did we add additions on to the schools and now wonder how FT kindergarten will be housed? So stupid and a waste of money.

-- Try to make more efficient use of money. Taxes in Glen Ellyn are getting crazy, and the schools are the largest portion of the tax bill.

-- Who are we kidding? All this has already been decided in Paul Gordon's employment package, just like removal of portables, bonus for him at the taxpayers expense. Building and renovations at the schools that were certainly not justified based on projected # students and now we are faced with no \$. What survey # does this make since he was hired? 13? 14? And results are not used to guide his decisions, just what's in it for him, not the students. Prove that the students are the #1 priority by ENSURING effective teachers in EVERY classroom...our (atrocious) test scores will rise, people will move into the area. housing values will go up and WOW...there's your \$. But this is not politically correct to suggest...

-- There needs to be much more space at Churchill school. The school is stretched to its limit.

-- The portables should have been eliminated years ago. There should also be other languages such as Mandarin offered along with Spanish.

-- I wish the kids didn't have to wear their coats when eating lunch. If we could just afford them the extra 2-3 minutes to go back to their lockers after eating to put their coats on, this seems to be worthwhile.

- Teacher Aides should be a part of all classrooms
- Cooperation between schools. It seems like Hadley operates independently of the district. It would be nice for elementary school students to work with Hadley or do things at Hadley to better prepare them for the transition.
- Space planning has to be a priority. Also an overhaul in the culture at Hadley.
- Use the resources that are available to us currently before spending more money, the Board increases costs recklessly. Please reduce the amount of experimentation and changes in class setup, content and testing. Just STICK WITH IT for a bit and not change things up every year. We've been in the system for only 3 years now and I'm baffled at the amount of proposed wholesale changes on the table.
- ALL DAY KINDERGARTEN, A better Defined and support program for children with With learning disabilities.
- I wish they were truly open to new ideas, to listen to the public and to be transparent and willing to admit to their mistakes. They have set a course which in my opinion has proved to be incorrect and there is no stopping them no matter what. The problem is that is in detriment of my children.
- The teacher expectation from students could be higher and the level of student competitive and support towards it could be better.
- These elementary schools are too small and the classes are too large. Even with the new additions to the schools it just wasn't enough. Especially at Forest Glen because you have the preschool kids attending at this location reducing the space at FG. You need to remove these classes and put them in another building! Additionally the coat space at FG is too small for all the kids stuff. The lockers are so old and rusted and the coat hooks for the older kids do not have enough room for coats, backpacks, shoes etc. Also the boys bathrooms are disgusting during the day...they need to be cleaned during the day as well as the evening. Finally I (and so do many other parents) have a HUGE problem with how our children have to eat lunch with all their winter gear on. Snow pants, snow boots, coats ect. Does the Park District staff or principles and teachers eat lunch in that kind of an uncomfortable environment? No! These poor kids are jammed packed in a already small lunch room and now have to eat (rushed by the way since you cut the lunch time this year) in a heated and packed environment. I have researched many surrounding schools outside of Dist 41 and they do not make the children eat in their outdoor gear. These kids need a productive and relaxed lunch break and all this does is rush and add stress these kids. In last years survey I suggested increasing the lunch hour to allow the kids to eat their lunch without being so rushed as well as have time to put/remove their outdoor gear but all you did was shortened the lunch hour by 5 minutes making this situation worse. THIS IS A SERIOUS ISSUE that needs to be addressed. Kids should not have to eat this way!
- 1. Implement full day kindergarten. 2. Do away with delivering homework monthly by email in a single package. It is the school's job to oversee academic work and keeping track of homework completion on at least a weekly basis would seem to make sense to me. Simply dumping management of a month's homework on parents is not the best approach.

3. Eliminate a large portion of teacher work days (i.e., non-holidays when the school is closed, whatever name is applied to them). Many parents work full time and managing children when school is not in session on non-holidays is a burden. Administrative requirements of teachers and staff should be met during non-school hours, not by eliminating students from normal class days.

-- Having been in D41 for the past 4+ years I am extremely disappointed with the District Leadership and feel that they are moving forward despite pausing, understanding and seeking out information to determine if another change is productive. The district board has no respect for an opinion that does not align with their thought process or approach. Also the level of communication that is sent tends to be largely reactive and not proactive and when major changes are being applied and will affect our youngest learners who often cannot articulate their full day it makes for frustrated parents. The way technology has also been placed is confusing - our 4th grader has had 4 different math applications/platforms that have been used since the first of the year; how can one truly assess what works and what doesn't work? Or the fact that our child has a gmail email account and can send inter-school mail to peers unbeknownst to parents is not appropriate and frankly in my opinion a decision that parents should be aware of at the very least before it rolls out to the kids. Frankly if it were not for the amazing and dedicated teachers we have had at BF I would move out of D41 and at this point do not recommend moving to GE if you are interested in the public school system, Wheaton or South GE have a much better approach that is unified and consistent.

-- The school board seems very dysfunctional. There seem to be members of the board that are there only to stir things up and disagree. These are not qualities that bring people together, nor do they benefit our students. It is embarrassing to me to think that we have adults in power that choose not to get along or have a productive meeting. My only suggestion of change is to implore the new board members to remember that their sole job is to keep our schools as great as they are now and think of how our schools will change and grow to meet the needs of an every changing world.

-- Multi age would go away and the a/b schedule would be dissolved as well. The children spend so much time traveling it is wasteful. Having a board that could put their egos in check and actively and genuinely listen to parents would be wonderful. There has been an effort to be better listeners on a board level, but the perception is it is all a PR move and what we say doesn't really make a difference. Sad...

-- Not a fan of multi age instruction. Wish we would be more age/developmentally appropriate in instruction.

-- Would like to see stronger Music program, more Science experiments for lower elementary grades and more information available for parents of gifted/advanced students.

-- Merge with the other Elementary School District in Glen Ellyn to pool resources/admin to provide a more efficient use of money and personnel

-- I wish the District would stop changing the curriculum every year. Pick something and keep it in place. Let the teachers learn it and try it out before you change it on them.

-- The school day and the schedule. I absolutely do believe elementary students should start

earlier and have no issue with the amount of time they are in school as long as it is filled with good learning. I just do not agree with the current allocations of time for different classroom content

-- Let our teachers teach. Don't bog them down with constant testing, report cards that are way too long and detailed, and academic goals that may be too unrealistic for some children. Let them teach our children. Let them teach them to think, teach them to problem-solve, teach them to use their creativity. Let them teach them to appreciate a good book or a beautiful piece of art or music. For our youngest children, let them continue to learn through thoughtful and creative play to acquire valuable math and science skills, instead of sitting in the hallway testing whether they can count to 100.

-- The teachers who are just floating by with the minimum of care.

-- I think smaller schools are better for children, but opening more schools is not likely to happen.

-- I wish that the District listened more to its teachers, did not micro-manage what they are doing in their classrooms, and wasn't so focused on initiatives or concepts that are trendy. Many of these initiatives may sound good, but are impractical or difficult to implement and have not proven to be any more effective at teaching our students than previous methods. As a result, other changes have been made (like longer school day, shorter lunch periods) because the logistics of certain initiatives were not worked out before adoption. I also wish the District thought more long-range when spending money, especially on facilities.

-- The longer school day for K through 5th grade as well as the lack of recess/PE time considering all studies show children learn better when give more opportunity to "take a break". Also, a longer school day with the same amount of lunch, recesses, etc doesn't support how children this age learn and become successful.

-- I would love smaller class sizes. I also think our district needs to stop with all of the changes. We don't need to loop, multiage and do teacher specialization all at once. Slow down! Our kids are getting stressed out at age 7 and that's simply not okay.

-- Make the curriculum more rigorous for the kids who can handle it. We need to better prepare our kids for Glenbard West. Hadley, in particular, needs to up its game.

-- We think you're doing a great job.

-- academic standards and programs for advanced learners. creative ways to teach so that their joy of learning will grow. it's a little sad when a second grader is already living for the weekend and does not appreciate the school "work". Their attitudes could be better sculpted.

-- Model the learning environment in Hinsdale and Naperville

-- Communications with parents in the field. Connecting us to what you are doing in the classroom and helping us be a part of your teaching environment is simply not something I would call a D41 strength. A lot of information, but no context. I do not feel empowered nor capable of supporting your efforts to educate my child - as I truthfully do not understand what you are trying to achieve in the classroom nor any clarity on your method for

accountability for him or his educators.

-- I would eliminate looping. If a child is not a good match for a particular teacher or if they get placed in classes where the teacher or teachers are not strong, a child has the potential of missing out on 2 full years of solid academic instruction. This was the case with one of my children and I continue to see results of what this has done.

-- Already stated

-- Our teachers, the administrators and the intellectual environments are top notch, but our facilities are a problem. No reasonable person who has spent time in other similar suburban communities could deny it. We must continue our effort to get rid of portables at Hadley and improve space at our elementary schools. Having the best schools in curriculum opportunities, staffing and physical plants, enhances each child's opportunity for great achievement while also protecting most D41 families' largest single investment, the value of their home. I applaud the District for its progressive approach to combining grades, looping and PBL. Don't go back. Too many people want to go back because this form of education is foreign to them, i.e. "that's not the way it was when I went to school." If that's one's reason for change, it's the wrong reason.

-- Teachers (or spouses of teachers) should not be allowed to be on the school board.

-- Full day kindergarten

-- bring back letter grades!!! Stop trying to dumb down the kids in terms of achievements. They all know who is smart and who is not- hiding grades does not change that. Sometimes the district bends over backwards to accommodate students with different needs- at the expense of those students who do not require special needs.

-- Integrating the kids who are not native English speakers with the "rest" of the school. Sometimes it feels like two different schools.

-- 1. More articulation of expectations between schools, including high school. In particular with assessment practices. 2. More opportunities for students to be part of school athletics. I know that space is limited, but look for a few more opportunities for students to play for their school. It is easier to play at the high school level. 3. I would change your focus of Social Studies instruction in elementary levels. Teaching it through literacy, is limiting. Students do not know the story. The first time they really have any sense of the story is junior high. That is sad.

-- Too many changes that are not proven to be effective.

-- Churchill does great with supplemental and support programs but leaves behind above average but not gifted students. Every time a teacher gave my kids an opportunity, they rose to the challenge. Got tired of hearing that they are "fine," when they are actually craving more. The District 41 schools do not prepare kids for junior high or high school. Give grades, challenge the kids and stop telling me test scores don't matter and then placing them according to the scores.

-- pensions

- Stop multiage & looping.
- I wish there was a plan for full day kindergarten.
- I would like the district to promote Churchill and all of the great things we are accomplishing. The other schools seem to get all of the pictures and write ups in the papers.
- Teacher specialization, but do not combine grade level. What a mess it has been. I truly regret not pulling my child out of our grade school for the past 2 year. Up until 2-3 years ago, I loved our grade school, not it just seems so disorganized (thanks to common core and PARCC - not the fault of the teachers) that I feel like I've let me child down. Also feel bad for the teachers having to operate in this ambiguous state of education.
- More classrooms but no portables.
- I do NOT like the fact that my 4th grader has to eat lunch with her coat on. I am also not happy with the amount of time given for lunch. When the school day was extended, I had hoped this would allow more time for lunch, but it did not. I found that extremely disappointing.
- Stop favoring Ben Franklin. Why wouldn't you put the pilot program with the Chromebooks at a school that could use a little more help, like Churchill?
- Better resolve with members/staff and parents. The district teaches our kids certain methods and yet members of district 41 cannot emulate that to parents. Why does staff/members of district 41 say one thing and do things completely different. Why??????? If members/staff know my neighborhood better than I do, why then do the not see the danger of sidewalks/paths not shoveled or plowed when they are shown evidence and they turn around and say that there is no danger? Are you kidding me? What does a child have to be hospitalized or a lay suit have to happen for that staff/members of district 41 to see and understand.
- Nothing
- More personalized instruction and feedback. My child is slightly better then average student (based on standardized testing) and I rarely receive any feedback.
- The shenanigans that go on with the D41 board. It is truly embarrassing and is a turn off to prospective home buyers. The fact that we have so much disagreement amongst board members is insane. We are a small school district and energies should be focused on the positive and improving the good aspects vs. being negative and combatative all the time. It is exhausting to try and parse out the important items they review vs. the ridiculous views of the newer board members.
- Schools need more space, especially for full day kindergarten. Forest Glen uses too much space for ELL, Early childhood, etc. There are still portables at Hadley. District needs to be proactive and stop reacting to space issues too late.
- D41 web site

- Better preparation for Glenbard high schools, so that the workload is not a shock.
- Having kids with special behaviors in a separate group to help manage their social problems
- I really wish there was more integration between kids in the dual language program and those that aren't. I'm not sure exactly how it works, but I believe there are only 2 non dual language classrooms in 1st grade. I'm sure they are all nice kids, but will they only have classes with this small group of kids for all 5 years?! The school seems so segregated between dual language and not dual language. I understand that it is an "immersion" program, but hope that at least for some portion of their day and for classes not in Spanish, there could be more mixing / co-mingling of the two groups.
- Multiage. I agree with Teacher specialization in grades 2-5, but not multiage. Also, the number of PBL's seems less this year and a better fit in the classrooms. Last year there were too many PBLs and some seemed like a waste of classroom time (especially School Spirit at Hadley)
- Classrooms are too small/crowded/cluttered. This negatively impacts the learning environment, especially for those students who are easily distracted/over-stimulated. Events to which parents are invited to attend [and which are REALLY important to our little students] are uncomfortable, over-crowded and not accommodating. Additionally, and this is obviously a minor issue, but I do not like the practice of students dressing in their outdoor/recess clothing before lunchtime. Lunchtime is challenging enough without having to be overly warm AND trying to keep track of one's gloves/scarves/hats/lunchbox, etc.
- Keep working to challenge students.
- More consistency and continuity in the curriculum and the approach. Smaller class sizes. Back to basics in many areas...writing cursive, learning how to "type", book reports, etc.
- Reduce the budget, lower taxes. Remove specialization and Multiage Education. Reduce testing; reduce homework
- Superintendent Paul Gordon does not inspire confidence among parents. Frankly, he comes off as goofy and unprofessional in the few instances where I have seen him speak to an audience. I am incredibly frustrated by how quickly the district makes curriculum changes and how poorly those decisions are communicated. They are often hidden in long district emails. If there were not so many parents who essentially make it their job to know what changes are being considered at school and then communicate that information to other parents, I would feel in the dark much of the time.
- more funding for gifted/accelerated students. should not have a ceiling for their learning.
- Go back to a traditional curriculum that teaches foundation subjects -- traditional math, reading, spelling, grammar, writing. Abandon multi age. Lessen the PBL approach.
- More diversity learning. Black History Month etc Too much emphasis on Common Core in elementary school, not enough time for lunch & recess

-- More gifted programs

-- 1) Hadley could do with a lot more non-traditional school, where discussions of TED Talks are part of the curriculum, for instance. Our kids are being exposed to so much via the internet and TV, and I really feel adhering strictly to our curriculum does not serve them well. There has to be room for more discussion and debate if our kids are to thrive as curious learners, thinkers and do-ers. The PBL is certainly a move in this direction. 2) I wish community service were part of the curriculum. We need compassionate, concerned students who are aware of the realities in their very own community, and are moved to action. Our kids are being raised in bubbles. 3) In the elementary schools, we used to have assembly and speakers, as well as theatrical presentations in social studies (enactments of historical figures). We don't have that at Hadley, to my knowledge, in the school day and it is short-changing the kids. The more intelligent, inspiring programming, they are exposed to, the wider their horizons will be, the more well-rounded they will emerge. 4) Our approach could do well to have a more multicultural approach in literacy - and that goes beyond discussing the one writer of Hispanic origin. In fact, an in-depth understanding of different cultures and their writers, inventors, etc - would be very beneficial. We are severely lacking when it comes to making sure that all kids find their stories reflected in the overall environment.

-- The Board needs to start making decisions that actually improve our schools rather than throwing them into chaos every year. Too much change too quickly has really negatively impacted both my children's learning. While they have done a little better than average grade wise at school, I feel they have been cheated out of what could have been an excellent elementary school experience if teachers could have had more control of their own curriculum and classroom experience.

-- I would like more time with teachers during parent/teacher conferences. The time seems so rushed with only 10 minutes to talk with the teacher about my child's progress.

-- Take a strong look at some of the teachers who are older and no longer effective...those who really must retire! Take a strong look at, as well as, listen to parent complaints of the teachers who are impatient, frustrated and unable to handle special ed students; at all levels! Teachers should be compassionate and patient with "differential learners"! I have such a child! And, thus far, my child has had 3 teachers([REDACTED] who repeatedly yell, embarrass and humiliate my child in front of peers. It not only affects a child's confidence and self esteem; but, brings negative attention to the child so that peers stare and dislike the child! Not acceptable! Also, take a strong look at the principal at Ben Franklin! He is ineffective and without a doubt the worst principal we've ever had at any school my child has attended!

-- Smaller class sizes. Better coordination between Hadley and elementary school events. Ex: occasionally events overlap and we have to choose one over the other, since we have 3 children in 2 schools.

-- Common Core - Stop relying on federal funding and bring decision-making and fair/accurate curriculum back to the classrooms.

-- I would have more outreach to working parents. This may be more of a PTA concern, but

I feel there aren't many opportunities for working parents to help out or be involved because our schedules may interfere with the volunteer hours.

-- D41, specifically Hadley, needs to do a better job of coordinating with Glenbard West as most of the kids end up transitioning into that school. There needs to be a better bridge academically to ensure our kids are well prepared.

-- We continue to be challenged with space needs. Classrooms are too full and facilities are too dated.

-- More recess time and allowing our kids to have a dry, simple snack in the afternoon, especially with the longer day!

-- I would like to see a reduction in: SIP days, "theme" days, "fun" days/events, and substitute teachers for non-sick related absences - this practice is ridiculous; meetings should be limited and handled on SIP/institute days. I would also like to see the number of days of school extended. Please get rid of "thanksgiving break."

-- ESL kids are mainstreamed today after a certain age. More than half of my child's class does not speak, write, or understand English. How can this be? Why are they all grouped together? To top it off half of the class is a different grade level. This leaves a very small amount of kids who are peers that they can communicate with.

-- halloween party

-- the weather

-- It is frustrating to have space constraints while there are students being bussed in from Lombard into Ben Franklin. While I appreciate the diversity this adds to our classroom, it seems like if the students are already bussing, bussing them to the district south of Roosevelt is the best use of Glen Ellyn's limited academic resources. They have been clear they have no space constraints on that side of town so not sure why as a town Glen Ellyn wouldn't be forced to optimize the use of space. We are all taxpayers to the same town.

-- Offer full-day kindergarten.

-- We should be focusing on the basics -- reading, writing, math -- and making sure that our children have sufficient time in the day to master them by the end of third grade. Stop trying to re-invent the wheel every year. So much money has been spent on PBL and FLES, yet we still have students who can't read or compute at grade level. All other learning depends on mastering these basics.

-- again, stand up against the multitudes of standardized testing

-- The way school board members are elected.

-- I wish the nurse would assist the children better and administer medication as needed in case of extreme condition such as high fever etc. What happens if parents are unable to pick up the child soon enough?

-- Hadley needs to go to a letter-grade system. It is an extreme disadvantage for higher performers to discern if they are truly hitting high marks and leaves that judgement to speculation. I think it is a disservice to the students for their own monitoring, self-awareness and future expectations.

-- There has been so many new concepts introduced and so much change so quickly (i.e., looping, PBL, multiage instruction, etc) with little communication to parents about the rationale, support, and long term goals and effectiveness of these concepts. These things should be better communicated to parents. Also, full day kindergarten should be implemented not necessarily to include additional curriculum, but to allow young children to learn at a better pace while enjoying things such as recess.

-- Maybe less to do with the district and more society in general, everyone is overly protective and reactive to relatively minor situations. I don't really expect anything to change on this point.

-- Less expectations on electronics at home

-- Add full-day kindergarten

-- Wish there was more of an emphasis on spacing needs for the future.

-- Facilities are improving but overall much capital improvement is needed. However, our property taxes are already too high. I'd like to see the village have more skin in the game, and the district be able to work more collaborately with other civic agencies to address funding/capital improvements.

-- Better special education for the special education children . More training and more services offered to be able to meet the child's needs. availability to be able to change classes if one is not meeting the child's needs. the school does not have those options.

-- I would like to see all day kindergarten AT LEAST offered as an option.

-- A lot of staff and money is spent on children at the lower end academically, and they offer one instructor for advanced kids and therefore numbers are limited. I strongly feel that kids "in the middle" academically get lost and in a sense "dummied down" when it comes to learning and curriculum. I have a child scoring in the 60% range and have been told every single year that her scores are not low enough for extra help or intervention!!! It is crazy to me that I have to spend \$ on Huntington for extra help given the high taxes I'm already paying for Glen Ellyn schools.

-- I would like to see the Dual Language program carried through to all of the elementary schools. I think our students would benefit more from Dual Language programs than from All-Day Kindergarten.

-- Although I know it is not the Lunch ladies responsibility to parent particular students who bully others, I expect them to be more assertive with kids that misbehave and bully at lunch time. May there needs to be lunch time monitors or staff in there during lunch time.

-- Teacher Specialization. I've seen my children fall through the cracks a bit on the social/emotional aspects. They don't have one adult who is there "person" that can be nurturing their learning all day. We are thrusting an independence on the children too early. Teacher specialization has left our teachers stretched. I'm sensing that my kids education is becoming more transactional and less holistic. For instance, my children's teachers can't tell me much about my child's character or social/interpersonal development because they don't spend enough time with them to understand. I don't think my children feel confident and know who to go to if they have a problem. I think they feel a little bit lost and as if they are shuffled from one adult to the next who just has to get things done and not really think about the kid in front of them beyond what their specialty is. This isn't the fault of the teachers; I think they are doing the best they can with the schedule and tasks given them. My children both have needs beyond a "normal" child and to get a pulse on how they are doing overall is rather difficult. No one person really knows the answer. I think specialization is great for the deeper dives into literacy and math provided. But what we gain in that respect, we lose in having a more integrated, holistic and community experience for our children in school. Perhaps specialization in 4th and 5th grade still makes sense; as an ease into the independence of junior high. But I think 2nd and 3rd grade is too early. My daughter is floundering with anxiety, social situations and a feeling of hopelessness in that she doesn't really have a center point during her day that is steady.

-- Can we please allow for a better transition to High School and use grades at Hadley? Can someone please explain the benefit of aligning Hadley to elementary grading vs grading that counts when they apply from college. We are demotivating kids that want to work hard and kids that need to learn the value of hard work.

-- We have old facilities. Most neighboring towns have newer schools, and facilities. I do realize we need more businesses in Glen Ellyn to have a great tax base to help support schools, but again it is frustrating to not have the facilities that neighboring districts have. I also would like to see more Glen Ellyn residents in Churchill. In my sons class more than half do not live in Glen Ellyn, and I also find that frustrating.

-- I think the Kindergarten program is too rigid for 5-6 year olds. I believe continuing to keep the 1/2 day program but with more break out "specials" or free time creative play is best for this age group. There is too much expectation for kids these ages. Our main goal at this age should be getting them used to school in a structured environment but keeping in mind we are preparing them to believe school is fun!

-- Would like Ben Franklin to be K-6th grade. Kids seem too young to begin middle school in 6th grade.

-- The school gym needs renovation

-- see previous notes

-- Get rid of tenure! Lots of ineffective teachers that are kept on staff because they have tenure. Last year my child had a teacher at [REDACTED] who wasn't qualified to teach the subject. She had to be placed because she had tenure. [REDACTED] He

sent a specialist into the class and try and help out but his hands were tied we've experienced many poor teachers over the years - it's a disservice to our children.

-- The length of the day. Go back to a shorter day as mentioned in the previous question. It is too long for kids. Neighboring districts do not go as long - Wheaton starts at 9:10. With how much work the kids do, and how many different classes they take, they are getting wiped out and worn down, and they're only 6. Go back to 9-3:30

-- More bi-lingual classes starting in first grade.

-- less testing. less homework. stress in children is not good. let's be real here. and more physical activity for kids. In Finland they get recess every hour--I'm sure teachers would agree that would benefit.

-- I think more work outside of school would be great. Especially in the winter time when outside events are limited. Would beneficially occupy the kids time.

-- Offer full day kindergarten

-- Would pay more. It is deserved and you have to pay to keep up excellence.

-- With unlimited funds, I would build a new junior high building at the Churchill site and the park next to Churchill. Build an elementary building on the Hadley site. With current funds, I would institute classroom sharing at Hadley for students to use every classroom every hour to reduce portable usage.

-- I would like to see greater emphasis on writing as well as a data based assessment of how our students are doing. The PARCC may be leading that way, but its value is yet to be determined. I do not like the way our 4/5th graders lug their belongings around with them all day. My daughter's backpack is very heavy as she has no place to keep her stuff; she carries everything with her to and from school. The addition to Franklin is a great space, but it does not work well with 4/5th graders moving through the school. If this is the formula for the students day, they should have a place to keep their belongings that is centralized to the spaces that they learn in. I realize the school is not set up that way, but that should have been addressed when building the space. I do not understand why space was added without considering how it would accommodate multi-age classes and specialization for the fourth and fifth grades given that the district believes strongly in these concepts.

-- Nothing. I think it is the best schools around. Everyone works together to help students. My children enjoy going to school and never want to stay home.

-- No comment. District should provide assistant teachers in classrooms. I believe one teacher is not enough to meet children's needs in learning, specially when they are put through such a high expectations. One Teacher, can do so much for all children and are over pressured to produce good scores with no additional help.

-- I really wish each school had their own EC room that served their neighborhood. And of course, full day kindergarten should have been implemented by now.

-- All children should have the right to be fed lunch by the school. If a child needs a

hotlunch tomorrow and has food allergies, the school cannot feed them. This must be scheduled 7 days in advance. This is wrong. A refrigerator and microwave should be provided for these kids so emergency food can be left.

-- Facilities are crowded, and it's been a problem for way too long. I know it's not going to happen, but we should merge with district 89. Too many redundancies in administration for a town the size of Glen Ellyn.

-- Don't integrate grades.

-- More space

-- no more portables

-- The students do not have adequate space to store their belongings. It seems counterproductive for kids to have to haul things back and forth to school everyday because there is no place to store them at school.

-- Language, get rid of below - par teachers. Need to reach for excellence at every turn - from answering the phones, lunch supervision, to classroom teaching. The problem teachers make it difficult for the amazing teachers. The district is greatly impacted in its ratings because of these teachers. If a teacher is average or below it is not sufficient for our kids. These kids deserve the very best, and our tax dollars should only hire the very best teachers.

-- I'm not convinced that multiage classrooms are the best environment for maximizing learning in all students. Standards based grading is NOT beneficial for preparing students for high school, college, or beyond. It is not a helpful tool for informing parents/students of current school performance. This is doing a huge disservice for our student population!

-- Less sniping at Administrative Leadership by the not-so-silent minority in the community. Being a school District employee [REDACTED] for over a decade, I can honestly say that our leadership is doing a great job in a community that presents unique challenges. More cohesive BOE that respectfully collaborates in the name of student needs rather than personal agenda or uninformed taxpayer input on how to manage school finances.

-- Grading system, particularly at the Junior High level. It needs to be better aligned with the traditional A, B, C (90, 80, 70) scale that will be used to evaluate them at West and beyond.

-- The change in programming in the structured classroom away from ABA is criminal. Scientifically proven strategies should not be discarded so the district can do the minimum. These children can be saved. Mine was.

-- Inconsistency in teaching. Also instruction in kindergarten is focused on the basics. If a child is advanced they are not really helping keep them on that path.

-- Better communication with West so kids are prepared for the transition to high school. They enter West without a solid writing foundation. They have not read some of the classic novels that St. Peter does with their kids.

- Lincoln needs a new principal. Having spent time at the other schools and seeing how they are run and the communication the staff has with teachers and parents, it really highlights Linda's shortcomings. She is very nice but not a leader.
- Fix how resources for special education students are implemented. Students should be grouped based on their need in the Hadley Resource class. They can't all be put together and be expected to benefit from the Resource time. It's a waste the way it's implemented right now.
- For our district to consider all aspects of change to the curriculum, classroom formatting more thoroughly prior to adopting an idea. Our district has had major changes take place within the last several years, some good & some not so good (Words their Way, Everyday Mathematics, Common Core Standards, PARC testing, Looping, Multiage Instruction, Teacher Specialization). There is a huge adjustment that comes with every change; along with anxiety, greater investment of time and money, reeducation for teachers, parents and students! Let's make SMART decisions: Specific: what is to be accomplished, who will benefit Measurable: establish concrete ways to measure progress Attainable: establish goals and how to achieve them Realistic: are you willing and able to put forth the time and effort for it to be effective Timely: can your objective/goal be obtained in the allotted time Also, on the note of Special Education. Hire a sufficient number of teachers/staff/trained professionals that are educated in the areas of each school's need. In the past, we experienced great frustrations, even with an IEP, of untrained/uneducated persons serving in a Special Education role. This did not benefit or provide for our student what was needed. We had to seek outside help/tutoring for our child from a trained professional to help our child maintain at grade level.
- Putting as much focus on pushing the top performers as bringing the bottom performers up. Need equal balance and don't want to ignore either.
- Not much, this is my first year with my kids in the district. I don't have much to change. I guess time will tell if I do.
- We need full day kindergarten. I also was disappointed by the lack of information for incoming families starting K. I didn't know what was going on. I didn't know what was expected of me. There was a big hole in the communication for incoming families. Felt lost.
- I would prefer no more looping.. I think it is both good for the students and teachers to mix it up each year... I would do more grouping of like learners in the existing classrooms (no mixing of ages).... ability to offer full day kindergarten as clearly most communities offer this and soon this will be a draw back for people possibly entering D41
- Why do we have to be a "show-off" district? Having people come to our schools to see what we are doing should not be a priority. I don't understand why we have to be so different in comparison to District 200 which is thriving. Also, the amount of days that my children have substitute teachers is ridiculous! I realize there is training that teachers may need to attend but I think is a great disservice to take them out of the classroom to do so.
- There needs to be more resources for Special Education.

-- As much as I believe every child should be given the opportunity for a well rounded education, a safe place to learn, and a non-prejudice environment, I feel sometimes the district actions to accommodating every individual, often causes more discrimination than not.

-- Spread the wealth among D41 employees. I feel that there is a top down salary affect. Many specialists, Assistant Superintendents, are receiving too high salaries where some teachers and support staff are not. Fair support/treatment for union workers by non-union employees, [REDACTED]

-- Lower property taxes with the same amount of services provided would be nice.

-- Common Core is a disaster and should be eliminated immediately. Multiage teaching is not a good idea and should be eliminated. Homework should be required in all classes on a daily basis - even if just a few minutes of homework. Independent reading and math skills are not helpful. Lunchtime needs to be expanded - the kids do not have enough time to eat.

-- I think we have been jumping through "the next best thing" hoop and missing what we know really impacts student learning. Any teacher will tell you that smaller classroom size makes the biggest impact on students. We wouldn't need to create crazy "a" "b" schedules, teacher specialization, and all the other changes our kids have experienced over the last 4 years. I also disagree with shortening our kids lunch recess time by 5 min. I was under the assumption when our school day was increased that our children would have longer for lunch/recess, not shorter. I also don't think spending money on PBL's, STEAM Labs (not frequently utilized space), and making new classrooms without the forethought of what we will need in addition to just replacing the portables was a huge oversight. I want my kids to enjoy learning, have fun, feel comfortable, safe, and confident, and excel in areas where they are competent and gain competency in areas where they are weak. I feel asking our teachers to only teach our kids for a couple of hours a day, have more than 20 kids in a classroom, and sometimes specialize in more than one area, is setting up our school and our children to flounder instead of soar. My 2nd grader is doing things my 4th grader was never given the opportunity to do. I also think the district should have evaluated the changes they have been making earlier on in the process, instead of trying to band-aid areas where they feel they made a mistake. It is important to recognize when things aren't going well, get honest feedback, apologize where we have failed, and use our failures to improve; not sweep things under the carpet and make continual changes hoping for a more successful outcome.

-- I would expand the kindergarten program to full-day. We are way behind other districts in implementing this and we should be leading by example instead.

-- I wish the District would not implement things when most of the community is against it just so individuals can receive a bonus.

-- LUNCH ROOM!

-- Add more foreign language opportunities at a young age. Strive to market and expand the dual language program

-- Full day Kindergarten. Not sure why they built new classrooms and didn't provide enough

space for Kindergarten classrooms.

-- Board starts listening to what the parents want. We pay outrageous taxes and we should have the best programs!

-- I would like people to complain less. We live in a wonderful supportive community, and sometimes we create more problems than we really have.

-- Better special needs accommodations.

-- Benchmark other school districts that are highly rated for meeting the needs of ALL students. Salaries are too high when resources should be allocated to student development. Offer summer school for both academics and explores/sports. Prior to rolling out new initiatives, document plan with using teacher input

-- Nothing you are doing the best

-- None

-- I watched parts of a board meeting on-line and was disgusted by the bickering and disrespect several of the board members showed for each other. It does not inspire confidence in the ability of the board to make good decisions.

-- The SCIENCE program at Hadley needs to be updated so that it aligns with high school biology. The students are NOT prepared when they get to West esp for Honors and AP BIO.

-- The Board of Education and Administration have to start listening to the members of this community when it comes to what's best for our kids. They also have to admit that they've made mistakes and change them!

-- Communication at Hadley.

-- Focus on the basics in grade school. Too many teachers teach above the kids' understanding.

-- There needs to be Full-Time Kindergarten.

-- There needs to be MAJOR reform of our special education services. Each professional is stretched too thin to cover it all. There needs to be more staff at every location, better access to progress and results for those students receiving services.

-- Less fear of "falling behind" academically and more emphasis on letting kids be kids (plenty of time to move around, encourage time off from academics - like no big packets sent home over the breaks). I really feel like kids learn best when they have plenty of time to be kids.

-- Spanish immersion to be offered at more schools than just Churchill. Forest Glen playground could be improved and updated.

-- teach cursive- just realized son can't read it and he is in 6th grade: lack of writing- hits

them in high school missing some basics/to much pbl lack of home work in grade school 2-3 problems a night don't cut it listen to the teachers

-- I think you should promote the use of @CHTwolves. Twitter can really connect parents and teachers and help everyone share resources; it also helps build a proud community. I would like to see more differentiation in the classroom, especially at the higher level. Children should not drill skills that they have clearly mastered.

-- The BOE really needs to get their act together. Arguing in BOE meetings is not appropriate and looks bad on our district and town. I know we have new BOE members there, and that seems to be the issue and problem with the Board. Whatever happened to Robert's Rules of Order? I think it needs to be implemented. Having BOE members on the GE Forum is a bad idea--the site is toxic--why go on there to whip up the crazies in town?

-- Fore sight on the building projects. There was a time prior to everything being done that plans could have allowed to build a second story on the new building plans to allow for All Day Kindergarten room. Churchill was overlooked in their need for more classrooms and money was not used well with this planning and implementation. Sadly, Glen Ellyn who has a huge tax rate issue for schools should have had a board that implemented a better plan for community growth and needs. I hope that projects are not always a "GO" when there needs to be a better assessment of how to to the project with the future in mind and slow down when there is parent and community concerns. Learn from the past. Thank you.

-- Greater inclusion of new parents to the district. I think intentions are good, but there was no prescriptive way to get us up to speed when we relocated here. A prescribed "onboarding" road map would have helped us feel more included in the District and the community.

-- The heavy emphasis on "No Child Left Behind" has left behind the children that fall at the other end of the spectrum. Our gifted and advanced academics program, except for Math, is poor at best and does not provide sufficient opportunities for the kids seeking additional challenges to obtain these opportunities. Substantial effort needs to be made to more fully engage these kids and provide the opportunities for enrichment they crave versus forcing them to comply with the general assignments that, frequently, bore them and, subsequently, cause behavioral issues.

-- Concentrate on academics, not building new facilities.

-- I wish that there could be police presence at pick-up and drop-off, as there are many parents that cheat and drive illegally at this time.

-- At times, the level of intensity amongst parents - your child can still be successful if he/she is not in advanced math or reading at a 5th grade level in kindergarten. Also, and I made the same comment last year - I am so tired of the overall district/community perception of Churchill. Comments made are ignorant and untrue. Churchill is a wonderful school and I hope someday the perception changes.

-- 1.) Having parents get more involved with the district in fun activities. I think most parents like the idea of doing fun stuff with their kids. 2.) Attendance /Tardiness is backwards compare to other schools. Most schools that I know (from close friends/family)

have a 5-10 minute free pass. Meaning, if the time starts at 12:30, anybody who comes in between 12:31-12:35 are not considered late. During winter time or bad weather, they are extended until 12:39 pm. When they said they do it 5 minutes before the 12:30, I laughed because of course, all school does the same thing. I find it unfair that a student will be considered late when she's only 1-2 minute late.)especially if the staffs sees the students trying to run to the door. Also, I observed on time: My child arrived at 12:30 pm (no staff was outside). She rang the doorbell (i watched, they opened it at 12:32 pm) then I assume they did the whole tardy pass thing (when I asked my daughter later what happened, she told me she didn't make it to class until 12:39 pm). I find that unacceptable. It was so much time wasted. However, it is acceptable for parents to wait 10 minutes or more during dismissal time to pick up their kids due to the the pick-up arrangements/traffic.

-- Currently nothing.

-- The communication at Hadley needs to improve. They do not do a good job of keeping you informed. Especially with the transition to GBW.

-- Less focus on Common Core and technology. More focus on creativity and play.

-- Seems that not all teachers are on board with the common core, and they teach whatever they want to teach. Everyone must be on board. The MAP - it's nice to see growth, but what does it really measure? Basic skills? Is the content really created for the common core, or is it old items re-aligned to the common core? If the later, it's not really authentic Common Core content, and therefore not really measuring what we need our kids to know and be able to do.

-- The school day is too jam packed. Our child does not feel like she has an opportunity to talk to her teachers. Not enough time for lunch; she often does not have time to finish it. She will not drink anything in the morning prior to school out of fear of having to use the restroom. The schedule is too intense when basic bodily needs cannot be taken care of. This intensity is destroying the innate love of learning that children naturally have. Teachers need more freedom to teach in the way that they think is most effective for their students. Being forced to follow Common Core is a waste of talent and potential. The district's policy on lice needs to be changed. It is an epidemic in schools and NO precautions are being taken to prevent it. Contrary to the district's stance, it does cause harm to children. In an age when people are so careful to avoid chemicals and pesticides in food, do you really think it is safe to soak pesticides directly on children's heads? The cost and intense stress it puts on families could easily be prevented if the schools would treat it like any other contagious disease.

-- It would be nice if there were a way to cull out the "dud" educators that have reached tenure. One of our children had a wasted school year due to a teacher who was unable to bring his/her classroom under control. Also, I am dismayed by the infighting on the school board. While the two newest members may have the best intentions, they appear unwilling to compromise which thwarts any impact they might be able to make.

-- Employee a full-time registered nurse [REDACTED] at each of the schools along with having a certified school nurse at each school. All parent volunteers, staff, including the substitute pool should have to sign confidentiality agreements.

- Needs a full day kindergarten option.
- Reduce spend that goes into pensions each year. We struggle with saving for our own retirement let alone anyone else's.
- Getting rid of the portables at Hadley and renovating the "Pods".
- Less PBLs especially in elementary. TOO much emphasis on this. Some of the basic information in sciences were being missed due to PBL focus! Kids learn by repetition as well as personal application. Repetition is being missed! Allow the kids to participate in choosing from several PBLs that have value to them. This will give them motivation and a buy into learning. Allow them to use the class to narrow and identify the problems for the PBL. What a great opportunity to learn negotiation and communication skills as well. Last year the focus on plants for flooding was Ridiculous for a science PBL. What about the basics of anatomy and body systems and health issues. Also PBLs in gym and music are not needed. Kids need to have some time to just move, not sit and brainstorm when they sit all day long.
- I would like to see us stick with curriculum choices long enough to get some data. In the years we've been at Lincoln there have been so many changes that it's hard to keep track and know what worked or didn't. I know the district is looking into Full Day Kindergarten. While we are past this with our kids, I think it's a good thing. I do feel that more information needs to be shared with families - ie is there any added cost for a full day program from a parent's perspective?
- Certain schools are favored in our community with more resources flowing their way. The fact that Churchill had to fight so hard to get rid of the portables, while other schools have "reading gardens" demonstrates to me the inequality in our district.
- Consistency between schools and teachers as far as expectations on students. Homework loads differ by schools and even teachers. Interesting some kids have over an hour of homework each night, while others have nights off with the exception of reading. With the added 1/2 hour of school, seems like more homework is a lot on some kids. If they are expected to be focused all day at school and for over an hour at home allows less time for what kids really need - socialization and play.
- I would go back to a traditional one student, one teacher model in the primary grades. I would support these teachers to the fullest by providing them with resources they want and not resources the administration is forcing down their throats. I would get rid of the PBL, Math and Literacy coaches. A good teacher knows how to teach, [REDACTED]
[REDACTED] Get rid of the worst teachers. Replace the superintendent. He is incompetent. He spends too much money on new initiatives, but then never looks at the outcomes of these initiatives. He is disrespectful to board members that ask him questions. He has held back access to information from elected officials. He spends whatever is in the budget and never thinks of taxpayers. He does not communicate changes to the schedule effectively and in time for parents to know what these changes mean for them. The principal at our school. She has lied about results. She bullies teachers and does not offer the ability for a free flow of ideas to occur at her school. She does not always do what is in the best interest of the students. She does not honestly evaluate struggling

teachers at her school since they are usually the ones that support the administrative changes that have caused my child's map scores to fall from 90% to less than 45% and be really low on the 4th grade math PARCC test. I would promote and applaud teachers who have had success in raising my daughters test scores on the MAP. [REDACTED]

[REDACTED] These individuals are excellent teachers who deserve to be applauded. They are also the ones who have not been free to voice their opinions about all of the changes for fear of reprisals. They are the teachers that the parents hope their students get. They are natural teachers that work hard at their craft. I would change the administrators attitude toward these teachers from one where the admin thinks they are being difficult, to one where the admin applauds and shows them the respect they are due. I would reduce taxes on people in the district. It is becoming unaffordable.

-- The top-down approach built up over the years from administrations that appear to have the best interest of the children and community at heart, but sadly don't have a clue on some of the basic child psychology.

-- The willingness to listen and take into consideration other people's points of view, admit mistakes or failures and work collectively to make the changes needed to meet the broad needs of the children. Overall the district needs to stop implementing change after change each year - it is too much and there is no consistency and the kids are starting to feel it. How will 4/5 multi-age in literacy be handled in the 2016/2017 school year when the incoming 4th graders have 30 minutes of spanish during literacy each day but the 5th graders are receiving it once per week. It is already difficult to understand how the teachers teach differently to the 4th graders versus the 5th graders on top of having them two years in a row and now there will be more for the teachers to navigate. The like learner piece is also puzzling, time and again I have always understood and seen literature to support a broad range of learners and aptitudes in a group is more productive because they challenge and support each other through their learner styles and approaches. Like learners have limited exposure to reaching and stretching along side their peers and in my opinion can become complacent. In the last 3 years the district has implemented multi-age, specialization, looping, A/B schedule, shorter lunch, spanish to a varying degree and not one area is consistent across all the buildings and each of the 3 years has looked different compared to the year before - it has to stop!

-- Stop adding programs because they look good on the administrators resumes and start focusing on what is really best for the kids- one change at a time, carefully implemented and measured for effectiveness.

-- I am not able to rate those fairly in #1. There was no "don't know" option to pick.

-- Where do I start? I'd return to a traditional environment and only hire the best of the best teachers. Teachers who can integrate and differentiate within a traditional classroom and not make their life easier by specializing. Teachers who can think for themselves and won't fail our kids. Teachers who know kids are more than test scores. If multiage is so great... Why aren't you doing it at Hadley? I hate to say it but I'd replace almost every elementary principal. If they care about our kids they don't show it. Teachers are burned out. Our kids are burned out. Yet all we hear from principals is that everything is awesome. I'd like our principals to think for themselves without being the CSO's puppets. But... This all starts with the BOE and Dr. Gordon. This district needs to get its act together. Bottom line is our

kids are suffering through every new initiative, idea and failure. These change every single year. When is it going to end? When can we get back to the business of teaching our kids using research based methods that have been PROVEN to work?

-- The Board and the Administration are completely top down and based on the Humanex survey, there is clearly a tremendous dissatisfaction between the teachers and their supervisors. This is unacceptable and it is unacceptable that the administration doesn't seem to care. The administration and Board repeatedly make changes and expect the teachers to just make it happen. There is no accountability from anyone except the teachers who have performance reviews. Yet the administration continues to move forward with the latest and greatest without actually understanding or taking into account what the teachers want. This directly affects the students, who should be the most important element of this whole equation, yet seem to be the last ones the administration and Board every think of. So much with our district is about looking good and being cutting edge and having schools follow our model or having a lot of hype in the papers about PBL projects, yet we are ignoring the facts that the test scores and data do not support all that is happening in our district. The longer school day. The whole atmosphere in the school is tense and the kids are exhausted. If the students could focus on the common core fundamentals and have less transitions and less time wasted on PBL's, the day would not need to be 30 minutes longer. Lunch could return to its original length too and the students could actually finish their meals and have time to socialize which is another fundamental portion of elementary school. I would ask that for all changes that have been made, that the BOE would have to show concrete data as to why these changes should continue to be implemented and why the money being thrown at them is acceptable. I would ask why there needs to be so many days for teacher to miss school and why D41 spends so much money on subs to train their teachers on all of the latest trends as opposed to leaving them in the classrooms and allowing kids to just learn.

-- Please see what was already commented on. I don't believe there is a lot of respect for parents. I have received information from others on how district staffer(s) do not want teachers to talk with parents, and that we, as parents, do not know what we are talking about. I feel that parents have to exert tremendous effort to get the district to even listen to them and their concerns. This is not OK. There seems to be a rush from certain administrators to push through initiatives that have been improperly vetted. D41 spent over \$600,000 in pushing Everyday Mathematics. We were told that the results from teaching E.M. in our elementary schools, would be evident by the end of 8th grade. Well, we all know that that didn't happen. But the district did not listen to the parents. We were told either explicitly or implicitly, that we were the problem, not the math curriculum. This is insulting to us as parents, community members, and taxpayers. Even elite mathematic professors went public, on how crazy the E.M. curriculum was, and how it was not helpful.

-- The special education team needs an overhaul. Much of what is done seems to be reactive. Director of Student Services has ideas of how things SHOULD BE in an ideal world but isn't actually based in reality. Too many APs and principals no nothing about special education students and their needs and how to assist them.

-- Speak to the Wheaton districts. Traditional learning is not a bad thing. They consistently rank higher in test scores because of this.

-- Politics and self serving needs not taking into account children but only past of least resistance and hoping nobody will raise and issue to those who really care (lawyers)

-- 1. Get rid of Gordon 2. Get rid of most of the school board 3. Create a dress code for Hadley teachers. Tired of seeing teachers and staff wearing leggings and flip flops. You are paid a professional salary so we expect you to dress professionally. 4. Eliminate PBL's in grade schools. Limited use at Hadley, once a year is fine.

-- Offer Full day kindergarten

-- More focus on safety (e.g., kids arrival and departure at school, active shooter training for staff, placement of classrooms by entries / exits). Thank you for the new requirement for visitors to show a photo ID.

-- PARCC scores are horrendous compared to other quality districts yet there is no tacit admission to the problem nor clear cut solutions being offered. The lack of communication AT ALL LEVELS on this issue is severely disappointing.

-- I believe D41 is heavy on supporting the high achievers and ELL students but we are far, far behind in Special Education. We are known by the county as having the worst Special Education Department. I know many, many people who chose to move out of D41 , or avoided living in D41 because of the poor quality of support for Special Needs.

-- Add All Day Kindergarten to Ben Franklin.

-- Require families to walk to school if they are 1 mile or less. Abolish idling cars waiting to pick up kids. Require journaling from first grade on. Have recess at junior high as well as elementary schools. Have required reading at junior high rather than all self selection. Some of required reading should be done as a classroom so the kids can have book discussion together.

-- Shook space issues and poor use of existing space areas.

-- Less testing and assessments. Traditional report card. Optional full day kindergarten. Shorter day. Math intervention program.

-- The schools are too small for the number of students in each school. We need more space for our students. I think the class sizes at Hadley are too big.

-- Very eager for Churchill's new classrooms to open this Spring to bring the students under one roof and put the parking lot back to 'normal'. Unfortunately, the space doesn't solve issues like a teacher's work area or an adequate area for orchestra/band lessons. The stage "closet" for the lessons is a concerning hazard for students and, quite honestly, an insult to a fabulous art form. Hadley, too, needs help with its' building. I'm not sure the auditorium lives up to the name!

-- The two school board members (Clark & Bucholz) who do not conduct themselves in a professional manner should be dealt with. They are wasting time and resources trying to turn back time. It is a waste of everyone's time and very unprofessional.

-- It's an educated community. Parents have helpful feedback. Goal: Less Us-Them, More Collaboration.

- fewer students in classrooms
- would change a grading system
- Increase the programs and accommodations for special needs populations and parents.
- Get a better handle on bullying. Abolish teacher seniority. You have some REALLY BORING middle school teachers.
- The Board. The principals. The way the school day is for 2nd grade -5th grade, back to traditional. Have PE everyday & very important: First & Second, Third : ALL SPECIALS IN THE MORNING, NOT IN THE AFTERNOON. CHILDREN ARE AT THEIR BEST IN THE MORNING, NEED TO BE WITH THEIR TEACHER IN THE MORNING. END OF DAY IS BEST TIME FOR FIRST GRADE SPECIALS, THEN SECOND, THEN THIRRD, WITH EACH GRADE GO BACK FROM END OF DAY, GET CLOSER TO LUNCH. Forgot to mention those previously. Fewer PBLs. Keep Looping, Love that! Please listen to the teachers and the parents. THANK YOU!
- More educational and athletic space Full day kindergarten
- [REDACTED] We need friendly warm welcoming people and many of the schools lack that. [REDACTED] is awesome but some of the others there need to smile and try to be welcoming more.
- Literacy should be divided by ability at Hadley -- not just for "gifted" students. It's unfair to high performers who are not in the program. If the district believes it's important to separate students by ability -- this should carry through for all levels. This is the same theory as group "like-minded" learners in 4/5 grade. While I don't think this has effectively been done, I do agree with the theory -- which would carry through to having different literacy classes in 6th, 7th and 8th grades based on ability.
- It should be WAY clearer WAY earlier how children are selected for the gifted programs. We received absolutely no communication about it, despite the fact that we were always in the 97 - 99 percentile range on standardized tests. I wish we had known what to do about this. The principal at the elementary school was unresponsive when I asked via email so I had no idea what to do.
- options available for students who are ready for being challenged and provide them with the opportunities have accelerated program for all subjects.
- I think Full Day Kindergarten would be beneficial.
- When allocating resources, I wish the district would acknowledge the differences among the elementary schools. Not all schools are created equal. Churchill has a larger population with significant needs and yet it often comes last in resource allocations and funding for space. I glad the board agree to allocate additional money to remove the final portable building, but it should never have been a question or in doubt. Very disappointed that the students at Churchill are often at the bottom of the list.

- I just believe that adequate spacing is and should be a top concern for full day kindergarten and for students at the middle school.
- Be more careful on how they spend our tax dollars. I see no problem with the portable units. Also, when they do put up a building addition, parking lot or change a traffic pattern around a school, get a good engineer that understands and knows what they are doing. At Churchill and Hadley they created traffic patterns or parking lots that require way too many teachers directing traffic in order to make it safe for the children.
- More computer/technology education...CODING
- The use of funds! Direct more money to use directly for students and teachers and keep funding music, art, and foreign language. Stop using money toward PBLs, administrators, and research/evaluation firms outside the district.
- Revamp teacher pool at Hadley, get kids more invested in their school, even the playing field for all. Incorporate sports or activities that are more in touch with the current kids and interests. The traditional are nice for the super sporty kids, but other skateboard, scooter, parkour, etc. There are not clubs for that. Also, change up some of the charities we are involved with to include more Global community, not just the standard and ones student council endorses.
- [REDACTED] at Hadley are unorganized, inconsistent and staff not experienced enough. Resources limited and not properly implemented. Hadley is a huge disappointment, as elementary schools are much better at performance, communication and implementation and staff more experienced.
- nothing
- The BOE needs to listen to the community, especially those with school age children much more. They also need to be much more transparent in their decision making process.
- I don't know that staff is always 100% on board with the district vision for education. There are some teachers at Hadley who seem frustrated with the changes in education, and based on their interaction with students, seem burnt out. These teachers should be either brought on board or moved to a different type of position outside the classroom.
- Too much hand-holding. My child is in 8th grade and still does not know how to read and create an outline of what has been read. The study guides are provided to the students thus creating a crutch that will not be available next year. They are thrown into the fire with numerous honors classes and no idea how to begin. It becomes trial and error, rather than a logical progression from junior high to senior high. Having had two kids already go through the programs I would have expected more progress to be made in this area by now.
- Add full day kindergarten. Let the multi-age, teacher specialization experiment expire. District & schools spend a lot of energy on anti-bullying campaigns. Maybe they are effective at the younger grades, but I don't think they have much impact on middle school kids. Our experience with [REDACTED] has been terrible.
- 21st Century initiatives. These might make good marketing information and slogans, but

take it out of the classrooms. Too much focus on skills and devaluing learning fundamentals. Instead, teachers could focus time on values and virtues, helping children understand good vs. evil. Children need role models beyond professional sports players. Teachers, at all grade levels, could devote some time to history, so that children know that they can learn about life from history without having to bear burdens should it repeat itself. Children should be directed toward sound literature vs. "reading any book is good" approach. The district and the BOE should be more interested in parents and taxpayers' concerns and address them. D41 has an elitist attitude (such as A/B scheduling) towards parents looking for answers from the district and/or BOE which should stop. BOE are elected and the district administration salaries are funded by those who may not agree 100%. Perhaps the BOE and the district should embrace and "walk the talk" of 21st century learner characteristics, such as curious, open to diverse viewpoints and experiences, respectful of others, engaged, enthusiastic, etc.

-- Less emphasis on standardized testing...too much testing

-- More individualized teaching. More creative thinking and not so much emphasis on teaching to the standardized tests

-- Less homework for elementary students

-- Noting.

-- Portables

-- Hadley and West need to work together which may be happening more now.

-- Shrink it to one district and get rid of the unions.

-- Portables- they seem cramped and cold- but I don't know that for sure- just my feeling. We have so many great courses and things to do. There never seems to be enough time to do it all. It would be great if over the summer courses like art tech, cooking, music, chorus, math, science, computer science, literacy, language were offered as summer camps. Test scores drop over the summer, this would be a great way to avoid that. A fee based- like park district. Just a thought. Honestly, I have no complaints. I am proud of my school district in Glen Ellyn

-- I wish the administrators in the school would reach out or follow up with parents more. I also wish they were more welcoming and got to know the families in the school. I have no clue if either the principal or [REDACTED] knows my name or who my child is. If I am standing in the office and one of them walks out, I would expect they would say hello at least to me instead of nothing as I experienced today.

-- Change the grading scale, go to traditional ABC grades, supported by rubrics. Make Hadley core classes more challenging to better prep for West. Bring back 3rd Thursdays at Hadley. Continue to be transparent and supportive of the parents and teachers in the district. Reduce the number of changes from year to year so student/staff/parents can see some consistency. Continue to listen to the teachers/staff given their proximity to the students and awareness of the school's pulse.

- Elementary kids should have more lunch/recess time
- I feel we are top heavy with super intendants in the district. These additional cost could be slimed.
- I would like to see the trailer classrooms removed from school facilities. We need to build safer spaces for classroom instruction.
- More lunchtime and recess for all kids
- We need more building space. Removing the portables building additions at the elementary schools, was a great start. The same needs to be done at Hadley. The District desperately needs another building, either an elementary school or early learning center. Schools continue to be overcrowded. Classroom populations are at the limits for a quality environment; special education and at-risk populations need more space for expanded resources; more space and resources are needed to expand STEAM programming - including more art and technology courses at Hadley. Music programs continue to be top notch, despite major space and resource restrictions. It would be great to have theater arts as part of the curriculum, instead of relying on parent volunteers, which leads to inequitable opportunities - especially at the grade school level. My two children and their peers never had the opportunity to participate in a theatrical performance in elementary school, while this opportunity was available to their peers at other elementary schools.
- I would get rid of the two new board members, Stephanie Clark and Kurt Bucholz. They are extremely short-sighted and backwards. They do not seem to know what their role is as board members and seem to only want to make the district go backwards. They focus on inane things like meeting minutes, which do not benefit our children or our district. These two new board members do not know how to lead and do not care about the district. They are rude and unprofessional and should be kicked off the board.
- The multiage teaching and looping. My children have not enjoyed it at all, and I, as a parent, would hope not to have the same teachers next year as we have now.
- I wish the district would listen to what the teachers really had to say about some of the these policy's. I don't think the teachers feel entirely comfortable voicing their concerns with implementation of some programs. PBL's are waaaaay too pervasive. I understand the importance for older kids but in early elementary its sort of a joke. Presentations for 1st graders??? Really??
- More space for students
- None that I can think of.
- More education to teachers regarding different learning strategies for different types of learner. It's very hard to convey this to teachers that believe only in traditional methods should work for all kids.
- More Special Education resource teachers need to be allocated to Churchill based on the number of students and the resource demands of it's population. This is a very serious issue that must be addressed by the district. The district needs to help parents navigate the

RTI/IEP process. It is a very mysterious process from a parent perspective. A flow chart of process and choices/decisions would be a big help!

-- eliminate portables and expand permanent classrooms

-- need more space for kids for PE, school-wide gatherings and more time and space for chorus at Hadley

-- I'd build a much smaller middle school if money was no object. It's just too big for the kind of attention our Middle schoolers need. One very good reason to go to a private school

-- We have been very pleased with our experience thus far in D41.

-- I would change the board meetings. They are too long and too much bickering/repeating the same thing over and over. Kids that should be challenged are not. Tired of talking about all day kindergarten. Using Ipads/Chromebooks and not real books is ridiculous, I don't care if it is the 21st century. Books are still better! There are also way too many days off during the year. Do these kids EVER go to school? Think about us working parents for once and not just the teachers who, yes, do get the entire summer off unlike us working parents who don't.

-- Special Education implementation and staff training is severely lacking across the district. The rules are regulations at the elementary level are too restrictive. It is not a comfortable environment. The "accountability" is pushed in classrooms and constant pressure on young children to perform is too high. My second grade student incurs anxiety because of the expectations that are not developmentally age appropriate. The longer school day is impacting my children in negative ways...such as, fatigue, hunger, not wanting to do homework because they are exhausted Parent-teacher conferences are way too short.

-- Nothing much

-- None

-- No more portables at Hadley. More opportunities for advanced classes at Hadley.

-- Stop putting similar kids all in 1 class. Would not be applicable to Ben Franklin, because most are similar. But an issue at FG.

-- Forest Glen has several preschool classes. While I think this is a great program, it doesn't seem fair that our school has to provide space for the other three elementary schools' preschool students. I think each school should make space for their own preschool students.

-- District 41 needs to make drastic and immediate improvements to the access and integration of technology across all grade levels and subject areas. The Board of Education needs to stop bickering about whether or not this, or any other progressive initiative can be measured quantitatively. The job of the school district is to prepare children for their world, not ours. These children are going to have a device connected to the internet at their fingertips for the rest of their lives. We need to teach them how to use these resources to enhance their learning and District 41 is embarrassingly late to the party.

-- I recently watched a few board meetings and was disappointed to see how dysfunctional, inefficient, and unprofessional it seems. I hope not all the meetings are filled with rude interruptions and long tangents about all that has gone wrong in the past and why current and future initiatives won't work. Glen Ellyn deserves a school board that works well as a team, treats each other respectfully even in disagreement, stays on topic, and works in an advisory capacity rather than micro managing details. Updated technology should be in the hands of every student and staff. Staff should be exploiting technology at every opportunity to provide a positive progressive example.

-- Eliminate looping and multi-age. Otherwise, keep up the exceptional work!

-- Improve the English language art instruction and offer full-day kindergarten.

-- I don't know enough about the looping and specialization that goes on at the older grade levels, but I have heard some concerns from parents with older children. I guess I will have to wait and see how it goes as I don't know enough about the systems and its benefits yet. Thank you.

-- Better fiscal management. D41 has gone to the taxpayer too many times over the years and there is a trust issue. Teacher quality varies too much. My children have experienced 6 Literacy teachers over the years and I would consider only 1 outstanding, 2 average and the 3 remaining below average.

-- Multi-age classroom

-- Kids and teachers are frustrated by the amount of pressure put on them to reach testing goals and daily instruction. Teachers have lost the ability to have teachable moments as they are so tied to the schedule. The teachers are stressed out and not as happy as they were when we started in this district in 2004. Lincoln is a different place.

-- We need to increase the rigor. Also, I'd like to see some sort of computer coding worked into the curriculum somehow. Better science.

-- Accelerated literacy program. Encourage all teachers to teach to the classes highest students as it makes all kids want to learn more!

-- Multiage was not a successful experience, thus far, for my 4th grader. I would like to see us return to traditional grades.

-- Offer more options for gifted/advanced learned in all areas

-- I dislike how many different educational "ideologies" are being tried on our kids over and over... Everyday math- come and gone. Words your way -- come and gone. While a new batch of children come in every year to help refine the process, the kids themselves only get one shot at it- and I believe it's a disservice to continually implement new ideologies on them. I would include Multi-age, teacher specialization and PBLs in this category. Our teachers and parents do a great job of making sure our kids learn in spite of whatever new ideology has been implemented, and that's just a tribute to our teachers, parents and our community. I don't believe it is a tribute to our new ideologies.

-- I would not implement multiage learning and I would discontinue it for current 4th and 5th graders. I would also ask the District to really look at their facilities and provide a complete proposal for all day Kindergarten, should it be proposed.

-- I would give back some of the large amounts of money raised in referendums in the the early 2000's by decreasing its tax rate. Each year the district requests as large an increase as the law allows on top of all the referendum money that ballooned the budget so there is a compounding effect. The taxes in this community are extremely high and the District would do well by the people it serves if it stopped spending just because it can. It would also build a lot of good will and trust with the community.

-- Choose a new educational idea and stick to it instead of changing every few years....btw...I never was in favor of multiage instruction. Stop using our kids as guinea pigs and making so many demands of the teachers. More space.

-- The facilities are not adequate for 21st century learning.

-- District 41 does a very bad job with recycling and reducing waste. The waste produced by lunches served by the school is horrible and needs to be reduced. I know of an Environmental Committee that made good recommendations. These seemed to have been ignored. This sets a horrible example for our students, especially in a world besieged by Climate Change, which is and will continue to be the biggest problem our kids will face in the future.

-- I have had issues getting adequate help for my child who struggles with dyslexia and executive functioning. I paid to have him tested privately and that still wasn't enough. After a year of debate we finally received the help he needed but it was like pulling teeth. I should not have had to struggle like that to get my son the help that he clearly needed.

-- Stop hanging onto teachers that are not performing. Tired of hearing about teachers that don't cut it at one grade level so they are moved to teach another grade level but still underperform. Also teachers are taken out of the classroom too much and often routinely for training or lesson planning - this negatively impacts the students in so many ways. I understand there are union contract hours, etc. but quite frankly teaching is your job - lesson planning and training should be done before/after school and on institute days.

-- Build a bigger middle school in the back of the current school. Re evaluate some teachers. Some need to go

-- I believe that PBLs should be discontinued completely. They are wasting valuable time and resources.

-- 1) Too much teaching to the test. 2) Hadley needs much better [REDACTED] is outstanding. However, there are teachers with business degrees teaching [REDACTED] For a district pushing STEM, it's outrageous. Although [REDACTED] can handle any question his students ask, [REDACTED] teachers have no idea how to answer their students' questions. The students know they know more than the teachers.

-- I do not think our facilities are adequate for the students. My daughter has no home space to leave gym shoes at school and she is carrying winter boots, coats, hats, gloves, snow

pants, and backpacks up and down stairs throughout the day. The kids should have a place where they can keep their belongings.

-- I'd start with being efficient in learning, such as putting like learners together in each grade. I'd return to the time tested traditional classrooms and maximize the teacher/student connection to draw the best from each student and challenge them to stretch too. I'd focus on core knowledge and fundamentals that make our children successful in life, because without a strong baseline, the rest of learning will be a struggle. I'd evaluate what private schools and homeschool families are doing in their curriculum, and compare it to the ISBE CC standards and figure out ways to weave in what is missing. I would bring back more recess, in lieu of Spanish; I would talk to parents before making million dollars changes to curriculum to see if they concur with the district's desired approach. I would hire only the best and brightest teachers and forego the others. I would ask that the BOE learn to be respectful of community members who approach them with differing viewpoints and find ways to address their concerns, whether they personally agree with them or not. And lastly, I would be more critical of MAP scores and find ways to improve instead of being satisfied with the results. Thank you for the opportunity to share my concerns.

-- The number of kids on the bus. Elementary schools should use smaller busses or have an engaged adult to supervise the kids on the bus.

-- "We embrace the future with optimism, working in partnership with our community on behalf of our children..."~ District 41 School Board Mission The school board members, who we know will get to read these surveys, need to recognize their roles. The board should be both leaders, and supporters, of the school district and its administrators, teachers and staff. Of course there will be healthy discussions, and of course there will be some distaste left over for some decisions made by boards, or even administrations, gone by, but it is time to put the past in the past. The infighting and constant air of contentiousness are doing little to advance the objectives of the district, and really doing nothing for the children of the district. Glen Ellyn is a beautiful town with wonderful homes, a great downtown and a thriving park district. Young families will report, almost to the person, that they moved here for these reasons, and the SCHOOLS. And now, we hang our heads as we report to friends and family that, no, we don't have full-day kindergarten as we don't have room for it. Our schools are overcrowded and kids are learning in trailers! Young families will choose other towns to move to, property values will suffer, and the catholic school registrations will continue to soar. District 41 is, and should be, a point of pride in our jewel of a town. But if the school board continues to behave as if every agenda item is a reason to undercut one another, there will be no children left here to teach. They'll all have moved to Naperville.

-- I don't like the multiage instruction

-- I'd like to see more opportunities for a hold who is way ahead of the curve. As a parent with a child testing off the charts I've yet to see him really challenged or had anyone tell me what I can do to keep him challenged. We are just skating through until it gets harder for him....

-- Eliminate Common Core.

-- Involve community in big decisions like non-traditional education vs. traditional. Seems like we want to try the latest & greatest without pilot testing. Our kids do not have a good

grasp of grammar or spelling coming out of elementary school. Common core math seems flawed. Kids don't know states, months of year or math facts as they should. If they do, depends on the teacher they had. Special Ed Service offerings should be shared openly. Parents need to network too much to see what other kids are benefitting from - not right. Seems like so much is last minute w/special ed. Aide selection & case manager decided last minute at end of summer. Kill the 1/2 days. Educate gen ed teachers on dealing w/ADHD & Aspergers - it is becoming more prevalent and they need a solid grasp of how to deal well. What are we doing to consistently educate staff on this.

-- I would like more racial/ethnic/religious/gender diversity in the classroom and among the teachers, administrators and support staff.

-- A higher level of accountability / quantity of homework

-- More recess time and less homework. More time in school and the same amount of homework is unfair, especially to busy little boys who need play time.

-- none

-- Personally I think, Ben Franklin could use some diversity.

-- Reduce the number of PBLs and eliminate multi-age

-- More transparency about big decisions that are coming down the pipe. More research and certainly more training for teachers when changing pedagogy practices, for example mixed aged classrooms and looping. Full day kindergarten a priority.

-- I think there needs to be more math instruction and less reliance on video teaching

-- I believe that principals could/should be more personal with parents and willing to understand special circumstances. I also feel disappointed that when so much construction was happening with all 4 schools that there was no margin for adding space for full time kindergarten. I would not support a tax increase to build a new facility or add on to the current elementary buildings to facilitate an all day kindergarten program.

-- Increase transparency, be more responsive to parental input, and dramatically cut homework. Increasing the school day by 30 minutes while adding to homework loads is frustrating for kids and parents without demonstrable benefit. if I could, I would opt out of 90% of the homework because it is time consuming, seems unfocused, and is not benefitting my family. On a sample day, my child is asked to do math facts, chart it on a sheet, perform a mental flexibility item, practice spelling, review vocabulary, read for 30 minutes, chart the reading, and do any other literacy homework. It can be 8 separate items on a given day. When can my child research something of interest? How does this support developing engaged, interested life long learners?

-- Focus on the core academics and reduce budget (to lower property tax). Let the expiring bond expire. I heard it'd reduce \$400 per \$400,000 house! I hope our board will evaluate cost vs benefit for programs (FLES, Dual Language, preschool, PBL etc.) on a consistent basis. The administration needs to be more transparent about the cost and implication (e.g. loss of regular teaching time, taking up space)of these programs. If money is no object, I'd

have them all but that is just not the reality.

-- I don't understand why kindergarteners have so many days off. The calendar is very frustrating for parents. There is not a month on the calendar when the children are in school for that full month without extra days off. It seems like an extra day off is tacked on to each legitimate holiday. As a parent, I don't understand the necessity for all of these days off. I also notice the amount of time the teachers are not in the classroom. There are substitutes at the school all the time. Where are the teachers? Why are they attending workshops or meetings during class time? It seems like something is wrong with the system when the teachers need to take so much time away from the classroom.

-- Get rid of all portables, which you are doing. Also, I am disappointed with the lack of proper recycling programs throughout the District. Finally, the waste associated with the lunch program is appalling. I believe everything is disposable and none of it gets recycled. What a significant amount of waste this is and teaches our kids a bad lesson about waste and resources. I know there are many good Climate Change related PBL's, and I believe there was an environmental committee at Churchill that made some really good suggestions, almost all of which were discarded or ignored. The District should practice what it preaches.

-- 1) Curriculum: a) the amount of homework in 2nd grade is unacceptable. A child at 7-8 years old who goes to school for 7 hours a day should not have an hour of homework each night. Childhood is about more than school. It is about family life and enriching things. Our family is centered around homework every night and my 2nd grader who loves to read, no longer has the time to read for fun. The curriculum needs to fit within the 7 hour school day. b) Curriculum needs to be simplified. It takes simple math problems and complicates them. Parents need materials to be able to support this "new way" at home. I am a college educated professional googling 2nd grade math strategies, that doesn't seem right??? 2) The BOE members need to each act professional and respectful at meetings. The level of professionalism has declined with the newly elected board members. 3) Hadley buses need a dedicated drop off lane. Current situation is unsafe. 4) I would like to see less focus on full day Kindergarten and more attention spent on making sure our current facilities and academics are top notch. The current facilities deficit needs to be fixed above the notion of full day Kindergarten. If they can happen congruently, that would be great. Let's not let our current issues be shadowed by adding more.

-- I am concerned about the behavior and priorities of our two newest BOE members, Stephanie Clark and Kurt Buchholz. Although Mrs. Clark appears to be an intelligent woman, she has let her bias against certain district programs overrule her judgement and duty as a board member. At virtually every board meeting, she twists data and other information from the district to fit her views, and makes unfounded and vague claims of "talking to many teachers at all the schools" and "knowing what parents think at every school" in order to support her points. Her job is to represent the views of all D41 constituents, and she should start doing that instead of serving her own special interests. Mr. Buchholz, although new to D41, is not new to board work, having previously served on another village board. However, his conduct is so astoundingly unprofessional that it is hard to believe that he has ever functioned in any business setting. He is rude and bullying to his fellow board members, disrespectful to D41 staff, and even contemptuous of D41 stakeholders who comment during the BOE meeting's public participation. He ran for election to the BOE on a platform that included the claim that he would listen to everyone, but then makes combative and sarcastic comments to those with whom he disagrees during

public participation. He has written on the Glen Ellyn Forum that he knows that he doesn't represent all of the people in D41, and seems unconcerned that he is then in violation of his duty as a BOE member. He is disruptive, narrow-minded, and vengeful, and should be reported for censure to whatever body governs the conduct of board members.

-- Be consistent from year to year. Establish a curriculum and stick with it so the teachers can have consistency. Get rid of the "A" and "B" week schedule. It is a logistical nightmare. Make sure all teachers are given the time and resources they need. Do not make problem-based learning the basis of our curriculum.

-- Our wish is that the board members would be open minded and support the program's the community asks them to support.

-- I know standardized tests are administered at the state, and now national level, and that there is a lot of pressure to meet standardized test expectations. My concern is that we don't just teach our children how to prepare, and pass, standardized tests and lose site of teaching all children the skills and knowledge they will need to succeed beyond standardized tests.

-- I've mentioned it before in earlier comments. The Board needs to stop micro managing the educational process. They are not the subject matter experts. They should take the advise of the staff and mull the conversation. Don't try to rehash the topic or jam personal thoughts into the conversation. It doesn't work and it is evident in the comments Mr. Bucholz has done as a Board member from the times I've viewed the video. I want to keep informed of Board conversations, but the reduction of civility by Buchholz and sometimes Clark is turning me away more and more.

-- I feel a strong need for an earlier gifted program in both reading and math.

-- How they deal with and teach students with learning disabilities.

-- Continue to try to eliminate the portables at Hadley in the most cost effective manner. The new BOE members need to remember that their role for the district is at a global level and not within the buildings. We certainly hope that their comments regarding eliminating the FLES program are fleeting. Further, their negative actions toward certain administrators, while being unprofessional, are not a good example for our students.

-- Slow down on making changes, both in academics and administrative. Plan ahead when spending money. I struggle to understand how before the completion of the building expansions they address the next move and the actions are inadequate. Specifically; the need of space for full time kindergarten should have been included in the elimination of the mobile classrooms. There is no excuse for lack of planning demonstrated by the large expenditure that didn't meet the district needs before it was completed

-- I am very concerned about the behavior of the two newest board of education members. They are so negative about the district, and seem to reject any evidence that programs are working. They just don't listen to anyone that they disagree with, whether that be D41 administration or teachers, other board members, or even members of the public. They are very disruptive in board meetings, and I have even read statements from them online on Facebook or the Glen Ellyn Forum where they are trashing the district. This is very unprofessional behavior and is extremely damaging to the reputation of the district. My

hope in providing this feedback on this district survey is that they will really hear this feedback and approach their board obligations in a more professional and responsible manner, although I am not holding my breath because they seem to always reject any evidence that doesn't agree with their views.

-- More positivity and unity about what's going on with our schools. More trust in our School Board and Administration.

-- While it might be out of your hands, standardized testing leaves a bad taste in my mouth. Also, while the teachers overall at BF have been good, I feel there are too many teachers whose methods and approaches are met with criticism year after year from parents with nothing changing from one year to the next. When I hear common feedback from numerous parents about bad experiences with the same first grade teacher or kindergarten teacher, I feel that's problematic. Not that I make any assumptions about the difficulties of doing their jobs well. I simply hope there is accountability that's not trumped by something like tenure.

-- Keeping the parents more updated when emergencies occur during school hours (the students had to be transferred to another school and parents were beyond scared not knowing the next step)

-- nothing

-- We need to get rid of the portables at Hadley. I would love to see a new stage/auditorium for that school. I fully support all day kindergarten as an option in our district. It is frustrating to hear the continual negative comments from our new school board members. It appears as though they have a separate agenda and are unwilling to "play nicely" with the rest of the Board and administration. I can appreciate that they may have differences of opinions, but they are contrary about everything. I think they are trying to take our district in a different direction and am worried about future board elections. They seem to have a large group of supporters that will stop at nothing to reverse the positive changes that have been made in our district. I do not trust them. They are not willing to support and listen to the experts that know much more about educating children than they do.

-- Offer full day kindergarten. Start aiming for excellence. Offer more support for the kids coming in with multiple languages. Consolidate with District 89 to pool all resources. Require more leadership training for administration. Improve abilities to remove ineffective teachers.

-- I would mandate Hadley provide researched based intervention in Special Education for kids with Learning Disabilities. Interventions at the elementary schools were strong and I never had any concerns. Since moving to Hadley shocked that they do not provide effective researched based interventions. I would ensure the [REDACTED] are trained to provide effective interventions and to effectively [REDACTED]

-- Take a longer pause to evaluate all the changes that have been implemented. Truly listen to the parents and their concerns about the amount of change. Discontinue multi-age. Not necessary or beneficial in a school as large as Franklin.

-- Expand gifted services and increase services for special education. My daughter's kindergarten class has a number of students who would benefit from special education

support services and the referral process is extremely slow. The teachers are not provided with an adequate amount of support. PBL's are seem like effective learning experiences but I do NOT think they should be expanded. The group process is not always an optimal. One or two PBL's seem adequate.

-- Stop using our children as guinea pigs for these programs that really have no evidence of effectiveness behind them. My 3rd grade child's education has been pure chaos the past couple of years because D41 is so intent on just trying things out to see what sticks. Our children have been done a major disservice in D41's quest to be some kind of pioneer. Our school is set up for more traditional learning, and has excelled in such for decades. Multiage learning is not proven effective, and depending on the classes involved, could actually be harmful to the students.

-- Outdoor PE at Churchill Grades at Hadley, started this year More work, more prepared for high school at Hadley, looks like we are going from 10 minutes at Hadley to 2-3 hours a night a GW?

-- I know it is a space issue with most likely no resolution, but the fact that the kids at Ben Franklin share a locker with another student that was never meant to be shared (as is small) is especially a problem in the winter with winter gear. And especially not helpful during lice outbreaks.

-- Get back to basics, so our test scores can go back up Stop with the PBL farce. It is activism, plain and simple. It interferes with parenting, it is a disservice to the community, it violates parental rights, and our children deserve better. Stop pushing empty slogans on my child and start teaching actual science. Science is not being fed a belief of a pre-determined problem and pre-determined solution. That is the opposite of the scientific method. Don't make significant changes in the curriculum and the daily schedule without asking the parents first. Sheesh, that's just commons sense!

-- The amount of standardized testing (and therefore preparing to test) - needs to be reduced! The changing curriculum for instruction way too often! My oldest is in 5th grade (6 years of school), and this is the 4th change in curriculum/philosophy!! Let's do thorough research, make wise decisions, and give a reasonable amount of time to see results (2 - 3 years). Changing curriculum/philosophies so frequently, is disjointed at best, and leaves holes, at worst.

-- Now, for some constructive feedback. First, please slow down!! Whew, three years of this whirlwind or cyclone of educational changes has me longing for days of old! While the District had I'm sure good intentions for embarking on this new 21st Century Educational Course to "give kids what they need when they need it," I am not convinced or certain after three years of constant change that they have succeeded nor do I believe that it will be easy to isolate what has or hasn't worked since so many variables were added to this philosophical mix. As we set off on this educational journey, many parents raised legitimate concerns over the social/emotional impact such changes would have on our children. We were assured time and again that such changes would not adversely affect their well-being. For my family's sake I wish I could report that the journey traveled was easy. Instead, it was at times fraught with tears, stomachaches and never before heard comments such as "I hate school" or "I don't want to go to school." Those moments were difficult to absorb as a parent and I would never wish them upon another family. Going forward, I hope that the

District will carefully evaluate past policy decisions before making any new recommendations for younger students. Therefore, please proceed with caution when you make significant changes to our children's primary education, change doesn't need to be so radical to be beneficial and slow down a bit to make sure you are making the correct change. Our children have but one childhood!!! Change for change sake even with the best of intentions in my mind does not seem wise.

-- Honestly, there is a heavy focus on statistics and test taking. There are some real foundational learning concepts that are not getting the focus and attention needed, especially at the younger ages. Changing so much, so often, is taxing on not only on teachers, but students, as well. Unfortunately, there are some real gaps in learning because of the district's constant curriculum changes and methodologies to do so.

-- We need to stop being a "flavor of the day" district. There has been too much money, space and time wasted. Junior high needs to be more rigorous so the kids are prepared for high school. Use a 4 point grading system with a GPA instead of current system. Use space wisely, put kids first instead of non essential certified staff; [REDACTED]

-- the number of new initiative implemented yearly. Too many changes for our students every year, as well as the teachers

-- I would focus on challenging our academically advanced students and stop the constant parade of new ideas - PBLs, multiage, specialized teachers, looping, new curriculum, new standards, new technology - find what works and stick with it! Some of these do, and some of these don't, but the constant touting of the newest thing has to end! Where is our gifted program? How are we challenging those students who are reading two or three grades above level? Those students, not just our struggling students, also need and deserve our focus.

-- Multiage instruction - OMIT IT Have the same resources/communications/programs/field trips, etc among the various schools? there seems to be differences among the schools. One example, school supplies offered at Lincoln Elementary were 40% lower than those offered at Ben Franklin. Why would that be? The holiday parties are a set fee at Lincoln each year that each family pays but at Ben Franklin there is some ridiculous budget of like \$10 per classroom (if that). Churchill offered their 5th Graders a boat trip, Ben Franklin 5th Graders played at Ackerman (I believe). Why are there so many discrepancies among schools in the same district?

-- We need full-day kindergarten immediately to not fall behind other districts, not if and when we pass a referendum. There are ways to accomplish this, even if we have to get rid of steam labs, etc. It's embarrassing that we don't have it yet.

-- Perception of a school board that cannot get along.

-- I would like to see kids at the higher end of the bell curve in both math and literacy pushed more and challenged. I would like to have the district live within its means and not look to the taxpayers for additional funds.

-- Facility maintenance

-- the school board needs to change. there are members which sit on the board who have no children in the district. We need members who will help the families and children of the community grow. We do not need board members who are there solely to hold an elected position for purposes of building their resume or satisfying their need for power. A great school district is what makes a community valuable to homeowners. Its what makes a community thrive. District 41 had that when I moved here 20 years ago. Now I cannot say that and I am concerned about my children's education moving forward.

-- kids spend more than 1.5 hour daily in School Bus, Can you do some thing to reduce this times.

-- better long term strategy and not continued short term changes that are costly and in effective. smarter fiscal responsibility.

-- BOE: Our current board of education is so busy fighting with each other and trying to shut each other down that they have lost sight of their change and seem to no longer be able to objectively look at what is best for our students. The amount of animosity and disrespect on display on a regular basis at the meetings is an embarrassment to our district and frankly is both unproductive and unprofessional. I truly think if the incumbent board members said the sky was blue, the newest seated members would say it was green and argue that the scientific evidence that blue was actually a color was a fabricated by the administration. I think the board of education (and specifically the two newest board members) needs to come out of the weeds, trust our qualified staff to make day to day curriculum decisions, and focus on overall district policy and big picture. Based on the tone of the D41 board meetings you would think we were a failing district about to implode. That is just not the case. We have a lot of great positive momentum that is honestly being stifled by the constant questioning of our administrators, revisiting of decisions, and overall micromanagement. I don't expect for our board members to agree on everything all the time, but I do expect them to work together to determine what is best for our students and put their personal biases and hidden agendas aside. I get that they don't like each other, but that should not be on display for the public to see in such an overt fashion. Facilities: We absolutely must do something to accommodate FDK. Failure to do so will negatively impact our district in the years to come, as families looking at districts will by pass ours by for surrounding districts that offer it. Additionally it is completely unacceptable that we still have portables at Hadley. These must be removed and replaced with a new addition.

-- Slow down and implement changes gradually. Too much has been taken on too fast!

-- Get rid of underperforming teachers and admin....remove multi age and specialization. Specialization at 5th only. Fles program should be removed and the schedule should be moved back to 9AM start time. To long a day for kids in school.

-- The English/Literacy teachers at Hadley should be teaching every student how to diagram a sentence and how to properly write a sentence.

-- the parents...ha ha, just kidding. Sort of.

-- No looping and I won't multiage the 2nd and 3rd grade.

-- First, remove the portables at Hadley. It is not acceptable that our children go to school in

trailers. This district has finally eliminated the portables at the elementary level, which is commendable. Now it is time to finish the job and get all students under one roof at Hadley, for their safety and for a better educational environment. Second, improve special education supports and resources for junior high students. At the elementary level there was excellent support, intervention and accommodations. At Hadley, there has been very little support. It is basically sink or swim, despite having an IEP.

-- The people making the decisions in D41 need to start thinking about how they are impacting kids. Special Education needs a complete overhaul in D41. D41 needs to face the facts that within the Special Education community, D41 does not have a good reputation. Right now Special Ed is an afterthought. We have no plan for year to year for Special Ed, it just seems thrown together every year. We have no handle on kids with autism. The issue is not with the staff. It's with the people making the decisions and plans. Knowing that Special Education is such a mess, I do wonder if we are providing everything that is needed for our ELL students? Are the programs we've put in place effective? In general, are we providing the appropriate and necessary resources for all students? Also, we need to take a hard look at the environment we've created in our schools and determine if those changes are having a positive impact.

-- Parking space

-- Our board of education members are so busy disliking each other that the concept of compromise gets lost in all the "noise". Several of them need to come up out of the trenches and trust the educational professionals we have at the administrative and classroom level to make sound decisions for our children. And although the two newest board members likely disagree, I think we have great people leading our district and I hate that we are not giving them enough space to do their jobs without questioning their every move. I respect the comments and analysis of the education professionals of D41, but it seems their opinions and reports get discounted by the newer board members and instead get replaced with the loud negative voices of some of our parent community. I truly don't think there is a conspiracy to misrepresent the data, as I sometimes think others believe. The newest board members like to say that the administration doesn't have the students at the heart of the decision. Honestly, I think their animosity towards the administration has clouded their judgement and they can no longer reconcile what is best for the students, their own vengeful agenda and visceral dislike for several fellow board members. In the end, the students are going to be the ones who lose out. I hope our students are learning about teamwork, compromise and respect for different opinions through their PBL work and not through watching our BOE.

-- Full day kindergarten

-- Longer conferences times in the fall and added conferences in the spring. There seems to be a lot of changes going on It's hard to tell what is working and what isn't working because of the changes. Is there a way to slow down the change? Or evaluate the individual changes better? What kind of data is driving these changes and the decisions to keep them or start over?

-- We change too much. Life from when my daughter was in Kindergarten is very different now. We have been through many different structures of day and practices. Our current day is too long for students. My child is less enthusiastic about school this year and I really do

think you CAN get too much of a good thing. Lunch should go back to a longer amount of time and the kids should start later. I also am disappointed in the school board for making all of these changes like two teachers and multi-age without listening to the parents and their concerns. Many of us were concerned and still are but we feel ignored and not valued.

-- - Place more focus on improving academics and providing students with a solid foundation in the basics of reading, writing and arithmetic. This will serve them for a lifetime and they need it to perform the higher level skills of problem solving, critical thinking, etc. - Don't equate technology with learning. Only use it judiciously to facilitate learning. Use different strategies to encourage learning - seeing, hearing, writing, reading, etc. - Do more benchmarking to find out what's working in other similar districts. - Solicit feedback more often from parents and teachers.

-- Establish safety policies and procedures with general bus transportation. Develop a separate set of policies and procedures for children with disabilities on a general bus transportation service. Ensure that parents are informed of these established guidelines so parents are able to make a better informed input when deciding school transportation. The District should improve on support for parents whose children are new to the school - especially parents of children with special needs. Improvements should consider the input of parents through a focus group.

-- Superintendent and board.

-- I would like to see more faces that work for the district through emails or even in the e-blast that is sent out, there could be something as small as Meet the _____ with a picture of the staff member.

-- School start time and logistics. Our family is really struggling with the new Elementary School start time, especially since it is so close to the Hadley start time and we A) have children at both schools B) live near Hadley and are affected by the bus/car traffic on Glencoe St & Hawthorne. C) are not on a bus route for either school. While I see that the earlier start time is beneficial to teachers, I have concerns that the compressed morning schedule does not get the children's day off to the best start. Especially given the traffic situation. In order for us to walk to school and be there at the desired line up time of 8:10, we would need to leave our house at 7:40 AM which is not realistic with a 1st grader that has older siblings and one parent at home in the mornings to get everyone off. Given the traffic patterns on St. Charles Rd with the eastbound turn lane, my children have been routinely marked "tardy" when we have often been waiting on St. Charles Rd. and are essentially still in the drop-off line, though are always at the end of the line due to traffic backup and patterns. It is worth noting, that there have been improvements in the flow of traffic in the past couple of weeks, and I appreciate the Churchill Staff assisting with unloading and the GE Police presence on Geneva Rd. Also, I still have concerns about a small window of time where students may need to cross Glencoe as walkers or bikers when busses are coming and going from Hadley. Thank you for the opportunity to voice my concerns both in person and via survey.

-- Hard to know if district uses it's money and resources well because that information doesn't seem easily available/transparent to parents. Special education services could be greatly improved. District has a reputation among 3rd party service providers/therapists for not being a great place for meeting the needs of special education students (not current on

most effective learning methods, doesn't support unique needs of child, makes decisions based upon costs, not need) Processes, decisions, and changes need to be better communicated. Parent feedback/involvement should be incorporated more. Special Education support staff (ie, instructional aides) should be paid greater salaries as the work they do is critical to child's success.

-- 5th grade steam class size is too large considering learning resource teachers do not exist in this school.

-- Less days off during the school year and start summer vacation sooner

-- 1. no multi-age classes 2. teacher specialization only at 4th and/or 5th grade 3. provide formal keyboarding instruction since students are expected to use Chromebooks throughout the day!

-- More empirical evidence that 21st century initiatives have been successful in other districts similar to ours BEFORE these programs are introduced and also BEFORE their implementation is expanded (e.g. moving multi-age to Grade 2-3). We need to know how the impact of these programs will be measured and assessed BEFORE deciding whether to roll them out further or to roll them back.