



Accessing results summary from "2017/18 Parent Insights Survey" from Glen Ellyn School District 41.

Which school(s) does your child(ren) attend? (Select all that apply) (n=985)

Abraham Lincoln	226	(23%)
Benjamin Franklin	184	(19%)
Churchill	200	(20%)
Forest Glen	198	(20%)
Hadley Junior High	356	(36%)

Grade level of your child(ren) (Select all that apply): (n=983)

Pre K	66	(7%)
K	175	(18%)
1	210	(21%)
2	205	(21%)
3	190	(19%)
4	153	(16%)
5	157	(16%)
6	154	(16%)
7	136	(14%)
8	133	(14%)

Do you currently utilize an outside tutor for your child(ren)? (n=978)

Yes	139	(14%)
No	839	(86%)

Average Response: 2.28 s= 3.14

**Did any of your child(ren) receive pre-school education prior to attending D41?
(n=979)**

Yes	844	(86%)
No	135	(14%)

Average Response: 8.76 s= 3.1



Accessing results summary from "2017/18 Parent Insights Survey" from Glen Ellyn School District 41.

Please respond to each statement for Abraham Lincoln:

Item

Response

Engagement (n=0) Questions with less than 3 respondents will not be displayed.

I am proud of my child's school. (n=211)

Strongly agree	128	(61%)
Agree	75	(36%)
Disagree	5	(2%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	2	(1%)

Average Response: 4.55 s= 0.67

Staff members value my opinion. (n=211)

Strongly agree	109	(52%)
Agree	86	(41%)
Disagree	8	(4%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	7	(3%)

Average Response: 4.44 s= 0.74

I feel welcome at my child's school. (n=211)

Strongly agree	137	(65%)
Agree	65	(31%)
Disagree	9	(4%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	0	(0%)

Average Response: 4.56 s= 0.71

My child enjoys going to school. (n=211)

Strongly agree	119	(56%)
Agree	84	(40%)
Disagree	5	(2%)
Strongly disagree	3	(1%)
Don't know/doesn't apply	0	(0%)

Average Response: 4.47 s= 0.75

My child has a positive relationship with at least one adult at school. (n=210)

Strongly agree	148	(70%)
Agree	58	(28%)
Disagree	1	(0%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	2	(1%)

Average Response: 4.69 s= 0.55

There are sufficient opportunities for me to be involved in my child's school. (n=210)

Strongly agree	129	(61%)
Agree	69	(33%)

Disagree	7	(3%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	3	(1%)

Average Response: 4.53 s= 0.76

I feel comfortable sharing ideas for school improvement with staff. (n=211)

Strongly agree	86	(41%)
Agree	84	(40%)
Disagree	21	(10%)
Strongly disagree	3	(1%)
Don't know/doesn't apply	17	(8%)

Average Response: 4.18 s= 0.99

Environment (n=0) Questions with less than 3 respondents will not be displayed.

My child has friends at school. (n=212)

Strongly agree	147	(69%)
Agree	61	(29%)
Disagree	3	(1%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	1	(0%)

Average Response: 4.67 s= 0.56

My child feels safe at school. (n=212)

Strongly agree	146	(69%)
Agree	64	(30%)
Disagree	2	(1%)
Strongly disagree	0	(0%)

Don't know/doesn't apply	0	(0%)
--------------------------	---	------

Average Response: 4.67 s= 0.53

My child knows what is expected at school. (n=211)

Strongly agree	142	(67%)
----------------	-----	-------

Agree	65	(31%)
-------	----	-------

Disagree	3	(1%)
----------	---	------

Strongly disagree	0	(0%)
-------------------	---	------

Don't know/doesn't apply	1	(0%)
--------------------------	---	------

Average Response: 4.65 s= 0.56

School facilities are clean and well-kept. (n=212)

Strongly agree	125	(59%)
----------------	-----	-------

Agree	80	(38%)
-------	----	-------

Disagree	4	(2%)
----------	---	------

Strongly disagree	1	(0%)
-------------------	---	------

Don't know/doesn't apply	2	(1%)
--------------------------	---	------

Average Response: 4.54 s= 0.65

When conflicts among children occur, they are resolved quickly and fairly. (n=212)

Strongly agree	78	(37%)
----------------	----	-------

Agree	94	(44%)
-------	----	-------

Disagree	11	(5%)
----------	----	------

Strongly disagree	2	(1%)
-------------------	---	------

Don't know/doesn't apply	27	(13%)
--------------------------	----	-------

Average Response: 4.27 s= 0.83

I am satisfied with our school's efforts to prevent bullying. (n=212)

Strongly agree	90	(42%)
Agree	93	(44%)
Disagree	10	(5%)
Strongly disagree	4	(2%)
Don't know/doesn't apply	15	(7%)
Average Response: 4.29 s= 0.87		

Rules and standards of student conduct are clearly defined. (n=208)		
Strongly agree	121	(58%)
Agree	78	(38%)
Disagree	5	(2%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	3	(1%)
Average Response: 4.53 s= 0.68		

Communication (n=0) Questions with less than 3 respondents will not be displayed.

I know how to get school information when I need it. (n=212)		
Strongly agree	114	(54%)
Agree	85	(40%)
Disagree	12	(6%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	0	(0%)
Average Response: 4.41 s= 0.8		

I receive enough information to understand my child's progress. (n=212)		
Strongly agree	95	(45%)

Agree	82	(39%)
Disagree	26	(12%)
Strongly disagree	6	(3%)
Don't know/doesn't apply	3	(1%)
Average Response: 4.12 s= 1.1		

Parent/teacher conferences provide productive communication. (n=212)		
Strongly agree	99	(47%)
Agree	85	(40%)
Disagree	20	(9%)
Strongly disagree	6	(3%)
Don't know/doesn't apply	2	(1%)
Average Response: 4.2 s= 1.04		

Staff are willing to listen to parent concerns. (n=211)		
Strongly agree	108	(51%)
Agree	90	(43%)
Disagree	7	(3%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	5	(2%)
Average Response: 4.44 s= 0.71		

My phone calls/emails to staff are returned promptly. (n=211)		
Strongly agree	114	(54%)
Agree	75	(36%)
Disagree	7	(3%)
Strongly disagree	3	(1%)

Don't know/doesn't apply

12 (6%)

Average Response: 4.46 s= 0.8

I receive timely feedback when my child's achievement/behavior is below expectations. (n=209)

Strongly agree

88 (42%)

Agree

70 (33%)

Disagree

13 (6%)

Strongly disagree

7 (3%)

Don't know/doesn't apply

31 (15%)

Average Response: 4.23 s= 1.05

Overall, I am satisfied with the communication that comes from the school. (n=212)

Strongly agree

100 (47%)

Agree

91 (43%)

Disagree

16 (8%)

Strongly disagree

3 (1%)

Don't know/doesn't apply

2 (1%)

Average Response: 4.28 s= 0.91

Learning (n=0) Questions with less than 3 respondents will not be displayed.

When my child has a problem at school, he/she knows how to get help. (n=210)

Strongly agree

84 (40%)

Agree

93 (44%)

Disagree

20 (10%)

Strongly disagree

1 (0%)

Don't know/doesn't apply

12 (6%)

Average Response: 4.21 s= 0.91

I believe school staff inspire my child's best efforts. (n=211)

Strongly agree	110	(52%)
Agree	75	(36%)
Disagree	18	(9%)
Strongly disagree	5	(2%)
Don't know/doesn't apply	3	(1%)

Average Response: 4.28 s= 1.01

The students in my child's class get along well. (n=210)

Strongly agree	84	(40%)
Agree	105	(50%)
Disagree	10	(5%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	10	(5%)

Average Response: 4.31 s= 0.76

The students in my child's class help each other learn. (n=210)

Strongly agree	86	(41%)
Agree	93	(44%)
Disagree	10	(5%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	20	(10%)

Average Response: 4.33 s= 0.78

Technology is used effectively to support teaching and learning. (n=211)

Strongly agree	89	(42%)
----------------	----	-------

Agree	102	(48%)
Disagree	6	(3%)
Strongly disagree	5	(2%)
Don't know/doesn't apply	9	(4%)

Average Response: 4.31 s= 0.83

Teachers personalize instruction to meet my child's needs. (n=208)

Strongly agree	77	(37%)
Agree	73	(35%)
Disagree	40	(19%)
Strongly disagree	9	(4%)
Don't know/doesn't apply	9	(4%)

Average Response: 3.85 s= 1.26

Academic expectations at Abraham Lincoln are: (n=210)

Too high	8	(4%)
Just right	183	(87%)
Too low	19	(9%)

Average Response: 2.05 s= 0.36

**Comments/suggestions to improve student learning:
(n=66)**

- 👉 For special days at school, crazy sock day, international day, etc, if we could have more than one day of notice that would be appreciated.
- 👉 1) I'd like PT conferences to be held 2x per school year (Fall & Spring) versus just once. 2) Really disappointed the advanced math and other such programs for kids who have accelerated has been scaled back. What is the district doing to challenge students who are performing above grade level expectations?
- 👉 As my oldest has progressed in grade levels - the amount of communication has decreased.

- 👉 Cuts to accelerated learning programs are a very serious concern for my family
- 👉 I do not want my survey results to be read as I am not happy with my child's education at Lincoln. I will say as a teacher myself in a neighboring district I can not believe some of the things that go on in District 41. My children emphasize so much on getting 1's or 5's. At my school, this is unheard of. We rarely talk about grades, rather about growth. The district as a whole is such an upsetting place to be a part of. In my observation, I see no collaboration between the staff and administration. It is obviously the staff do not feel supported by the current board. The board is a disaster and you have board members who negatively comment on social media constantly. The unprofessionalism is unheard of, and just so very disappointing. I have been happy with my children's teachers and their communication. As a working parent I can not be there all the time, the teachers have been wonderful thus far.
- 👉 I wish the students were exposed to more organic open-ended learning and exploration in the kindergarten curriculum as opposed to the myriad of xerox worksheets they do and bring home. Units of study across the curriculum don't appear to be well-established and there is virtually no project-based learning going on, which is disappointing. My child is so much more interested in learning about the world than the current curriculum provides.
- 👉 Being new to this school we have had a great experience. _____ is exactly the type of teacher my daughter needed.
- 👉 Our _____ teacher at Abraham Lincoln is not a good communicator. Parents often have no idea what is going on and the teacher does not allow for opportunities to visit the class (such as guest reader). We had similar issues with the same teacher _____ I was very satisfied in first grade, so I feel it is the teachers lack of communication and not a district standard.
- 👉 Lincoln waits for kids to fail before providing appropriate interventions. The earlier the intervention the better and research shows that kids that struggle with reading in the 3rd grade go on to a lifetime of reading struggles. It is near impossible to catch up. Inclusion doesn't help students with dyslexia. Students with dyslexia need to be provided with an appropriate intervention that is Orton-Gillingham based and multisensory. The school refused to provide appropriate services and I am paying for after school dyslexia tutoring support. This extends my child's school day and he is already exhausted from trying to keep up. There is a need for Wilson certified teachers to provide pull-out support at Lincoln.
- 👉 High scoring students and low scoring students get extra attention. Children in the middle are ignored.
- 👉 Much of my feedback is related to my daughter's teacher, _____ who is amazing. We have not had much interaction with administration, but everything seems to run well at Lincoln. I do think the facility could be kept cleaner and the after school program could be improved. They don't even have paper for the kids to color with.

- ✎ I find it difficult to interpret test scores/progress in Skyward
- ✎ Parent teacher conferences are rushed since time is far too short for each parent.
- ✎ I have been very disappointed with the teachers my child has had for three years at this school. They have lacked in communication and have not created strong parent/ teacher relationships. I am impressed with the amazing support staff and feel like administration, especially, Mr. Brewster, does listen and goes out of his way to help students.
- ✎ Keep AEC intact and thriving.
- ✎ Keep up on what neighboring districts with similar populations are doing to be successful.
- ✎ Perhaps sent the parent(s) nightly emails detailing the students homework assignment.
- ✎ Keep it up! I am very pleased and impressed with everything going on at Lincoln.
- ✎ Especially with the younger grades, we would like to see smaller class sizes and more teacher support resources. Below are three main point around this: 1. Smaller class sizes and more teacher resources would allow teachers and support staff to better monitor and handle behavior. In my son's class there is a lot of bad behavior that goes unseen or unaddressed because the "teacher is busy doing something else." This would include but is not limited to: punching, choking, name calling, sitting on top of others, etc. This is unacceptable, disruptive for learning, and happens often. 2. Smaller class sizes and additional teacher resources would also allow for more focused teaching to meet each child at their needed academic level. 3. Going hand in hand with point 2 above, my son is right on the line of needing some additional learning resources for reading but since that specific resources was sent to another school within the district, my son has to go without any additional help. Along with being in a large class of children, this feels like he is not getting what he truly needs. We work at home every single day on all areas, however, we feel it is important that he is getting his needs met at school as well. We have spoken with the teacher many times about this and she is "keeping a close eye" on him, however, that doesn't provide the additional resources/focus that he truly needs. We have highly considered changing to a different school as a result of the large class sizes, lack of additional teacher support, and poor behavior of other children. We feel that with property taxes as high as they are here in Glen Ellyn, the school experience should be much better.
- ✎ My child needs more challenging curriculum in certain areas. The AEC math has definitely provided that for math, but there are other subjects my child would like to be more challenged in. This is coming directly from my child, not me.
- ✎ I have noticed a drop off in communication from teachers in _____ I do not feel as involved as I did in younger grades.

- 👉 Please provide even more support to teachers to meet the diverse needs, learning styles, and interests of students. There should be more interventionists on hand to support teachers and students. The expectations for growth are not fully supported by personnel resources.
- 👉 I realize the feedback I am about to give will contradict itself. It is a struggle for us as parents to acknowledge the high academic standards we expect from the school and balance the stress our children feel as students to perform. Our children can get overwhelmed with the amount of homework. We realize it is important to have some homework so as parents we can understand the ideas the students are studying but most days I wish there was a better balance between academic pressure, homework and it being elementary school.
- 👉 There are a number of problem children in my daughter's class and based on the stories she tells, I can't imagine how much time is wasted on a given day babysitting a few students which obviously takes away from the learning opportunities of those that are behaving.
- 👉 Less teacher absence. Teacher meetings and conferences should not be held during the school day. There are too many instances where a substitute teacher is needed. Most of the time it's because of teacher meetings. Occasional substitutes due to illness or other reasons is understandable. Teachers should be in the classroom as much as possible. My child does not like when there is a substitute, especially when she knows the teacher is in the building.
- 👉 Regarding the technology and personalized instruction, I don't know to what extent this is done for my student. I would be interested to learn more. Perhaps this is something which can be included in the report cards or with the monthly work habits? If we had more information, then we could also carry on similar strategies at home. One other comment is regarding my son's music class - I understand this takes place right after gym and is only for 20 minutes. Therefore the students are quite riled up when they arrive and also have to get ready to leave so really don't have a lot of time in this environment. To make this class more useful, perhaps it should be scheduled prior to gym time if possible or done as a "brain break"?
- 👉 We love Lincoln! As a former teacher, I am so impressed with the Spanish immersion that takes place daily. I love _____ and _____ we are so lucky!
- 👉 I wish there was more individualized feedback, and opportunities for enrichment.
- 👉 Communications with respect to addressing the achievement gaps would be beneficial.

☞ There seems to be a need for more help for the average student. In my experience they get lost in the shuffle. If you don't qualify for help but you actually borderline slightly need it there is no help there unless you have a kind teacher who is willing to go above and beyond. We have lucked out with one and I know of a few but I believe these teachers need more help due to the variety of students learning levels in the classrooms. There is so much extra available for advanced students that they are missing enriching the average students potential. It's actually very frustrating there are more average students then "gifted" ones. I also feel that sitting at tables facing each other is not a great idea. How can you expect kids to focus when there is always a kid who is talking or messing around, lots of temptation there. Again need to start with grade level appropriate first. They should all face the front it would eliminate several problems and be more productive. I also feel there is no need for homework for kids at such a young age. K, 1st, 2nd, 3rd etc should not be stressed over homework. Kids need to let loose after school not come home after 8 hours of school to do more school. They aren't home until almost 4p there is barely time to do it if you want to do extra curricular activities, spend time with family, and go to bed at a decent time. It's not worth the struggle at these ages it creates a dislike toward school. I have noticed some teachers have scaled back which is nice. I know some teachers won't give much but that should be the same across the board. When you're 1st grader who was looking forward to school starts to not like school I think there is a problem. Kids just seem to stressed out so young now. There is a time and correct age to start to add that pressure not when they are so young. You want to create a positive school experience first. Just some things I have noticed, I wish my kids loved school more than they do at these ages but they don't.

☞ Identify students who can go beyond the core lesson and provide advanced material. Otherwise they get bored.

☞ More language art assignments for home would be nice in 3rd grade.

☞ Can't say enough good things about the AEC program and the enrichment opportunities My daughter has grown leaps and bounds in her confidence as well as academic excellence. We also hope that the FLES program continues in its current format (30 min a day). Our children have benefited greatly with a continued exposure to foreign language and speak it quite often outside school. They would not have been able to do that without the program. Often purely academic programs have such a high focus that the arts, foreign language, music, etc are pushed aside non happy that District 41 sees these programs as priorities and invests time in them. One of the reasons we moved to this area/District.

☞ Maybe more help for kids that struggle with reading/writing without it being too obvious to others in the classroom (without them being taken out).

☞ My child has been bullied on the playground and told who have not helped him multiple times. He has to rely on his brother to defend him. When a child asks for help it should be provided every time. A child should not have to go to depend on an older sibling who will not be there next year. If my child were to get in trouble because he decides to stick up for himself I will be very upset.

- ✎ Would like to see more differentiated instruction or extra groups for the students consistently exceeding the current curriculum. My daughter is reading at a 3/4th grade level and want to make sure she continues to grow in her learning at her excellerated pace.
- ✎ I see other schools using ipads at a younger age. I think we are probably lagging on tech adoption. Also, I feel spanish is allocated too much time, and would prefer time be invested in computer coding as it is the new language all children will benefit from being familiar with conceptually.
- ✎ Meet teacher more.
- ✎ I would like to see specialization brought back to the 2nd grade level. Although the math curriculum changes are a step in the right direction, I would like to see more investigations and deep thinking about mathematical concepts. I love the way the 3rd grade STEAM team is grading using authentic assessment and giving students feedback instead of focusing solely on a numerical grade! Please expand this to other grades/subjects! I think MAP testing should be discontinued as it does not test for depth and true understanding of content. I definitely should not be used to track students for placement
- ✎ A lot of these questions are hard to answer because it depends. Example: some teachers do a fine job of listening and engaging with us as parents. But some staff - particularly administrative staff, are very poor listeners who only want to tell us what is good for our child without considering the individual personal situation my child is in. I can't get over the time that my child was bullied and a kid threw a rock at him and his head had a gash on it. The teacher had enough sense to call us and tell us, but the principal couldn't care less. She was more concerned about the bully than about my child, the victim. She had no clue that the message she was delivering to my child was 'you don't matter, people can hurt you and not get in trouble. You are not safe here because we don't value your health and your safety enough to protect you.' I had to explain to her that the long term effect of such devastating subtle messages are very dangerous for my child's future. It's easy to follow along with the math because of the workbooks and homework, but it's always been difficult to get information on literacy -- even when we took time off of work to go visit the _____ refused to give us any sample material so we could see what is being done in the school. That is unacceptable. Education is not a secret that is kept from the parents. Some people understand that the parents are the customer. Others just wish we would go away. If I treated my customers like that I'd be out of work in a heartbeat.
- ✎ The teachers, principals and other staff at Lincoln are outstanding. I have been so pleased with our experiences there.
- ✎ My child had enrichment _____ second and third grade. When she didn't make the AEC program and went back to grade-level math, she wasn't challenged. So I feel there is a gap there. It is unfortunate there is no gifted literacy in the elementary schools.

- ✎ I don't believe my children are getting as personalized teaching as would be preferred. For certain subjects such as math the class seems to be all together vs separating those who need to be challenged further. At times my son thinks the math is too easy - seems like a missed opportunity to make him just step through same modules. Understand each student can't be taught separately but would love it if there was an avenue for challenging a small group of kids that are at a different level.
- ✎ Offer more enrichment for kids who are advanced, but not advanced enough according to test scores, to be in the super advanced classes.
- ✎ My daughter says she would like more feedback on how she is doing. I am also surprised that the school does not have a gifted and talented program for reading. I feel that the phonics program is lacking and that when my daughter was younger she struggled at first to learn how to read in kindergarten. I felt it was on the parents to teach them how to read. I think the Lucy Caulkins program is great for writing, but very lacking in basic phonics in learning/understanding how to read. Although my daughter is now older and loves to write, she was very intimidated when she was in kindergarten with being expected to write when she didn't even know how to read yet.
- ✎ The ratings above are based on this past year & a teacher who was not only disrespectful to my child but to my husband & I. In the past, these scores might have been different. I appreciate SO MANY individuals at Lincoln but have been devastatingly disappointed that a teacher who is mean to children (including my son) & who is unable to appropriately use email (or any other form of writing) to communicate with parents is allowed to continue teaching @ Lincoln. I believe Lincoln does an adequate job of preventing bullying as a whole and yet, I truly believe that one of the biggest bullies on campus is this teacher. It has been a truly difficult school year and made our family question whether we wish to remain within the school district.
- ✎ Teachers should be granted the freedom and autonomy to do what they feel is best for their students. The current curricula, especially Everyday Math, are excellent. I hope these new teaching and learning methods are allowed to remain in place for enough time for the kids and teachers to settle into them and for them to build on lessons from past weeks, months and school years.
at Lincoln is doing an incredible job of incorporating the concepts surrounding inclusion. These teachers should be an example for all teaching teams throughout the district. Our child has enjoyed the groupings and the targeted learning. The teachers in District 41 are some of the very best, and our family values and appreciates them every day.
- ✎ I wish there were more gifted programs at a young age
- ✎ Some parents can't afford outside tutoring so a tutoring program even if it's a small fee would be a tremendous help.
- ✎ Teach the Children. Get textbooks. Hold the teachers accountable for the grades students receive. Prepping for testing to gain funding is not teaching. I could go on forever.

- 👉 As a family with two working parents, it's a real challenge to stay connected to the goings on at the school. I think, though, that Lincoln has done a great job of keeping families like ours in the loop.
- 👉 They have too much homework.
- 👉 *I love that daughter knows how to speak Spanish really great!!! Keep it up!!! * is AWESOME!!!!
- 👉 Incorporate mindfulness in ALL the classrooms. My child is fortunate to have a teacher that enriches my child in all aspects not just academics. When speaking to other parents, I know that is not happening in all classes....very few from what I can tell. Mindfulness takes the growth mindset to a higher level and I appreciate it!
- 👉 Kids who take ESL classes are not measured pther skills math and litrature . Report cards are too complicated to understand.also gifted program are very very limited and kids who high scores arr still learning with the same class which make lower their efforts.
- 👉 Take google off their computers
- 👉 I am very excited about the focus of _____ on learning with a growth mindset as opposed to obsession about grades. This shift in emphasis has helped my child tremendously and positions her much better for continued learning.
- 👉 The academic expectations seem to be on-par with overall academic expectations both within and outside the district.
- 👉 Academic expectations are not high enough. The district is focusing on the bottom quartile and not exploring ways to challenge those students who are high-achieving (of which there are many in our district). Teachers are more than willing to personalize instruction and find ways to challenge the students BUT they are hamstrung by the administration and school board. "Report cards" are ridiculous. They are difficult to understand. Some teachers use the 5-1 scale as a substitution for the A-F scale, but others make achieving a "5" virtually impossible, which creates confusion about expectations and abilities among the students. Also, the lack of a traditional grading system, makes the transition to Glenbard West difficult. Finally, technology is OVERUSED at the elementary school level and should be significantly curtailed. I recently read an article in the Wall Street Journal about Ivy League universities who are banning laptops and other electronics in the classroom. The students don't know how to take notes or effectively learn during a lecture without an electronic device. We need to stem this reliance before it is too late.
- 👉 * Feels like there is too much emphasis on trying "new learning" techniques; too much experimentation with our kids; some of the course materials are poorly written (e.g., math workbooks) * Side note - not sure these survey questions are as effective as they can be. For instance, just because I receive a prompt response to my email it does not mean that its to my satisfaction.

- ✎ There needs to be more differentiation to meet individual student's needs. While teachers attempt to give specialized instruction, they have to teach the core lesson which is a one-size fits all curriculum in math that frankly moves too slow for a significant portion of the students.
- ✎ Provide more support for teachers with multiple students who need inclusion. Match teachers well with the learning needs of the students as well as peers.
- ✎ Our Lincoln Teachers are outstanding!
- ✎ Technology is a great resource, but I worry our students are spending too much time on chromebooks to replace learning from a teacher.
- ✎ Individual children have unique learning capacities and interests. Our teachers and faculty should communicate the differences to parents and engage them in their classroom instruction, adjusting curriculum, or class / teacher assignments, as needed to challenge each child to the next level of progression. Regression in school is our worst enemy.
- ✎ We need more advanced/gifted classes and that should not be part of the inclusion



Accessing results summary from "2017/18 Parent Insights Survey" from Glen Ellyn School District 41.

Please respond to each statement for Benjamin Franklin:

Item	Response
Engagement (n=0) Questions with less than 3 respondents will not be displayed.	

I am proud of my child's school. (n=169)

Strongly agree	97	(57%)
Agree	68	(40%)
Disagree	3	(2%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	0	(0%)

Average Response: 4.52 s= 0.66

Staff members value my opinion. (n=168)

Strongly agree	76	(45%)
Agree	79	(47%)
Disagree	6	(4%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	6	(4%)

Average Response: 4.38 s= 0.73

I feel welcome at my child's school. (n=169)

Strongly agree	100	(59%)
Agree	65	(38%)
Disagree	3	(2%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	0	(0%)

Average Response: 4.54 s= 0.65

My child enjoys going to school. (n=168)

Strongly agree	100	(60%)
Agree	64	(38%)
Disagree	3	(2%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	0	(0%)

Average Response: 4.54 s= 0.66

My child has a positive relationship with at least one adult at school. (n=169)

Strongly agree	121	(72%)
Agree	45	(27%)
Disagree	1	(1%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	1	(1%)

Average Response: 4.69 s= 0.57

There are sufficient opportunities for me to be involved in my child's school. (n=169)

Strongly agree	89	(53%)
Agree	67	(40%)

Disagree	11	(7%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	0	(0%)

Average Response: 4.36 s= 0.88

I feel comfortable sharing ideas for school improvement with staff. (n=167)

Strongly agree	54	(32%)
Agree	78	(47%)
Disagree	17	(10%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	16	(10%)

Average Response: 4.09 s= 0.96

Environment (n=0) Questions with less than 3 respondents will not be displayed.

My child has friends at school. (n=169)

Strongly agree	111	(66%)
Agree	56	(33%)
Disagree	1	(1%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	0	(0%)

Average Response: 4.63 s= 0.59

My child feels safe at school. (n=168)

Strongly agree	106	(63%)
Agree	59	(35%)
Disagree	2	(1%)
Strongly disagree	1	(1%)

Don't know/doesn't apply	0	(0%)
--------------------------	---	------

Average Response: 4.59 s= 0.62

My child knows what is expected at school. (n=169)

Strongly agree	99	(59%)
----------------	----	-------

Agree	69	(41%)
-------	----	-------

Disagree	0	(0%)
----------	---	------

Strongly disagree	1	(1%)
-------------------	---	------

Don't know/doesn't apply	0	(0%)
--------------------------	---	------

Average Response: 4.57 s= 0.56

School facilities are clean and well-kept. (n=169)

Strongly agree	91	(54%)
----------------	----	-------

Agree	75	(44%)
-------	----	-------

Disagree	2	(1%)
----------	---	------

Strongly disagree	0	(0%)
-------------------	---	------

Don't know/doesn't apply	1	(1%)
--------------------------	---	------

Average Response: 4.52 s= 0.57

When conflicts among children occur, they are resolved quickly and fairly. (n=168)

Strongly agree	59	(35%)
----------------	----	-------

Agree	67	(40%)
-------	----	-------

Disagree	9	(5%)
----------	---	------

Strongly disagree	1	(1%)
-------------------	---	------

Don't know/doesn't apply	32	(19%)
--------------------------	----	-------

Average Response: 4.28 s= 0.83

I am satisfied with our school's efforts to prevent bullying. (n=169)

Strongly agree	56	(33%)
Agree	79	(47%)
Disagree	13	(8%)
Strongly disagree	3	(2%)
Don't know/doesn't apply	18	(11%)
Average Response: 4.14 s= 0.94		

Rules and standards of student conduct are clearly defined. (n=168)

Strongly agree	82	(49%)
Agree	75	(45%)
Disagree	5	(3%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	5	(3%)

Average Response: 4.42 s= 0.71

Communication (n=0) Questions with less than 3 respondents will not be displayed.

I know how to get school information when I need it. (n=169)

Strongly agree	85	(50%)
Agree	74	(44%)
Disagree	10	(6%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	0	(0%)

Average Response: 4.38 s= 0.77

I receive enough information to understand my child's progress. (n=169)

Strongly agree	54	(32%)
----------------	----	-------

Agree	86	(51%)
Disagree	27	(16%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	0	(0%)

Average Response: 3.96 s= 1.03

Parent/teacher conferences provide productive communication. (n=169)

Strongly agree	72	(43%)
Agree	74	(44%)
Disagree	18	(11%)
Strongly disagree	5	(3%)
Don't know/doesn't apply	0	(0%)

Average Response: 4.12 s= 1.05

Staff are willing to listen to parent concerns. (n=169)

Strongly agree	87	(51%)
Agree	70	(41%)
Disagree	4	(2%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	6	(4%)

Average Response: 4.45 s= 0.74

My phone calls/emails to staff are returned promptly. (n=169)

Strongly agree	93	(55%)
Agree	63	(37%)
Disagree	5	(3%)
Strongly disagree	0	(0%)

Don't know/doesn't apply	8	(5%)
--------------------------	---	------

Average Response: 4.52 s= 0.66

I receive timely feedback when my child's achievement/behavior is below expectations. (n=169)

Strongly agree	57	(34%)
Agree	57	(34%)
Disagree	15	(9%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	39	(23%)

Average Response: 4.18 s= 0.97

Overall, I am satisfied with the communication that comes from the school. (n=166)

Strongly agree	63	(38%)
Agree	91	(55%)
Disagree	10	(6%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	1	(1%)

Average Response: 4.24 s= 0.79

Learning (n=0) Questions with less than 3 respondents will not be displayed.

When my child has a problem at school, he/she knows how to get help. (n=168)

Strongly agree	48	(29%)
Agree	88	(52%)
Disagree	15	(9%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	15	(9%)

Average Response: 4.08 s= 0.91

I believe school staff inspire my child's best efforts. (n=169)

Strongly agree	75	(44%)
Agree	83	(49%)
Disagree	8	(5%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	2	(1%)

Average Response: 4.34 s= 0.77

The students in my child's class get along well. (n=168)

Strongly agree	65	(39%)
Agree	85	(51%)
Disagree	10	(6%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	6	(4%)

Average Response: 4.24 s= 0.84

The students in my child's class help each other learn. (n=169)

Strongly agree	63	(37%)
Agree	76	(45%)
Disagree	7	(4%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	22	(13%)

Average Response: 4.31 s= 0.77

Technology is used effectively to support teaching and learning. (n=166)

Strongly agree	65	(39%)
----------------	----	-------

Agree	74	(45%)
Disagree	9	(5%)
Strongly disagree	4	(2%)
Don't know/doesn't apply	14	(8%)
Average Response: 4.23 s= 0.92		

Teachers personalize instruction to meet my child's needs. (n=168)

Strongly agree	54	(32%)
Agree	79	(47%)
Disagree	19	(11%)
Strongly disagree	3	(2%)
Don't know/doesn't apply	13	(8%)

Average Response: 4.05 s= 1.01

Academic expectations at Benjamin Franklin are: (n=166)

Too high	8	(5%)
Just right	146	(88%)
Too low	12	(7%)

Average Response: 2.02 s= 0.35

**Comments/suggestions to improve student learning:
(n=50)**

- 🔗 Allow outdoor time in kindergarten
- 🔗 Hire more hardworking and passionate staff who are more aware of special needs.
- 🔗 Communication from Mr Burke (principle) is fantastic. Communication from _____ has been sporadic this year (compared to past teachers), and responses to emails has been slow or nonexistent.

- ✚ I think they could push the students a little more to really excel and do a bit more homework. I like odyssey and some of the on-line platforms but they could be more streamlined, have linking from school's website and be utilized more by the parents and students. The whole on-line portal and package shouldn't change so much plus be more comprehensive.
- ✚ We have been thrilled with the teachers, staff and students at Ben Franklin. We would encourage the state to increase focus on topics such as civics, history and geography in addition to the core subjects.
- ✚ This school does not support kids that are not in gifted, yet consistently get 100% on math unit tests. Around conference time, we have consistently been told by teachers that these students that are doing well will move on to the next grade level math. But there is minimal guidance and support other than putting the students together in a group to learn the material. And it doesn't last more than a month usually. The principal said that Eureka is conducive to different levels of learning. During conferences, the STEAM teacher said the opposite is true with Eureka. When we explained to the teacher that the principal said the opposite, the teacher said they did not know why the principal would say that other than not being familiar with the Eureka curriculum. This school is more concerned with making the Special Ed parents happy especially since the school board president's Ben Franklin. Administration and some staff is more concerned with pleasing certain parents rather than putting their foot down.
- ✚ Parent/teacher conferences should be both in the fall and spring to provide growth and development of each child. The time frame allowed is limited and not always enough to get a clear view of a child's progress.
- ✚ (1) Bullying occurs regularly, and it is accepted by _____ when children perceived to be well-liked engage in the behavior observed by _____
(2) While the School Board emphasizes special ed and main streaming students, those students at the upper end of the spectrum have diminished opportunities to realize their potential.
- ✚ So impressed with the work our teachers do to meet each child where they are at.
- ✚ Online report cards have way too much information, it's overwhelming and hard to understand how my student is actually doing.
- ✚ It helps that my child can complete their homework at school, which allows us to focus on family activities and discussions about their day.
- ✚ I think there is too much emphasis placed on tests and that teachers are forced to quickly move through curriculum without giving children the chance to play and explore. There is more emphasis on computation than creativity. I do not blame the staff at Ben Franklin at all; rather, I believe they feel undue pressure from the school board's focus on test scores.

- 👉 We are amazed at our children's development, the ease of communicating with the teachers and the nurturing environment at BF.
- 👉 I could receive a little more communication from the about in school events. I never heard about the school intruder drill, for example, other than when my kindergartener told me after it happened. This also happens with school wide assemblies. It would be productive for me to know about it and talk about it with my child in advance or after in more detail.
- 👉 There needs to be an advanced math program!
- 👉 I would like to see one bi-weekly email from the Home room teacher sharing what the students are focusing on those two weeks Or even just one monthly email. Would like to see options for advanced literacy and not just math. Nearby districts offer both- why don't we?
- 👉 I think it's important to continue education of the arts (music and art). Also, a social media website such as a school facebook page with the latest announcements maybe an effective medium versus emails.
- 👉 More than 1 conference.. one fall conference is insufficient given they are barely into the school year. A Spring conference would also be nice.
- 👉 I would love to see an AEC equivalent for Literacy. I would also love to see better support for helping the kids learn their weekly spelling words. Instead of just getting a weekly list, maybe there could also be a different corresponding activity for the week with those words - a word search or a word scramble (something to make learning the words more interesting).
- 👉 Since the introduction of Common Core, there has been increased emphasis on higher expectations that are not always developmentally appropriate for the majority of children at a grade level. My children, who used to enjoy math, now dislike it because of the amount of writing (and drawing) required for class and homework assignment. I'd like to see us somewhere between pre-Eureka and pre-Everyday Math, and what we have now.
- 👉 It would be helpful to have another opportunity to engage with the teachers in addition to the fall parent-teacher conferences to gauge progress, performance and/or concerns. Additionally I would like to express my strong support of foreign language instruction and specialization. I have been very dissatisfied with several members of the school board and their disregard for community and educator input. Specifically Clark and Bucholtz. His behavior at board meetings is oftentimes inappropriate and counterproductive.
- 👉 More open communication among teachers. Monthly progress reports would be nice to track MoM changes and keep parents up to date.
- 👉 My first grade son was diagnosed with eye fatigue due to screen use and we don't use them at home. Would like to see less dependency on screens for things that can be achieved without.

- 👉 Principal Burke and the teachers at BF have done a phenomenal job this year. They've figured out how to challenge my student without frustrating him. Keep up the great work!
- 👉 My daughter's grade level tends to be "clicky" and there is a lot of bullying that goes on as a result. Teachers need to be aware of this and act accordingly. Working parents/moms are often not considered when scheduling events and volunteer opportunities.
- 👉 I don't think there is enough communication to get a true grasp of what is being taught in the classroom. Over the course of the past 6 years, there have been teachers who are better at communication than others. But the general impression I have is don't ask questions, we know best. I've never encountered a school that does not allow and/or welcome parent help in the classroom on a regular basis. Or at the very least let parents observe their child in the classroom. A real missed opportunity!!
- 👉 I feel the entire school would benefit from incorporating more uniform procedures as it relates to teaching students organizational skills with their assignment notebooks, how to plan ahead, and holding students accountable for properly following procedures. It takes a little more effort on the part of the teachers, but if implemented properly, should become habit and a valuable life skill for future academic success. There seems to be varied systems in place and little follow through as of now.
- 👉 Conferences just once a year, for only 10 minutes each teacher is not sufficient. Conferences are early in the year, there should be another conference early spring before spring break. Also, a conference of 10 minutes per teacher feels very rushed with teachers going over map scores, etc... does not allow any time for parents to ask questions, voice concerns, etc...
- 👉 Not sure IEP progress has enough frequency for us. We see the goals and the progress but bi-weekly or monthly meetings will help us with some of the gaps behind program benchmarks seen at recommended levels in other schools.
- 👉 I'm not sure how disagreements/bullying among students is being handled. My child has told me about more than one incident on the school playground where was involved, and I was never notified/communicated to about the incident.
- 👉 The math and literacy curriculum changes too often and a new learning curve may slow down progress for teachers and students
- 👉 I don't know when report cards or test scores come out.

- ✎ My daughter is a high learner and is rarely challenged. The school discontinued an advanced literacy program and has no advanced math until 4th grade. My child is continually paired with low learners to help them progress. I applaud this concept in small doses but now it happens all too often. My child now can identify the fact that the teachers are focused on helping the low learners and not interested in challenging her. The teachers should be focused on ALL students not just those that have the lowest test scores.
- ✎ I feel it would be helpful to have spring parent/teacher conferences.
- ✎ I have a special needs student at Ben Franklin and we are working with staff to understand how to engage our student in the learning environment at Ben Franklin. It is a growth process.
- ✎ Less homework. I feel the math homework is overwhelming. Having to do so much work after a long and hard day at school is making the kids not like the subject.
- ✎ Ben Franklin used to be the preeminent elementary school in Glen Ellyn and it has slipped. I'm not sure why, but it's definitely disconcerting. Most teachers are excellent, but some are tough for the kids to deal with as they lack empathy and seem to have standards that exceed the grade level.
- ✎ I wish there was a 2nd conference in the spring and I also wish that for children that were excelling in certain subjects for example, math, that they were challenged more. I have been instructed to use Odyssey to challenge my son, but I'm not sure he is challenged in school.
- ✎ Too much group learning and computer time. Kids have zero executive functioning skills utilized at school. Independent thinking is slim. Everything is group driven from projects, to the ridiculous "21st century" furniture that promotes talking and not independent thinking. Teachers are great however I feel they are stuck in a curriculum nightmare and cannot actually teach as necessary to all levels of kids since they are locked into a schedule.
- ✎ No further suggestions
- ✎ There seems to be a lot of academic competition between the students, including communication of test scores between the kids. I would like to see less emphasis on numbers (4, 5, etc.) and MAP scores so we don't make kids feel better or worse than other students. I heard a lot of rank talk, which I think it brought on by the kids, but I think test scores should be kept confidential so we don't hurt feelings or make kids feel like high scores matter so much. Especially at the lower grades.
- ✎ Communication is good at Ben. I believe personalized communication is limited between teacher/parent unless there is an issue to address. Parent/Teacher conferences are a very important face to face communication opportunity to fully discuss your child's progress. If time permitted would suggest it happen twice a year & prior to the end of the school year so that progress/improvement can be recognized!

- ✎ P/T conferences need to be longer. At their current length, are pretty much a waste of time. I think focusing on what a child needs to do better in the future, rather than reviewing past work, would be a better idea.
- ✎ I would like to see more discipline and individualized teaching. I strongly agree with group learning and environment but feel balance is important to allow for different personalities and learning styles. Having two students in elementary school it is easy to see how they learn differently and what works for one does not necessarily work for the other. We have some of the best teachers, give them latitude to reach all their students in different ways.
- ✎ Teacher communication is sporadic. Administration is open to feedback, but little changes when concerns raised, particularly about some staff members' ability/willingness to foster positive learning environments.
- ✎ I believe teachers rely too much on technology to teach students. I feel that in class, teachers need to teach and interact with students rather than assign them to a computer program to teach. Also, my child does not need busy work on a computer as homework. If my child is working all day at school, they should not come home and stare at a computer screen.
- ✎ The velocity of learning required does not lend itself to mastery of topics. Only surface coverage is achieved.
- ✎ Adopt a more tailored approach to the needs/strengths of the individual.
- ✎ Specialization should be an option for 2nd graders. Love Spanish language learning.



Accessing results summary from "2017/18 Parent Insights Survey" from Glen Ellyn School District 41.

Please respond to each statement for Churchill:

Item	Response
Engagement (n=0) Questions with less than 3 respondents will not be displayed.	

I am proud of my child's school. (n=190)

Strongly agree	101	(53%)
Agree	86	(45%)
Disagree	3	(2%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	0	(0%)

Average Response: 4.5 s= 0.59

Staff members value my opinion. (n=190)

Strongly agree	94	(49%)
Agree	84	(44%)
Disagree	6	(3%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	5	(3%)

Average Response: 4.43 s= 0.71

I feel welcome at my child's school. (n=190)

Strongly agree	115	(61%)
Agree	69	(36%)
Disagree	2	(1%)
Strongly disagree	3	(2%)
Don't know/doesn't apply	1	(1%)

Average Response: 4.54 s= 0.71

My child enjoys going to school. (n=190)

Strongly agree	98	(52%)
Agree	83	(44%)
Disagree	6	(3%)
Strongly disagree	3	(2%)
Don't know/doesn't apply	0	(0%)

Average Response: 4.41 s= 0.79

My child has a positive relationship with at least one adult at school. (n=189)

Strongly agree	128	(68%)
Agree	54	(29%)
Disagree	3	(2%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	3	(2%)

Average Response: 4.64 s= 0.63

There are sufficient opportunities for me to be involved in my child's school. (n=189)

Strongly agree	110	(58%)
Agree	66	(35%)

Disagree	7	(4%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	4	(2%)

Average Response: 4.49 s= 0.78

I feel comfortable sharing ideas for school improvement with staff. (n=189)

Strongly agree	77	(41%)
Agree	83	(44%)
Disagree	10	(5%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	18	(10%)

Average Response: 4.32 s= 0.8

Environment (n=0) Questions with less than 3 respondents will not be displayed.

My child has friends at school. (n=190)

Strongly agree	122	(64%)
Agree	63	(33%)
Disagree	5	(3%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	0	(0%)

Average Response: 4.59 s= 0.63

My child feels safe at school. (n=190)

Strongly agree	106	(56%)
Agree	75	(39%)
Disagree	8	(4%)
Strongly disagree	0	(0%)

Don't know/doesn't apply	1	(1%)
--------------------------	---	------

Average Response: 4.48 s= 0.71

My child knows what is expected at school. (n=190)

Strongly agree	116	(61%)
----------------	-----	-------

Agree	71	(37%)
-------	----	-------

Disagree	3	(2%)
----------	---	------

Strongly disagree	0	(0%)
-------------------	---	------

Don't know/doesn't apply	0	(0%)
--------------------------	---	------

Average Response: 4.58 s= 0.58

School facilities are clean and well-kept. (n=189)

Strongly agree	104	(55%)
----------------	-----	-------

Agree	80	(42%)
-------	----	-------

Disagree	3	(2%)
----------	---	------

Strongly disagree	1	(1%)
-------------------	---	------

Don't know/doesn't apply	1	(1%)
--------------------------	---	------

Average Response: 4.51 s= 0.64

When conflicts among children occur, they are resolved quickly and fairly. (n=190)

Strongly agree	68	(36%)
----------------	----	-------

Agree	75	(39%)
-------	----	-------

Disagree	15	(8%)
----------	----	------

Strongly disagree	5	(3%)
-------------------	---	------

Don't know/doesn't apply	27	(14%)
--------------------------	----	-------

Average Response: 4.14 s= 1.02

I am satisfied with our school's efforts to prevent bullying. (n=190)

Strongly agree	78	(41%)
Agree	71	(37%)
Disagree	18	(9%)
Strongly disagree	6	(3%)
Don't know/doesn't apply	17	(9%)
Average Response: 4.14 s= 1.08		

Rules and standards of student conduct are clearly defined. (n=190)

Strongly agree	103	(54%)
Agree	77	(41%)
Disagree	4	(2%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	5	(3%)
Average Response: 4.5 s= 0.67		

Communication (n=0) Questions with less than 3 respondents will not be displayed.

I know how to get school information when I need it. (n=190)

Strongly agree	107	(56%)
Agree	78	(41%)
Disagree	2	(1%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	1	(1%)
Average Response: 4.51 s= 0.67		

I receive enough information to understand my child's progress. (n=190)

Strongly agree	90	(47%)
----------------	----	-------

Agree	81	(43%)
Disagree	15	(8%)
Strongly disagree	4	(2%)
Don't know/doesn't apply	0	(0%)
Average Response: 4.25 s= 0.96		

Parent/teacher conferences provide productive communication. (n=190)

Strongly agree	103	(54%)
Agree	76	(40%)
Disagree	5	(3%)
Strongly disagree	3	(2%)
Don't know/doesn't apply	3	(2%)
Average Response: 4.45 s= 0.78		

Staff are willing to listen to parent concerns. (n=190)

Strongly agree	103	(54%)
Agree	81	(43%)
Disagree	1	(1%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	3	(2%)
Average Response: 4.51 s= 0.64		

My phone calls/emails to staff are returned promptly. (n=189)

Strongly agree	111	(59%)
Agree	67	(35%)
Disagree	3	(2%)
Strongly disagree	0	(0%)

Don't know/doesn't apply	8	(4%)
--------------------------	---	------

Average Response: 4.58 s= 0.59

I receive timely feedback when my child's achievement/behavior is below expectations. (n=189)

Strongly agree	72	(38%)
Agree	78	(41%)
Disagree	6	(3%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	32	(17%)

Average Response: 4.36 s= 0.74

Overall, I am satisfied with the communication that comes from the school. (n=190)

Strongly agree	97	(51%)
Agree	84	(44%)
Disagree	5	(3%)
Strongly disagree	3	(2%)
Don't know/doesn't apply	1	(1%)

Average Response: 4.41 s= 0.77

Learning (n=0) Questions with less than 3 respondents will not be displayed.

When my child has a problem at school, he/she knows how to get help. (n=189)

Strongly agree	75	(40%)
Agree	86	(46%)
Disagree	8	(4%)
Strongly disagree	3	(2%)
Don't know/doesn't apply	17	(9%)

Average Response: 4.29 s= 0.84

I believe school staff inspire my child's best efforts. (n=188)

Strongly agree	89	(47%)
Agree	86	(46%)
Disagree	8	(4%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	3	(2%)

Average Response: 4.36 s= 0.79

The students in my child's class get along well. (n=189)

Strongly agree	60	(32%)
Agree	105	(56%)
Disagree	17	(9%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	5	(3%)

Average Response: 4.11 s= 0.89

The students in my child's class help each other learn. (n=188)

Strongly agree	60	(32%)
Agree	94	(50%)
Disagree	17	(9%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	16	(9%)

Average Response: 4.13 s= 0.88

Technology is used effectively to support teaching and learning. (n=190)

Strongly agree	84	(44%)
----------------	----	-------

Agree	94	(49%)
Disagree	3	(2%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	9	(5%)
Average Response: 4.43 s= 0.59		

Teachers personalize instruction to meet my child's needs. (n=189)

Strongly agree	78	(41%)
Agree	76	(40%)
Disagree	14	(7%)
Strongly disagree	7	(4%)
Don't know/doesn't apply	14	(7%)
Average Response: 4.17 s= 1.05		

Academic expectations at Churchill are: (n=189)

Too high	13	(7%)
Just right	163	(86%)
Too low	13	(7%)
Average Response: 2 s= 0.37		

**Comments/suggestions to improve student learning:
(n=58)**

- 📌 There is quite a bit of homework for academic improvement. however overall we are seeing
- 📌 Children who are repeat offender bullies are not dealt with. Their privacy concerns trump the safety and learning environment for other children, and hence the learning environment is negatively impacted and children do not feel that it is beneficial to report bullying activity.

- 👉 I feel (especially in math) that most concentration is on low level learners or AEC. I worry that if you have a child that is good but not 99 percent to qualify for AEC then they are not being challenged.
 - 👉 Continue to try to provide academic opportunities for the better students, and not just the lower tier students
 - 👉 It's kindergarten so at this point some of these categories are hard to gauge. That being said nothing has been communicated regarding what type of safety measures are in place in regards to an active shooter event or other major catastrophe.
 - 👉 Teachers need to be better trained and have more supports for children with social, emotional, and behavior disorder. Just because someone's illnesses aren't visible does not mean they don't exist.
 - 👉 Have more parent teacher conferences. Provide more feedback to parents via email about the resources to improve student learning. I think for kids who are above average and can do even better there is not much push on making them or challenging them to do better.
 - 👉 We need to offer full day kindergarten, preferably for all students, but especially for Dual Language students. A half day Kindergarten is not enough time to develop language skills in 2 languages. Low income and ELL students are disadvantaged by not offering full day kindergarten. The extended day program only captures some students, and only focuses on those that qualify, eliminating the option to include other age appropriate peers in dual language. Communication from some grade level teachers could be better. There should be more consistency regarding how frequently classroom teachers send home newsletters; there are many tech based tools teachers could be using to show what students are doing during class. I feel like I don't know what goes on during class time. Teachers could take pictures of what students are doing and email to parents or use a class website. Parents are not included in school improvement planning or planning for anti-bullying or behavior expectations (wolf packs, too). I feel like the staff does a good job with this but doesn't include parent input, as far as I'm aware.
-
- 👉 Class size is . This is unfair . The teachers and students suffer from large class size. Additional classes need to be added to . There is not equality For these students.
 - 👉 No comments to improve their learning, but I would like for the teachers to use the app Class Dojo so I know what my child is doing throughout the day. I enjoyed when my sons teacher used it at Forest Glen. It brought me comfort knowing what my child was doing vs being told what he was doing throughout the day.
 - 👉 although happy with my childrens' education at Churchill, I feel that, like most public schools, too much emphasis is placed on testing, and progress to goals. Not enough to inspiring love of learning and topics.

- 👉 As a family, we feel that the district places too much emphasis on student achievement and not enough emphasis on letting kids be kids. day is without play (except for recess). We believe that play based education is so important and really feel that is lacking in District 41. I don't care if my child is reading above grade level, but I do care that he can interact with his peers, that he has time to move around, that school is fun. He reports that the day is long and boring and cries often before heading out the door. This type of achievement based environment really does a disservice to our youngest learners, especially young boys.
- 👉 I suggest a little less home work and little more kids stuff.. Be more like kids wild they Learning ..
- 👉 I would like to say what an effective, positive, and incredible principal we have in Mrs. Keith. She is strong, kind, intelligent leader and clearly cares about our kids.
- 👉 More play and student choice, paired with slightly less academic rigor, in the lower grades, particularly kindergarten and first.
- 👉 No tolerance for bullying needs to be established. Policy needs to change.
- 👉 Try and put some homework on some sort of technology tool.
- 👉 The main reason we decided on doing an addition on our home instead of moving was because we refused to leave Churchill. The support from all staff/teachers is top notch! Even the office staff, loving and inviting. So grateful.
- 👉 Mrs. Keith has been an amazing addition to Churchill! Her leadership is respected by children, parents, and teachers. She is kind and hard-working. She is present and involved. She is looking to the future and constantly working on ways to improve the school in creative ways. We are so happy with Mrs. Keith!
- 👉 When help is needed, my child isn't sure where to turn to for additional learning. Teachers are awfully busy during lunch hours and before school. They work hard all day and seeking extra help is the only area where this school struggles. I suggest: A math resource who is Spanish speaking for my child during lunch time. All Other Staff are Fantastic!!!
- 👉 Have more available for gifted kids (kids whose MAP scores place them above 90th percentile). Also, use pretests to guide instructional decisions. If a kid aces a pretest, or a mid-term module (gets a 4 or 5) why can't they move on to more difficult material? If they know all the spelling words the day the list was handed out, why do they have to spend the week copying the words to "learn" them?
- 👉 more challenge in areas where she exceeds expectations

👉 I feel that bullying at school is tolerated. There are not significant changes put in place that protect my kids. I have 3 children at school, and each one has fallen victim to physical violence by other kids....MULTIPLE times. I

I receive a phone call explaining my children have been etc....So, clearly, there is more to be done for those students. Perhaps helping the student more? Perhaps protecting students better so physical violence doesn't happen? It seems that the school views full time Aides as help for the behavior student. This doesn't help the child LEARN correct behavior, but instead, acts as a body guard or physical barrier. How is this effective?

👉 While I think there is enough feedback, I would love more individualized feedback as to how my child is doing even if it's a quick email. I really love those quick emails from teachers. I also feel like academically more needs to be done for the kids who don't score top percentiles in map testing, but very high. There doesn't seem to be enough to push them to excel.

👉 Not so many SIP days and Institute days. The kids need to be in school!

👉 Please stop giving homework to 1st graders. There is no evidence to support that homework assists in learning. 15/30 mins per night is sufficient.

👉 I would like to see more challenging math material for a larger number of kids who are above average. Only a few are pulled out to see the math specialist for accelerated learning.












👉 Whoâ??s be nice to have some more differentiated learning at the lower grade levels eg if students finish their in-class work quickly they should have enrichment options available to them vs being forced to sit and wait quietly while others finish their work.

👉 Academic expectations are medium-high. They seem higher than I would expect for kids of their grade level. The kids work hard in school and then come home with homework (math & literacy), daily reading, and weekly computer time assignments. When we get home in the evening, there's hardly time for dinner and homework before the early bedtime that young children need.




👉 has made tremendous strides this year in school. He was below average I feel that there has been amazing support from the Churchill staff to keep him moving forward.

👉 I feel like more focus is on kids that are behind then kids that are ahead. i would like more attention for kids that are performing better as well.

👉 More programs like the 4th and 5th grade math Similar program for reading where the kids get to separate from their class like they did for my older daughter 9 years ago. I love the diversity of Churchill but want to ensure that advanced students as well as average students get as much attention as the teachers can afford at other schools where they have fewer ESL students and other challenges that come with the blessing of diversity.

-  I honestly feel that Churchill does have excellent resources for children who are struggling to meet state academic standards; however, for the children who are exceptional learners, who far exceed state standards, there are almost no resources. Other school districts in this area have full day classes starting in 3rd grade for "gifted" or academically exceptional children, and Churchill only has very short "pull-out" style Why do the gifted children get so short-changed?
-  I don't know what technology method are used for learning and/or if it is really necessary at K level.
-  Overall we are very satisfied with the learning that my children are experiencing. I do wish that my stronger learner had more opportunities, aside from just AEC math to be further challenged, especially in literacy. And although I overall am very happy with the literacy curriculum, I do wish there was a little more traditional emphasis on phonics, as I feel this is an area my two younger children struggle in. We LOVE the Churchill community and Principal Keith has been a great addition to our building, Although her style is different from Scott's, she has seamlessly stepped into his shoes.
-  3rd grade gifted math should be full time instead part time.
-  The dual language program is an amazing investment in our community and its learners.
-  Offer more for students that are performing above grade level, don't just have them do the same as other kids. Same for those that are below grade level. It's not one size fits all.
-  teachers should inspire a love and yearning to learn, not inspire fear and a yearning to be invisible to escape from the yelling and irrational teacher behavior.
-  N/A
-  Lack of homework is disturbing, we have higher expectations in reading/writing and in PE. The lunch options and quality is pathetic. Administration should have to eat school lunch regularly to appreciate the quality we are serving our students. Many teachers care deeply at school, but some are just getting by.
-  my son was so sad when he couldn't be with her this year for the first time since first grade. Finally, toward the end of the school year they are allowing it.
-  I would like to see D41 offer all-day Kindergarten. For a district with high standards, it seems critical to start with providing kindergartners a full day of education.

- ✍ Keep classes small. Churchill has a larger range of diverse learners.
- ✍ Continue to manage the children's needs, not all children learn at the same rate or in the same way.
- ✍ Thank you for providing a world-class education for my children!
- ✍ I'm really much satisfied ð??ð??¼
- ✍ Kids needs friendly environment among themselves
- ✍ Next time you administer a survey, please provide a "somewhat agrees" response. There is a big gap between Agrees and Disagrees. For example, the teachers personalize instruction to meet my child's needs. I don't disagree but saying I agree fully is not accurate, as I would only somewhat agree. I've had to hire an outside tutor to get certain personalized help for my child in certain areas.
- ✍ Communicating with parents how children are provided differentiated instruction in the classroom would be helpful. Many students may have already reached the grade level expectations for spelling, word work, and reading. So a conversation among colleagues about what to do with students who have already mastered the material is important and helpful for students to grow further. These can happen easily when engaged in Professional Learning Communities.
- ✍ Conferences are way too short...need to be longer with primary teachers. Conferences should happen twice a year so things can be addressed and ppl can be kept accountable. Class work should be sent home, especially literacy assignments. Lack of homework is disturbing or often the teacher follow-up of the homework assignments to ensure kids are kept accountable is slacking. Report cards don't seem to matter...they should be sent home with students and signed by parent and returned to the teachers. I still don't care for the 1-5 number system when supposedly often no '5's' are given out. Grammar should be taught in all grades.
- ✍ I am completely satisfied
- ✍ I think our teachers do a fabulous job. In managing kid behavior day to day, which is necessary, I'm not sure how much bandwidth they have to tailor teaching to students who are solid performers but quiet. I sometimes worry it's just the "rowdy" kids or students with special learning needs and IEP plans who get the attention, and others just sort of float off the radar. Not that they also need a lot of extra care, but they do still need encouragement to do their best. I'm guessing this happens, just not sure, and will ask my teachers next year. But it would be a question I imagine many parents have. As a parent, you just want to feel that someone "knows" your child. The Student Profile is thoughtful, and really promotes excellence in the whole child. I couldn't be more proud of leadership from superintendent Gordon on down the ranks.
- ✍ Offer more opportunities for students performing above standards

-  I think my daughter's teachers have been awesome in their response times to me when I send an email or reach out via phone. I also appreciate the weekly updates I received on their progress and what projects they are working on. I am a little confused however with the grading system at this time so it would be helpful to have a clearer understanding of it by a meeting.
-  Continue the positive side of teaching and relationship between students and teachers and improve the strategy in monitoring bullying at school and in school bus.
-  We absolutely love the Churchill community, the teachers, the administrative staff, and the families who attend there. It is a very special place.



Accessing results summary from "2017/18 Parent Insights Survey" from Glen Ellyn School District 41.

Please respond to each statement for Forest Glen:

Item

Response

Engagement (n=0) Questions with less than 3 respondents will not be displayed.

I am proud of my child's school. (n=177)

Strongly agree	88	(50%)
Agree	83	(47%)
Disagree	2	(1%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	4	(2%)

Average Response: 4.49 s= 0.57

Staff members value my opinion. (n=176)

Strongly agree	75	(43%)
Agree	85	(48%)
Disagree	8	(5%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	7	(4%)

Average Response: 4.33 s= 0.76

I feel welcome at my child's school. (n=177)

Strongly agree	100	(56%)
Agree	69	(39%)
Disagree	7	(4%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	1	(1%)

Average Response: 4.49 s= 0.7

My child enjoys going to school. (n=174)

Strongly agree	84	(48%)
Agree	77	(44%)
Disagree	9	(5%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	2	(1%)

Average Response: 4.35 s= 0.83

My child has a positive relationship with at least one adult at school. (n=177)

Strongly agree	112	(63%)
Agree	58	(33%)
Disagree	5	(3%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	2	(1%)

Average Response: 4.58 s= 0.65

There are sufficient opportunities for me to be involved in my child's school. (n=177)

Strongly agree	95	(54%)
Agree	56	(32%)

Disagree	14	(8%)
Strongly disagree	3	(2%)
Don't know/doesn't apply	9	(5%)

Average Response: 4.35 s= 0.97

I feel comfortable sharing ideas for school improvement with staff. (n=176)

Strongly agree	59	(34%)
Agree	70	(40%)
Disagree	14	(8%)
Strongly disagree	4	(2%)
Don't know/doesn't apply	29	(16%)

Average Response: 4.13 s= 1.01

Environment (n=0) Questions with less than 3 respondents will not be displayed.

My child has friends at school. (n=177)

Strongly agree	103	(58%)
Agree	67	(38%)
Disagree	3	(2%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	4	(2%)

Average Response: 4.56 s= 0.59

My child feels safe at school. (n=176)

Strongly agree	96	(55%)
Agree	72	(41%)
Disagree	4	(2%)
Strongly disagree	0	(0%)

Don't know/doesn't apply	4	(2%)
--------------------------	---	------

Average Response: 4.51 s= 0.63

My child knows what is expected at school. (n=177)

Strongly agree	94	(53%)
----------------	----	-------

Agree	79	(45%)
-------	----	-------

Disagree	1	(1%)
----------	---	------

Strongly disagree	0	(0%)
-------------------	---	------

Don't know/doesn't apply	3	(2%)
--------------------------	---	------

Average Response: 4.53 s= 0.53

School facilities are clean and well-kept. (n=176)

Strongly agree	91	(52%)
----------------	----	-------

Agree	70	(40%)
-------	----	-------

Disagree	11	(6%)
----------	----	------

Strongly disagree	0	(0%)
-------------------	---	------

Don't know/doesn't apply	4	(2%)
--------------------------	---	------

Average Response: 4.4 s= 0.79

When conflicts among children occur, they are resolved quickly and fairly. (n=177)

Strongly agree	57	(32%)
----------------	----	-------

Agree	80	(45%)
-------	----	-------

Disagree	6	(3%)
----------	---	------

Strongly disagree	3	(2%)
-------------------	---	------

Don't know/doesn't apply	31	(18%)
--------------------------	----	-------

Average Response: 4.25 s= 0.83

I am satisfied with our school's efforts to prevent bullying. (n=176)

Strongly agree	57	(32%)
Agree	79	(45%)
Disagree	9	(5%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	29	(16%)

Average Response: 4.22 s= 0.84

Rules and standards of student conduct are clearly defined. (n=172)

Strongly agree	76	(44%)
Agree	85	(49%)
Disagree	4	(2%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	7	(4%)

Average Response: 4.41 s= 0.62

Communication (n=0) Questions with less than 3 respondents will not be displayed.

I know how to get school information when I need it. (n=177)

Strongly agree	82	(46%)
Agree	82	(46%)
Disagree	11	(6%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	2	(1%)

Average Response: 4.34 s= 0.78

I receive enough information to understand my child's progress. (n=175)

Strongly agree	58	(33%)
----------------	----	-------

Agree	84	(48%)
Disagree	25	(14%)
Strongly disagree	4	(2%)
Don't know/doesn't apply	4	(2%)
Average Response: 3.98 s= 1.07		

Parent/teacher conferences provide productive communication. (n=176)

Strongly agree	70	(40%)
Agree	78	(44%)
Disagree	21	(12%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	7	(4%)
Average Response: 4.17 s= 0.94		

Staff are willing to listen to parent concerns. (n=176)

Strongly agree	73	(41%)
Agree	90	(51%)
Disagree	8	(5%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	3	(2%)
Average Response: 4.29 s= 0.79		

My phone calls/emails to staff are returned promptly. (n=175)

Strongly agree	86	(49%)
Agree	75	(43%)
Disagree	7	(4%)
Strongly disagree	0	(0%)

Don't know/doesn't apply	7	(4%)
--------------------------	---	------

Average Response: 4.43 s= 0.71

I receive timely feedback when my child's achievement/behavior is below expectations. (n=176)

Strongly agree	59	(34%)
Agree	67	(38%)
Disagree	14	(8%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	34	(19%)

Average Response: 4.18 s= 0.96

Overall, I am satisfied with the communication that comes from the school. (n=175)

Strongly agree	73	(42%)
Agree	87	(50%)
Disagree	12	(7%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	2	(1%)

Average Response: 4.27 s= 0.83

Learning (n=0) Questions with less than 3 respondents will not be displayed.

When my child has a problem at school, he/she knows how to get help. (n=177)

Strongly agree	49	(28%)
Agree	96	(54%)
Disagree	20	(11%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	11	(6%)

Average Response: 4.04 s= 0.91

I believe school staff inspire my child's best efforts. (n=177)

Strongly agree	70	(40%)
Agree	85	(48%)
Disagree	16	(9%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	5	(3%)

Average Response: 4.2 s= 0.89

The students in my child's class get along well. (n=177)

Strongly agree	55	(31%)
Agree	95	(54%)
Disagree	10	(6%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	16	(9%)

Average Response: 4.2 s= 0.78

The students in my child's class help each other learn. (n=176)

Strongly agree	57	(32%)
Agree	85	(48%)
Disagree	9	(5%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	23	(13%)

Average Response: 4.22 s= 0.83

Technology is used effectively to support teaching and learning. (n=174)

Strongly agree	66	(38%)
----------------	----	-------

Agree	83	(48%)
Disagree	9	(5%)
Strongly disagree	1	(1%)
Don't know/doesn't apply	15	(9%)
Average Response: 4.28 s= 0.79		

Teachers personalize instruction to meet my child's needs. (n=176)		
Strongly agree	62	(35%)
Agree	76	(43%)
Disagree	17	(10%)
Strongly disagree	10	(6%)
Don't know/doesn't apply	11	(6%)
Average Response: 3.99 s= 1.16		

Academic expectations at Forest Glen are: (n=176)		
Too high	15	(9%)
Just right	145	(82%)
Too low	16	(9%)
Average Response: 2.01 s= 0.42		

Comments/suggestions to improve student learning: (n=52)

- 👉 I've been out of forest glen for 3 years- alot has changed since first went through
- 👉 I wish there was a notice when report cards are posted. As a new parent I didn't know when they were up. And I realize it doesn't impact learning, but I would graciously add that the pick up situation after school needs to be reworked and improved. There is a more efficient way.
- 👉 Communication at school level is good; I think there could be better individualized communication at grade or class level regarding expectations and development.

- 👉 Each student should be taught according his/her abilities and level of preparedness.
- 👉 Comment on academic expectations...they are extremely high, but I wouldn't say "too high". I like that my child is challenged and is receiving a quality education. One of the things that sets Forest Glen apart from other schools is that the students receive Spanish every day and have gym, music, etc. regularly throughout the week. My child's teacher is beyond amazing. She creates a sense of community in the classroom where all children are valued. My child is thriving in her class. We were uncertain about public education at first, this was a trial year, and Forest Glen has surpassed all of our expectations. We are very thankful for such an interactive principal who my child LOVES as well as wonderful teachers and staff.
- 👉 Please try to make the school as tech free as possible.
- 👉 Seems like a of homework for first grade. She typically has one or two math sheets, a reading sheet for timed reading and comprehension and other reading to complete.
- 👉 Too much independent study and not enough teacher/child teaching. Also why is spelling and history not a part of the curriculum?
- 👉 I feel as a parent that the "Common Core" Math is NOT the best way of teaching Math to the students. Some kids learn in dirrent ways than others and the way that "Common Core" is taught is the END ALL BE ALL METHOD! The teachers that teach bascially label the students that DO NOT grasp the method as "they (students) have a learning issue. That the student is palin dumb!" Well did you ever think of teaching "COMMOM CORE" a diffrent way? Why should my child think that he/she is STUPID b/c of the way Commom Core is taught! If I remember my math skills -- you can have a vast of differnt ways to the answer for a problem. So why do the teachers stress that ONE WAY to get the answer? My child is not dumb -- he/she just does not understand the way Math is taught -- again there are several diffrent ways to get you answer so why does the Sun set on the "COMMOM CORES WAY" -- Im just sayin
- 👉 The average kid who needs a little help to understand is left in the dust. The failing get help, the advanced move on and everyone in the middle is left to get frustrated. The kids are so competitive and mean to each other...
- 👉 Parents and teachers need to communicate more to improve kids performance.
- 👉 Sometimes

It was oils be great if such families are given an orientation time to connect and interact either through meeting or through paper. Thanks a bunch for understanding.

- 👉 Offer more time for speech therapy.

- ✎ Para que tienen el programa bilingüe en prekinder si cuando entran al kinder no hay suficiente espacio para el programa dual language? Que no sería mejor desde el principio acostumbrarlos a ESL clases?
- ✎ I would not mind more homework for the kids. I know other parents probably disagree...and I understand their position. I just feel that my kids would not suffer with a bit more to do outside of the classroom hours. That being said, as a parent, I could do more to push them as well.
- ✎ Keep on doing the same with great teachers and leaders!
- ✎ Give teachers more support so they have more time/energy for differentiation and meeting students where they are at.
- ✎ My experience and comments are partly based on having students that already finished 4th. I am disappointed that there are not more opportunities for high achievers that are not quite high enough for the "gifted" program. I think that the specialized learning targets and instruction for the children grasping or already knowing the material is not there.
- ✎ My child is not challenged at school. My heart is in the right place, but is overwhelmed with the kids. Our conference went like this, "Hi (insert child's name) is (insert child's name). Keep doing whatever you are doing. Happy our child is doing well, but could be challenged and motivated much much more. Science is checking the box at best. AEC is the only bright spot, but feel it could be ramped up more even. The district needs to have higher level courses for students earlier.
- ✎ More feedback specifically about how our child is doing. What they are doing well and what they need to work on.
- ✎ I am so pleased with the instruction my child receives at Forest Glen School. The Early Childhood Team and the administration at FG are TOP NOTCH! We are very grateful.
- ✎ Parent-teacher conferences are rushed and treated as perfunctory. Staff are willing to meet with parents at other times, but even then they are hurried. Obviously, teachers have a lot to juggle. Staff members have regularly scheduled 15 minute meetings with me! We were disappointed in the decision to adopt Lucy Calkins curricula. The reading program is haphazard and the writing program is developmentally inappropriate at every level. Staff often seem more concerned with crowd control than inspiring a love of learning or engaging each learner at her present level.
- ✎ We moved to Glen Ellyn in 2016. One of our children is gifted and at our old school was in a program that really paid attention to his needs. The teachers at FG are great and overworked and very committed, but our is experiencing the need to teach to middle. We are thinking of moving him to Avery Coonley, which is unfortunate because we all benefit from the experience of having everyone together.

- ✎ Like learners need to be grouped together in the classroom to support each other and encourage growth and support a challenging environment. This way, students are all on the same page and feel cohesive and want to reach higher. They have a spark for learning in this situation. When above grade level students are in the classroom, with very few other like learners, they begin to stop striving to do better and begin to just do whatever they need to do to get by. It's not challenging and the students become bored. Some just loose interest in their studies. Some become stagnant and bored. Some start to have behavior issues. And, unfortunately--some teachers start using their accelerated students as student teachers to help bring up the lower level learners. We want our children to be challenged in the classroom by the teacher and content and NOT being used to help tutor other students on a lower learning spectrum. That is the teacher's job.
- ✎ Certain teachers are more fun and engaging than others. I believe their personality has a lot to do with a child's success in the classroom. If a teacher exudes joy for teaching then I believe that will transfer to students having a joy for learning.
- ✎ We love _____ and the math program. My 6th grade daughter at Hadley is way ahead of the game because of her and the math program. Thanks! I'd also suggest less collaborative work; I'm sorry, and I know there is research and educational theory to back it up, but students don't learn from each other in a classroom setting. That said, the PBLs are a good opportunity for collaborative learning.
- ✎ Group children together by ability. My child is often paired with children who are at a lower academic level, and my child isn't learning as much as (s)he could. There should be a gifted program beginning in 1st grade. Children who are gifted should have many more opportunities.
- ✎ When it comes to the teachers personalizing instruction to get the best out of our kids, we have had very mixed results. In math, _____ has been outstanding. Earlier in our daughter's schooling she had another teacher that sent home optional/ challenging math homework (I believe it was called "A/B" or "B/C" homework) every day that stretched our daughter and helped prepare her to be ready for AEC. We have not had another teacher provide that challenge in math since with our other kids.
- ✎ My son is _____ at Forest Glen. The entire special education team is absolutely incredible. My son has made so much progress in his first year at Forest Glen. The entire staff is constantly reevaluating his needs and personalizing his instruction so he can be as engaged as possible in class. I am not sure about opportunities to volunteer - I am not as connected with FG due to my son's age. At one of our previous preschools parents could come in and help with letter sounds or other small activities. I've also learned from friends that I can observe my son's classroom but I was not aware from the school that this was something I could do.
- ✎ It would be great to have pull-out math for high achieving 3rd graders rather than waiting until 4th.









- 👉 Smaller classes sizes are absolutely needed!! We have a strong teacher- I cannot imagine what it must be like for less experienced teachers.
- 👉 For #2 above I would actually say "decent". A little less than "Just Right" and a little more than "too low".
- 👉 Lunch help, or after school tutor homework helper
- 👉 Teachers can Contact parents how to improve on students weak areas based on test results.
- 👉 I'm not sure the definition of bully has been fully explained to the children. I worry that any instance of children being unkind, is considered bullying.
- 👉 My son has benefitted from the AEC program and for the short time that is was not available to him, he struggled to feel challenged. Being removed from the classroom during AEC time has allowed him to flourish. When help is in the class it is entirely devoted to lowest performing kids, which leaves more advanced students bored and not learning. We feel very strongly that inclusion will be wonderful as long as those students who benefit from leaving the class at times are supported and have the resources to do so. we may have moved our son out of the district. He needs the extra challenge. Thank you!
- 👉 Report cards should have a few written comments about the student.
- 👉 I do not feel that my children are being challenged . I don't feel that they've learned as much this year as they did last year.
- 👉 we think they are mostly just right, but at times it seems a tad aggressive for the age. but we also understand it is consistent with other schools / areas.
- 👉 Time is limited so some state testing seems redundant and not necessary. Wish we didn't test so often - assessments for class yes but statewide no.

👉 Be open to parent feedback. I have been disappointed with this school and would like the option of enrolling at another d41 school. The school doesn't at all seem interested in the "whole" child. When I ask how my child is doing I hear things like, "I only see him/her during class....no idea about lunch, recess, etc". Tests are not graded until weeks afterwards which eliminates the concept of learning from the experience. Parental communications is not proactive, no concerns are ever raised even if they exist. There is a bullying curriculum but bullying still occurs frequently and teachers seem too busy to notice. I would like to see the school put as much effort into getting families to re-register into educating and communicating. I have been amazed at the outreach, communication, calls, general pressure to register bc it is a metric important to administrators. Could some of this be re-directed towards communication with parents or help with children being successful as human beings? I have been surprised in a bad way by the school quality but aside from relocating within Glen Ellyn, I feel like I have very limited choices. Instead we do our best investing in outside resources to try to help support our child, which is incredibly disappointing given how much of our property taxes support the schools. I feel like this school does ok from a metrics perspective because of the community demographics. Many families will support their kids no matter what, so test scores reflect educated, motivated parents who focus on giving their kids what they need to succeed. Parental support outside of school covers a myriad of school shortcomings. Many of these kids and families would succeed almost anywhere. When I consider my neighborhood, almost half of families opt out of the school, and if those who go, I have yet to find anyone that is truly a fan. Improvements don't need to be costly but they require a school that actually wants to improve and cares for the children in their care. I hope the administration receives the raw comments that people take time to write and not just the coded, summarized responses. ***pls share this comment in its entirety**

👉 AP classes for children who are ahead regardless of the grade

👉 I feel the children need to be pushed a little more so they can reach their full potential. If a child isn't showing signs of wanting to progress and do better than the level they are already at then they should be encouraged and pushed to excel. I also wish that there were some informal conferences where the teachers could talk to parents one on one (maybe a phone call, FaceTime or any other face to face conference) more than just twice a year. I feel like I don't know where my child stands academically. The reports on skyward are very confusing. I'm sure it takes a lot of effort and time for the teachers to fill each student's report out but I think it's pointless. Let's save their time and instead let's just pick up the phone and talk. I feel that there is a lot of academic potential at Forest Glen which is not being tapped into.

👉 I commented that my child doesn't enjoy going to school. He is currently in the "I am bored" stage. I don't know if he is just sick of the regimen or not being challenged.

-  I've noticed that the more outspoken kids seem to get more attention than the quieter kids. As educators I would hope that when a quieter kid eagerly volunteers to have a speaking role the teacher would make sure they have the opportunity to get out of their comfort zone and use their voice.
-  Getting problems identified and resolved has taken months and steps to "document" a problem have taken 6 months. Need corrective action and a Plan not a drawn out evaluation process.
-  Academics are important to me. Realistic expectations are also important to me. I cannot believe the pressure that these kids are under at such young ages. I understand there is a Maker Space at school-why are kids not able to visit it more? There is not much balance between academics and creative time and that is an issue for me.
-  School is doing a great job.
-  More opportunities to differentiate the lesson levels is appreciated. Not every child learns in the same way or at same pace.
-  I believe the expectations for most students are probably appropriate but when you have a child that may not be your "typical" student there seems to be little effort to meet those needs. I do not see SEL embedded in the classroom with most teachers. I believe the fall conference time should be longer than 10 min.... consider offering additional conferences later in the year to discuss progress or at least a phone call or email to update. (grade book does not seem sufficient) AEC has been a huge blessing to better meeting needs... excellent communication
-  Students need more time outside to play and discover things on their own. Too much time indoors and sitting, especially for 1st grade. Expectations regarding academics have changed when children's brains and abilities have not. Also, there should not be homework. My time at home with my child should belong to me/family.
-  My child isn't doing well on test and I'm not sure if that is common or he/she is in line with the rest of the students. I wish there was more communication and tutors offered to help but again I've received no phone call or email to understand if I should be concerned.



Accessing results summary from "2017/18 Parent Insights Survey" from Glen Ellyn School District 41.

Please respond to each statement for Hadley Junior High:

Item	Response
------	----------

Engagement (n=0) Questions with less than 3 respondents will not be displayed.

I am proud of my child's school. (n=324)

Strongly agree	124	(38%)
Agree	183	(56%)
Disagree	8	(2%)
Strongly disagree	3	(1%)
Don't know/doesn't apply	6	(2%)

Average Response: 4.31 s= 0.69

Staff members value my opinion. (n=324)

Strongly agree	71	(22%)
Agree	193	(60%)
Disagree	18	(6%)
Strongly disagree	4	(1%)
Don't know/doesn't apply	38	(12%)

Average Response: 4.08 s= 0.79

I feel welcome at my child's school. (n=325)

Strongly agree	115	(35%)
Agree	188	(58%)
Disagree	16	(5%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	5	(2%)

Average Response: 4.25 s= 0.73

My child enjoys going to school. (n=322)

Strongly agree	102	(32%)
Agree	186	(58%)
Disagree	25	(8%)
Strongly disagree	8	(2%)
Don't know/doesn't apply	1	(0%)

Average Response: 4.09 s= 0.92

My child has a positive relationship with at least one adult at school. (n=323)

Strongly agree	145	(45%)
Agree	165	(51%)
Disagree	7	(2%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	6	(2%)

Average Response: 4.41 s= 0.61

There are sufficient opportunities for me to be involved in my child's school. (n=323)

Strongly agree	75	(23%)
Agree	181	(56%)

Disagree	44	(14%)
Strongly disagree	7	(2%)
Don't know/doesn't apply	16	(5%)

Average Response: 3.89 s= 1.01

I feel comfortable sharing ideas for school improvement with staff. (n=322)

Strongly agree	59	(18%)
Agree	154	(48%)
Disagree	48	(15%)
Strongly disagree	6	(2%)
Don't know/doesn't apply	55	(17%)

Average Response: 3.79 s= 1.05

Environment (n=0) Questions with less than 3 respondents will not be displayed.

My child has friends at school. (n=324)

Strongly agree	161	(50%)
Agree	156	(48%)
Disagree	3	(1%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	2	(1%)

Average Response: 4.46 s= 0.62

My child feels safe at school. (n=324)

Strongly agree	142	(44%)
Agree	170	(52%)
Disagree	6	(2%)
Strongly disagree	3	(1%)

Don't know/doesn't apply	3	(1%)
--------------------------	---	------

Average Response: 4.38 s= 0.68

My child knows what is expected at school. (n=322)

Strongly agree	156	(48%)
----------------	-----	-------

Agree	160	(50%)
-------	-----	-------

Disagree	5	(2%)
----------	---	------

Strongly disagree	0	(0%)
-------------------	---	------

Don't know/doesn't apply	1	(0%)
--------------------------	---	------

Average Response: 4.45 s= 0.59

School facilities are clean and well-kept. (n=324)

Strongly agree	147	(45%)
----------------	-----	-------

Agree	163	(50%)
-------	-----	-------

Disagree	5	(2%)
----------	---	------

Strongly disagree	0	(0%)
-------------------	---	------

Don't know/doesn't apply	9	(3%)
--------------------------	---	------

Average Response: 4.43 s= 0.58

When conflicts among children occur, they are resolved quickly and fairly. (n=323)

Strongly agree	82	(25%)
----------------	----	-------

Agree	144	(45%)
-------	-----	-------

Disagree	23	(7%)
----------	----	------

Strongly disagree	3	(1%)
-------------------	---	------

Don't know/doesn't apply	71	(22%)
--------------------------	----	-------

Average Response: 4.11 s= 0.89

I am satisfied with our school's efforts to prevent bullying. (n=323)

Strongly agree	99	(31%)
Agree	146	(45%)
Disagree	36	(11%)
Strongly disagree	9	(3%)
Don't know/doesn't apply	33	(10%)
Average Response: 4 s= 1.06		

Rules and standards of student conduct are clearly defined. (n=321)

Strongly agree	125	(39%)
Agree	170	(53%)
Disagree	11	(3%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	14	(4%)

Average Response: 4.33 s= 0.69

Communication (n=0) Questions with less than 3 respondents will not be displayed.

I know how to get school information when I need it. (n=324)

Strongly agree	128	(40%)
Agree	180	(56%)
Disagree	15	(5%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	1	(0%)

Average Response: 4.3 s= 0.7

I receive enough information to understand my child's progress. (n=324)

Strongly agree	123	(38%)
----------------	-----	-------

Agree	157	(48%)
Disagree	38	(12%)
Strongly disagree	4	(1%)
Don't know/doesn't apply	2	(1%)
Average Response: 4.11 s= 0.98		

Parent/teacher conferences provide productive communication. (n=325)

Strongly agree	109	(34%)
Agree	152	(47%)
Disagree	54	(17%)
Strongly disagree	6	(2%)
Don't know/doesn't apply	4	(1%)
Average Response: 3.95 s= 1.09		

Staff are willing to listen to parent concerns. (n=324)

Strongly agree	109	(34%)
Agree	175	(54%)
Disagree	18	(6%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	22	(7%)
Average Response: 4.24 s= 0.74		

My phone calls/emails to staff are returned promptly. (n=324)

Strongly agree	124	(38%)
Agree	148	(46%)
Disagree	16	(5%)
Strongly disagree	4	(1%)

Don't know/doesn't apply	32	(10%)
--------------------------	----	-------

Average Response: 4.27 s= 0.83

I receive timely feedback when my child's achievement/behavior is below expectations. (n=320)

Strongly agree	87	(27%)
Agree	119	(37%)
Disagree	30	(9%)
Strongly disagree	5	(2%)
Don't know/doesn't apply	79	(25%)

Average Response: 4.05 s= 1.02

Overall, I am satisfied with the communication that comes from the school. (n=323)

Strongly agree	111	(34%)
Agree	190	(59%)
Disagree	18	(6%)
Strongly disagree	0	(0%)
Don't know/doesn't apply	4	(1%)

Average Response: 4.24 s= 0.72

Learning (n=0) Questions with less than 3 respondents will not be displayed.

When my child has a problem at school, he/she knows how to get help. (n=322)

Strongly agree	96	(30%)
Agree	178	(55%)
Disagree	32	(10%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	15	(5%)

Average Response: 4.09 s= 0.87

I believe school staff inspire my child's best efforts. (n=324)

Strongly agree	96	(30%)
Agree	186	(57%)
Disagree	32	(10%)
Strongly disagree	2	(1%)
Don't know/doesn't apply	8	(2%)

Average Response: 4.08 s= 0.87

The students in my child's class get along well. (n=320)

Strongly agree	74	(23%)
Agree	197	(62%)
Disagree	18	(6%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	30	(9%)

Average Response: 4.12 s= 0.72

The students in my child's class help each other learn. (n=322)

Strongly agree	75	(23%)
Agree	170	(53%)
Disagree	32	(10%)
Strongly disagree	1	(0%)
Don't know/doesn't apply	44	(14%)

Average Response: 4.03 s= 0.87

Technology is used effectively to support teaching and learning. (n=321)

Strongly agree	99	(31%)
----------------	----	-------

Agree	188	(59%)
Disagree	16	(5%)
Strongly disagree	8	(2%)
Don't know/doesn't apply	10	(3%)

Average Response: 4.14 s= 0.86

Teachers personalize instruction to meet my child's needs. (n=321)

Strongly agree	75	(23%)
Agree	157	(49%)
Disagree	52	(16%)
Strongly disagree	9	(3%)
Don't know/doesn't apply	28	(9%)

Average Response: 3.81 s= 1.1

Academic expectations at Hadley Junior High are: (n=316)

Too high	9	(3%)
Just right	260	(82%)
Too low	47	(15%)

Average Response: 2.12 s= 0.4

**Comments/suggestions to improve student learning:
(n=100)**

👉 Bring back text books

👉 Impart value of education and why learning is important as they grow. Millennial behavior is rising!

- 👉 How about not giving kids homework they struggle, or have no idea how to do. I swear the most stressful thing about parenting is helping a frustrated child freaking out about homework. Makes a kid hate school and a parent want to rip their hair out. If you are going to rely so heavily on parents helping kids with homework, then equip us with the tools to do so, like the answers and a book so we can help the child solve the problems.
- 👉 Remove games from Chrome books - we do not allow video games in our home but they have been introduced with the chrome books. Get your act together with D87 and better prepare students for high school - I hear nothing but bad comments regarding the transition.
- 👉 Grading system needs to change!! Needs to be in line with what the high school does. Very discouraging for the students, they get an 80% and it's a "C" and they feel like they are not meeting expectations.
- 👉 Having a child who has left Hadley and gone onto Glenbard West High School, he was sorely under prepared for the demands of an environment where grades matter. While I understand the necessity for a sliding spectrum based on end of year grade level standards, more needs to be done to transition 8th graders to an environment where there is less gray area and "progressing" isn't good enough.
- 👉 Expectations are right in general but my sixth grader receives way too much homework. She typically has two hours a night- too much for an 11 year old.
- 👉 Better balance with tech- just because it's new does not mean it is better. Research is at odds with our path with tech at D41
- 👉 Get away from core curriculum. Keep political views out of the classroom.
- 👉 6th and 7th grade were well paced, but 8th grade has been more work than my oldest has ever had. I would suggest a gradual build from 6th through 8th with work load instead of the dramatic change starting in 8th grade.
- 👉 We would strongly encourage more discussion of current events. Politics, climate science, civil rights, even gun policies, immigration and activism. Just because there's so much polarization in the country it doesn't mean these topics shouldn't be discussed - especially at the 6th grade level and above. They affect all of our children's lives and the better informed they are the better equipped they'll be going forward. In our daughter's previous school, much more attention was paid to current events at grade 5 level. These kids can not only handle it, they're hungry for it. Thanks for your consideration.
- 👉 Still too much teaching to the test. Bring some fun back into learning.

- ✎ Teach the students the subject matter before having them perform homework or testing on it. Getting only 2 out of 15 questions/problems correct is discouraging to an adolescent and breeds resentment and frustration over schoolwork. Provide more opportunities for in-school completion of homework/assignments. Children are coming home with multiple hours of work to complete seemingly daily, and they either have other commitments to tackle (sports, volunteering, family matters) or just want to not have to do schoolwork from 3:30 p.m. to dinner, leaving only about 1-2 hours total per day to "be a kid."
- ✎ There is a lot of under the radar racial slurs, teasing, bullying etc. that occurs at this school. my
 child's experience has been that they look the other way and do not work to provide a safe and fair environment to all students. Not all students will seek help from school staff for fear of further ridicule and teasing.
- ✎ Stop spend more efforts in raising the bar
- ✎ Less team-building, more class time. Instead of ridiculous "field trip" to see a movie and eat junk food, take an educational field trip. That can be fun, too.
- ✎ Don't use technology for the sake of using technology. Would like to see students have textbooks versus chrome pads. Would like more communication on test results, i.e. let students bring home tests upon completion of grading. Assign more out of class homework.
- ✎ Teachers should be more involved, more engaged and better understanding. Many times teachers and other school staff show no interest, ignore students, are intolerant, don't understand students' mental state/psychology, offer rudeness instead of help. Teachers do not justify their salary that comes out of residents' pockets that pay higher taxes every year to spoil teachers and get less good service. Teachers have no patience and no desire to really do their job. It also takes talent and passion for your job to be a good teacher and be capable of properly educating the new generations. Teacher's job is not just a job like others. Teacher's job is to make sure the students spend quality time during each and every day at school and make them love school instead of discouraging them or not giving them no incentive. Teachers should stop faking their altruism, faking their smiles and stop their smirks. Yes, we all know their job is not easy and we all understand that some students are never going to follow the good path but that is why parents choose to send their children to school, because they believe they can be professionally educated and taught good morals. Parents trust their children and their children's future to these teachers. Teachers must care about their students and treat them the same way they would like their own children be treated like.
- ✎ Honestly, I'm not sure if instruction is being personalized to meet my two daughters' needs, but everything seems to be going well, and both girls are learning well.

- 👉 Overall satisfied. It may be an adjustment, as it is our first year to have a child in junior high, but it seems a little daunting the amount of homework they have, especially math. Also compared with Churchill, we feel a little more disconnected from the school, PTA, etc. Our consensus is the kid doesn't have enough time to get between classes, to take down assignments, etc. it's a rushed day.
- 👉 I wish we had a more realistic grading system. One that mimics the high school would be more appropriate. Kids make fun of the word meets and in my opinion meeting expectations is not achieving.
- 👉 I believe that the teams work well in concert with one another. I am not certain how frequently the curriculum is aligned with D87 in anticipation of the rigor to come, particularly for 8th graders. It would be helpful for parents to be informed of what efforts are made in this regard.
- 👉 Leap from Jr High (at Hadley) is to great to high school. Not enough homework prior to HS, and grading should be consistent with HS too (actually getting grades starting at least by 7th grade and for sure by 8th grade).
- 👉 Parent teacher conferences are too short to have a meaningful discussion.
- 👉 Math tracks need to be re-evaluated. Curriculum needs to support deeper conceptual understanding of concepts.
- 👉 The principal was very receptive when I had concerns regarding my child's anxiety. Genuinely caring and went above and beyond.
- 👉 Go back to grade letters. The 3/4/5 is still ridiculous as we just look at the percentage. To have 80% be a 3 is silly.
- 👉 There appears to be no consequences for not doing work, so I hear every day about kids slacking, not turning projects or homework in, getting weeks to do test corrections, being excused from group presentations because a student is "stressed", etc. It makes my hard worker stop caring, since kids around my student get leniency day after day from teachers.
- 👉 This is my second child to go through Hadley. The first one was woefully unprepared for the rigor of Glenbard West and I can tell that the second one is in the same place. There is not enough homework, writing papers, longer term projects that require planning use of time correctly.
- 👉 My children are challenged in gifted math and literacy classes but very bored in science and social studies. These should be more challenging.

1. Have school books. 2. Use google classroom correctly / more fully. Explanation for 1: Too often a homework question is hard, and student or parent are unable to find the reference material / curriculum to re-read and learn the material. When I was a kid you had a school book. And that's it. If you needed help, your answers could be found in your book... you re-read and learned on your own. Now, there's no books, it's a mish-mash of online text, online exercises, PDFs, Google or Word docs, and some non-digital paper handouts. It becomes hard to impossible to find where the information you need might be, and more often than not we end up searching the internet for answers. Digital content is fine (money savings, convenience) but it's too unorganized right now. Explanation for 2. Have all teachers and all assignments in google classroom so that it's features can be trusted (what's done, what's not done, what's due and when, what you've done in the past). Currently 85% of teachers / assignments are in there, and that's great, but since it's not total one needs to check 2 other sources of information... the google doc homework sheet (which is also great but also sometimes isn't complete) and the kids' backpack for stray papers.

Students in District 41 receive too much praise for mediocre work and therefore, don't have a sense of working hard to do well. This approach starts in elementary school and is such a disservice to the kids for high school and their futures.

I have seen many unfavorable changes entering Hadley with respect to the teachers. We have experienced disregard and disdain to the wellness policy by

First off, what kind of message does this send the children when their teacher is openly showing disrespect for a district policy. I strongly believe that be taught and can be fun without the use of eating or touching food in the classroom. My child has an allergy and even though the intent of the wellness policy is much broader, this wellness policy was a relief to my child. The is not the place for food at this level. Additionally, when I was in 6th grade over 30 years ago I had the humiliation of being weighed in front of my class. I was very disturbed to find this practice is still being used today. We know our children have issues with body image and food. Why are we still doing this? Isn't a parent's job to monitor a child's eating. My family is all very petite with a very healthy diet. My child has witnessed the distress of friends when having to weigh in in PE class. Is this really necessary?

I think it would be helpful to have an additional set of 8th grade conferences in the winter when registering for Glenbard West to speak with the core teachers at Hadley first.

I am very glad that Hadley offers two choices for foreign language (Spanish and French). I hope they continue to offer both options in the future.

Both of my children in say the teacher never looks at their homework. They say they don't have to do it. Both children say, students will play video games on their chrome book during class. I wish there was a way to monitor this better. I hate to think my kids are playing video games instead of learning. Of course, I can tell them my expectation, but still worried they try to do this in class. I also wish the kids got to go outside and get some exercise in the day. I know my 6th grade boy would highly benefit from some out door recess. Kids learn better if they are able to move their bodies throughout the day.

- 👉 Teachers need to go beyond reading off of worksheets or books, and actually TEACH. without using the class time to spout off their political opinions.
- 👉 Some of the answers vary based on the teacher.
- 👉 More current events with relevance to today's environment
- 👉 The chrombook can still be used to access YouTube or other time wasting sites. I wish there was a way to lock that out. It's just too tempting for him.
- 👉 I would always love more communication from the school even little emails here and there. Having a freshman now, I feel like he wasn't really prepared for the rigors of high school coming from Hadley.
- 👉 Too much dependence on technology. It needs to be used as a tool. Some teachers overuse the Chromebooks. Students are literally on their Chromebooks for more than six hours per day. During "screen-free" week the school should also go tech free (not just the parents). Tech is used too much. For example, in science, one teacher uses REAL rocks for the kids to identify while another teacher uses internet pictures of the rocks. Again, technology is a tool and should not replace hands-on learning experiences or authentic relationships.
- 👉 I wish we had little more time with teachers at PTC, sometimes 10 minutes are not enough. Other than that I am very happy with all the teachers and staff at Hadley Junior
- 👉 Kids should read the same book for literacy and discuss it. In my opinion.
- 👉 Estoy satisfecha , mi hija a avanzado mucho y los maestros son excelentes
- 👉 Encourage students to seek help when needed.
- 👉 We have been incredibly happy with Hadley! So glad there, what an inspiration for the kids. His class is amazing. It is too bad that students in band/choir/orchestra do not get
- 👉 Unfortunately, our son's experience at Hadley has been fairly negative. We feel that the overall environment has not been the right fit for his timid personality and inability to connect with his peers.
- 👉 Overall Hadley is excellent. My only suggestion is to review teachers' homework assignments periodically. There have been some, particularly early-career, teachers who utilize what I would call quite a bit of busy work versus high-value, targeted homework. This is important because there are so many time demands on the students at this age.
- 👉 I believe the academic rigor is correct for grades 6 & 7 but I think That the 8th grades in the past haven't been prepared to study or the rigor of West.

- ✎ More emphasis on writing, grammar. Note taking and independent reading, learning.
- ✎ Bullying education should extend to parents who believe that sibling rivalry is normal. Children that bully more than likely learned it from their siblings.
- ✎ Out of all of our daughter's teachers, we have been somewhat disappointed by especially when contrasting her performance with our previous experience with seems somewhat checked out and less willing to go the extra mile for our student. In the other hand, hosted extra study sessions, etc., and just overall seemed more engaged. In addition, it also seems that and while that's none of my business, it does seem to impact the consistency of the teaching. Again, nothing major but I do think there are opportunities for to improve how she engages with her students if she were to emulate approach. Finally, is a rock star! He truly knows how to connect with his students.
- ✎ I am happy to see that the needed structural improvements (removing portables, etc) are moving forward. I continue to be disappointed with the behavior and lack of professionalism from certain BOE members. Specifically Bucholtz. And D'Ambrosio doesn't seem well suited to the position either. I understand that student schedules are busy, but it's unfortunate that both a foreign language and math extension could not be accommodated. Love the music instruction. Would love if private lessons could be offered at Hadley after school as a option-- would make things a little easier.
- ✎ Would be helpful if the school calendar reflected the actual event rather than a facilities schedule. For example, the chorus concert this week the start time is unclear to me.
- ✎ There is too much homework for this age. I am grateful that the children are learning to prioritize, organize, and schedule their work, and learning to balance it with other activities, but after being in the school all day, they shouldn't come home and spend an hour or more every night doing homework. The students' backpacks are far too heavy. Why are there still so many required notebooks and texts when they have chrome books? The bus drivers we have on our route last year and this year are not safe, nor kind. Windows are never open and the bus is too hot. My child is afraid of taking the bus. This is a terrible way to start a day of learning.
- ✎ This has been a good year for our son's academic development. I have no real concerns in that regard.
- ✎ Tell to SLOW DOWN. the kids are not learning at the pace she teaches. It's super Frustrating. They have asked her and she sees when they all fail quizzes they don't get it. The only time they have been properly taught at the correct pace this year is with subs.

- 👉 I want to comment on the question: my child has connected with at least one adult at school. My child has ONLY connected with 2 adults out of the many (8 plus) that she deals with daily. Those two adults have been really kind and are pleasant to her. Apart from these 2, most adults in her day don't even say hello or look her in the eye. There are some that are down right mean. They are older adults that seem pretty tired of their jobs and perhaps burnt out.
- 👉 Overall I feel the school is very strong. One complaint is that I feel Hadley does not prepare students for the homework load that comes at GBW. My 8th grader currently has less than 30 min of homework a night, often none. That will not be the case next year and it will be a huge adjustment - we could do a better job at preparing them for the types of studying/homework load that will be required so it's not such a jump when they are also adjusting to a bigger school and all other things that go along with it.
- 👉 The academic jump from Hadley to West is exponential. More needs to be done to prepare the kids for the expectations at High School and this should start much earlier than 8th grade - should range from a focus on writing/grammar, to balanced homework that is more than what is currently assigned but less than West to prepare for the transition, to modifying the grading scale. Our family will go through this transition again next year and we are preparing our daughter ourselves, but more should be done at Hadley to ensure success.
- 👉 I believe the math is very high standards for the kids.
- 👉 I think a testing process should be in place for students entering into middle school before placing them in classes. My son came from a montessori school into 6th grade at Hadley. He should have been in a more advanced math class than he was placed. As a result, this year has been redundant for him, going through material he had already learned.
- 👉 Now that I have one child in high school I see a disconnect between the curriculum at Hadley and the kid's preparation for honors classes at West. I have always observed that there are tremendous resources for the most challenged and gifted kids but the above average kids who are not gifted are a bit underserved. I realize it's difficult to customize curriculum but I believe that the above average kids are not as well served by the standard curriculum and need to be challenged to prepare for the rigors of high school.

✎ The school needs more tools to help children in need self-advocate. They need mentoring groups, with role playing, and they need not get brushed off when teachers are busy. This is critical for kids with anxiety. My kids are nearly straight A students but they are terrified to miss school because missing a day of school is a death sentence when it comes to making up what has been missed. There is far too much homework many days. Kids need rest and to be less stressed out overall. We are high achievers in our family and we're telling you the stress level is killing our kids. Also, middle schoolers are bullying and turning against friends and there is little to no mentoring going on. Also, maybe homework wouldn't be so laborious if they could get more done during the school day but the classrooms are not quiet! I think classrooms should be quiet like they were when we were kids. During independent work you should be able to hear a pin drop. I know it's difficult in public schools these days. Poor teachers are overloaded as it is and kids won't just be quiet but how about a zero tolerance policy?

✎ Transition to Glenbard West is a small shock for 8th graders because of the increased homework load. As much as I hate homework (and I think there is too much at GW), I think it would be good to ramp it up in 8th grade to help with the transition.

✎ Provide more openings for the gifted math program.

✎ It would be nice to allow students the choice of taking exploratory classes instead of a double math period in 6th grade. My gifted math students would have preferred that. Both children are in music ensembles as well, which further excluded them from taking the exploratory classes that should be part of any middle schoolers experience. (I've read the research since I am a middle school teacher myself.)

✎ I still hear comments about girl-girl bullying. I know there will always be some. So please keep trying.

✎ I am very pleased with the rigor of all of the curriculum. In particular, I appreciate the high level thinking required for literacy instruction, as well as the design of the lessons to ensure that students really understand key concepts and develop foundational skills. i.e. The six week long writing unit in 6th Grade, where students wrote narrative drafts and then edited to incorporate specific strategies. Additionally, I think the cross-curricular units are outstanding! Thank you!

✎ Stop relying on all computer based teaching. Too much computer time

👉 I think class sizes are way too large and impact students' abilities to work with their teacher and other students in the classroom. At such a critical developmental stage, students need more support not less. Learning appears very procedural and not in depth especially in math and literacy...need more investigations, creativity and lessons rooted in context. The grading system has been a challenge and does not give appropriate feedback to help growth. Although students do need to gain more independence as they age and learn how to manage school work/extracurriculars/social, etc. 6th grade is already such a difficult transition to a new, larger and less personal school. It would be nice not to feel cut out as parents from the school and have way to help us help our children adjust. It would be great to consider especially with space issues creating a 5th and 6th grade middle school campus and then having a 7th and 8th grade junior high campus.

👉 Less screen time

👉 We have been thrilled with our experience at Hadley. The teachers and staff are outstanding and challenges are available. We were blown away by parent teacher conferences and just how well the teachers knew and inspired our child. Our son will say bullying is a thing of the past, it is not something he has seen or heard about. There have been times our son has felt overwhelmed by Homework expectations but he has risen to the challenge. Our bigger concerns come from academic challenges at the grade school level. Our son is in accelerated math but did not have opportunities since he did not test into AEC. In addition, the literacy program at FG seems not to prepare kids as well as it should for junior high. Overall, excellent academic opportunities at Hadley! Band teachers, counselors, nurses, and PE teachers as well as many outstanding faculty. Thank you!

👉 While I believe academic expectations are appropriate for Abraham Lincoln, I think they are too low at Hadley. My older son in Hadley is frequently bored. He often does his homework in class. I've heard expectations jump dramatically at Glenbard West. I'd like to see Hadley raise expectations so kids are more prepared for West.

👉 Call me old fashioned but I feel like all my child does is stare at the Chromebook. She complains of headaches and is only in 6th grade. Do they ever take a break from them? I'm worried they use them too much.

👉 Academic expectations vary between teachers. Mostly positive for us.

👉 In my opinion and my situation I feel all the staff members that work with my child are great and go the extra mile to help my child work at his best. I am in communication weekly to make sure he stays on task. I feel Hadley staff are amazing and truly care about my son's achievements. Keep up the great work.

👉 More assertive teachers when conflict arises!

There didn't seem to be any consequences for this horrible behavior!

This action scares me and other parents that he could do bodily harm and go to school the next day as if nothing happened!

- ✎ Have grades on report cards. It is ridiculous that a jr high does not use grades. how does this prepare them for high school that does use grades on report cards?
- ✎ Thank you for all the efforts!
- ✎ Our experience at Hadley has been outstanding. Our child loves school more than ever and the opportunities to learn (in all sorts of ways) are countless. The teachers are adept at getting to know kids that are at a hard age. The upcoming construction is so necessary, as being at the school recently highlighted the need for the extra space and especially improvements to the auditorium and music rooms.
- ✎ Slightly less homework, especially for a 6th grade student acclimating him/herself to multiple classes per day.
- ✎ Thank you!
- ✎ The amount of homework is excessive. For an 8th grader 2-3 hours of homework a night is not beneficial and only causes stress and deters them from wanting to do extra curricular activities.
- ✎ More clear learning tools and clearer grading so the children understand where they stand and if they're learning enough. If traditional text books are not used, then school provided resources especially in literacy would help. Too many times kids are searching on the Internet for guidance on vocabulary skills. Additionally, actual grading of homework would help the children learn from all of the work they put in at home versus just a participation grade.
- ✎ I have heard many comments from my 8th grader that school is too easy and can sometimes be a joke. This concerns me especially as expectations significantly increase at Glenbard West. I also think there are too many subs and sometimes continuity in the classroom can be compromised. I believe the academic rigor can be ramped up and expectations increased to meet the expectations of a more challenging environment in high school.
- ✎ Currently students who are

"start over" and re-teach

know how to

children's map scores

additional teachers to this program. She is doing more harm than good. She is also a bully in the classroom and routinely makes her students cry.










After my first child has gone onto high school

told me that all of the teachers there know that they have to

They do not

Neither of my

Please introduce

-  This is the first year our kids are going to Forest Glen. Overall it is a good experience academically. We have not seen school encouragement or emphasis in the sports, though they have gym class everyday but kids are not exposed to any particular sport during the winter. As parents we would like to see school as a complete solution academically and physically. We want to see students pick up a sport and build interest. Middle school is a crucial time where students develop their interest and take it forward into High school and beyond. I would request district to look into it and take a positive action.
-  I'm concerned that technology is used excessively, that focus seems to be on increasing productivity rather than ability. Medical studies have proven that children are more productive and retain more information when given movement breaks, such as recess. I think incorporating some time in the middle of the school day, everyday would improve morale at school as well as learning capabilities. Even extracurricular group activities mid day would be beneficial.
-  Perhaps, there should be more flexibility in the Literacy program. My daughter says that her class is very repetitive with a focus on essays. While at Lincoln, she would occasionally write her own stories, but she no longer enjoys writing.
-  I feel my children are getting a quality education at Hadley and are prepared for success in high school and beyond. I would like to see more creative engagement, innovation and critical thinking taught in the classrooms as research about future workforce needs identify these skills as essential.
-  I marked disagree for Parent Teacher conferences bc I feel they are compressed and rush. I understand there are so many kids / parents to get through...and I do feel that if I have deeper concerns that my son's teachers are approachable at any time.
-  Too much dependence on technology. We need to focus on educating kids, they can get technology at home. Mathematics needs to be done with pencil and paper. Perhaps not "babying" our children during the middle school years with SO little homework, so that when they attend Glenbard West, they are not overwhelmed with the amount of homework in high school.
-  As a parent of a 6th grader, there are many more opportunities for parent involvement at the Glen Ellyn grade schools when compared to Hadley. This may just be due to the age of the students and other factors but it is quite a shift.
-  It is paramount that teachers do not teach political personal opinion as facts in their classrooms. Unfortunately, this is happening. Expressing one's political views is fine within the right environment but not in a classroom setting where till consider their teacher as an expert who explains facts (not opinions). At your next PD, you must have a learning session regarding this matter.
-  Differentiation in the classroom

- ✎ I would have preferred holding off on the Google Chromebooks and electronic classroom tools until 7th grade. The reliance on technology for both classroom and homework is twice as much as I am comfortable with for this age. Also, we have had some challenges with lack of physical activity in the 3rd semester with Health in place of GYM and no other active time daily (student walks to school) especially given weather this time of year.
- ✎ -Students should have more homework, in preparation for Glenbard West. - Students should be writing more papers. Grammar skills are low and students are not held accountable. -Students should read more novels.
- ✎ depending on class / teacher assignment, middle school (Hadley) appears to be at a better level of instruction. the children appear to be more challenged than grade school curriculum, however there is always room for improvement and effort necessary by children and teachers/faculty to push children's learning to their limit without going to far / over the edge (discouragement). easier said / written than done!!



Accessing results summary from "2017/18 Parent Insights Survey" from Glen Ellyn School District 41.

I use the following communication tools: (check all that apply) (n=914)

E-mail account	904	(99%)
SMART Phone (iPhone, Blackberry, Windows Mobile, Droid)	806	(88%)
Text messaging	756	(83%)
Facebook	465	(51%)
Twitter	136	(15%)

I rely on the following sources for School/District information: (check all that apply) (n=912)

School and District websites	756	(83%)
School and District email and/or e-news	875	(96%)
Automated phone messages	624	(68%)
Board of Education Meeting minutes, audio/video streaming from the website	342	(38%)
Local print newspapers (Daily Herald, TribLocal, My Suburban Life)	99	(11%)
Local online/web news sources (Daily Herald, TribLocal)	125	(14%)

How satisfied are you with the job District 41 is doing:

Item	Response
------	----------

Communicating with the public (n=912)

Great	355	(39%)
Good	438	(48%)
Fair	91	(10%)
Poor	14	(2%)
Don't Know/Doesn't Apply	14	(2%)
Average Response: 3.26 s= 0.7		

Maintaining an informative website (n=903)

Great	304	(34%)
Good	438	(49%)
Fair	120	(13%)
Poor	12	(1%)
Don't Know/Doesn't Apply	29	(3%)
Average Response: 3.18 s= 0.71		

Involving community members in decision making (n=906)

Great	222	(25%)
Good	359	(40%)
Fair	166	(18%)
Poor	86	(9%)
Don't Know/Doesn't Apply	73	(8%)
Average Response: 2.86 s= 0.93		

Comments/suggestions to improve communications: (n=100)

- 👉 The post Board Meeting summaries are useless. D87s are a much better model for getting information. If I had time to watch D41s videos, I'd just attend the meetings instead.

- ✎ It feels the board members are making their own decisions, often financially driven, but not necessarily representing the best interests or views of the school families. Case in point... the potential discussed idea of removing or reducing the Spanish program, the already removed advanced Math program. These are short sighted, financially based decisions, but do not represent the best interests of the kids or their parents.
- ✎ Board of Ed needs to listen to it's community and teachers when making decisions.
- ✎ I don't know that the public should be making decisions. Educators should be making decisions. I myself am an educator (not in D41), and I do not think parents know more than educators about best practice when most educators have a Masters degree or higher. Let the experts make the decisions.
- ✎ The school board does not appear to have student's best interests at heart. They seem more concerned with finding tax savings for like-minded constituents. It is incredibly disheartening and hurts the overall value of living in Glen Ellyn and being in D41
- ✎ Involving community members in decision making is mostly the board of education.
- ✎ Increased direct Superintendent and Board communication. Look at other high performing districts across the state as a model!
- ✎ Do not appreciate that I have to hear from my child when the school chooses to recognize and support social programs that are outside of the public school reach like "national day of silence" or this newest one "national walkout day". These interfere with educational school day and support political biases.
- ✎ I appreciate the live casts of board meetings and I read the D41 email updates every time they are sent. I feel the board does not always represent the best interest of students, and some board members are focused on the opinions of a few people, rather than focusing on the whole. Information on the district website is hard to find, often times its buried under several links and clicks. I appreciated the weekly email blasts that the principal sends out. I would like to see the PTA email blasts and school newsletter blasts more aligned. It was confusing when the PE teachers utilized the PTA newsletter to send their information out to parents; that would make more sense in a school newsletter. It could just all be better streamlined so it's simple for parents to read.
- ✎ Funding needs to include additional teachers- smaller class sizes
- ✎ The report card is generic. The comment section is generic: "Student is meeting grade level standards." I'd appreciate more personalized feedback from teachers and what could be improved on each quarter. Other districts begin teaching executive functioning skills to assist students in the transition from elem to jr high and especially for 8th graders to high school. Even during conferences, the teachers responses are robotic and impersonal like that they don't seem to know the students. Conferences should also be offered in the spring.









- 👉 The websites are difficult to navigate. The District often makes decisions without full outreach to parents and citizens. Ex: specialization.
- 👉 I feel the Board of Education must improve communication, stay off social media, and reach out to all constituents.
- 👉 The school board is often contenscious. School board decisions seem to go against professional and community recommendations.
- 👉 Community input on board member decisions around funding seemed to be ignored.
- 👉 D41 Board of Education, I personally feel that each individual Board Member is there for the best interest of the children and committed to this position with the best intentions. However, collectively the atmosphere is negative and does not invite cooperation. At times the disdain for each other is clear, this is unfortunate for our community. I have much respect for each member as this volunteer position is difficult and frustrating.
- 👉 The board does not seem to consider public opinion at all
- 👉 Central Office needs to do a better job with the Bus routes and stops. The last time I checked we do not live under communist ruler. There should be a two way street and that parents should be able to REQUEST stops due various reasons!
- 👉 I felt like Mr Klespitz was good at being a strong member of the school community at Churchill and loved his videos every week and informal communicatinos. Mrs. Keith is fine, but I feel like she hasn't gotten to know people as much, which makes sense it's her first year....but communication is more by the book. I liked the human elemement Mr. K brought.
- 👉 As I have been extremely happy at Ben Franklin and with the faculty there, I have been very disappointed with the behavior of our school board.
- 👉 I feel as though members of the Board of Education should refrain from commenting on social media sites, specifically Bucholz. His comments are often very condescending and rude to concerned parents of the District. Parents should be able to voice their concerns in an open forum without being attacked by an elected board member.
- 👉 If this comment applies to the Board of Eduction- I do not believe the majority to involve community members in decision making. I think District 41 is amazing despite their school board majority.
- 👉 This school board doesnâ??t instill great confidence. I have major qualms that a teacherâ??s husband is on the board. It seems like a significant conflict of interests.
- 👉 d41.org website needs some loving attention to make it more mobile friendly. Desktop site works well, but the site is really frustrating to use from phone or tablet.

- ✉ I have had significant concerns regarding over reach by our school board. I would like to see more willingness to listen to our teachers, administrators, and parents during decision-making.
- ✉ Overcommunicate and the further away from events the better with reminders. News letter from teachers is awesome!
- ✉ The social media websites I stay away from because it has become a frenzy of the same people that feel ok to talk and not listen and use the social media outlet has their platform versus a true face to face discussion
- ✉ D41's superintendent, Dr. Gordon, is amazing. He is a great communicator, who cares about diversity, and is incredibly open to hearing to different ideas. His leadership gives me great confidence as a parent with a child at Churchill. I'm especially pleased with his support of the Dual/FLES programs. They enrich our children's lives and their perception of the world. Please keep Dr. Gordon around and those language programs intact.
- ✉ The teachers and administrators listen to parents but the school board does not. Parents, teachers and specialists seem to have no bearing on their decision making.
- ✉ Transparency with the school board is an issue. Because the board cut major programs in the middle of the night without video feed available, there is a fear that they will do it again with other major programs.
- ✉ The current board of education does not listen to the community in decision making and lacks transparency in their motivations.
- ✉ Be more brief in your email length.
- ✉ Not aimed at staff but School Board. They are making decisions behind closed doors, not being transparent and believe they are the experts in everything- including analyzing data. Worst board I have seen yet.
- ✉ My low score on D41 involving community members in decision-making relates solely to the D41 board, not the administration. The D41 board should do a better job of seeking community input (parents, teachers, community members) on important decisions, and acting on it. Public participation at board meetings is not sufficient to maintain open dialogue with the public. I suggest re-starting the Board member coffees or other methods for board members to listen to the community who they represent, and have back-and-forth dialogue. If this is not already taking place, I'd suggest that District communication be translated into at least Spanish, if not other languages, and provided to families according on their home language.
- ✉ Using the tax levy funds to support additional structures which are decaying and overpopulated, might not be the best use of those funds. Example: BUILD a second floor onto the Jr. High. I have yet to hear that this could or would happen. It may solve some structure problems.









- 👉 I am very impressed with Superintendent Gordon's communication with the community including his emails and editorials. Additionally, both Mr. Burke and email parents regularly. I always know what is going on in my child's school and classroom.
- 👉 None
- 👉 I feel sometimes decisions are made quietly and we hear about changes when they are announced
- 👉 Hadley does a great communicating to parents..skyward, teacher emails, principal emails.
- 👉 I appreciate the fiscal responsibility our board practiced regarding the tax levy. I also strongly believe specialization is most effective at middle school level so that the younger students can establish a strong relationship with a mentor other than their parents.
- 👉 With the change in board, the district does not listen to the community. This is a school board that has an agenda and they don't care what the community wants or what's best for the children. They will continue to do what they want to do in order to fulfill their agenda, which is not for the good of this community or the district.
- 👉 Updating bus information as changes come up
- 👉 The Board of Ed does not tend to listen to community member feedback but makes decisions based on their own opinion, which is very concerning.
- 👉 None. Everything is great.
- 👉 Hard Truth: Too much of the D41 communications is promotional for Dr. Gordon. A Superintendent's role is important but the communication should be about the academic achievements of students, not some puff piece about Dr. Gordon being in the schools, etc. I worry that the District Communication staff should be relabeled as the Dr. Gordon Public Relations staff. Please rethink your role and adjust. The communication coming from Hadley is excellent! Mr. Diveley and his staff are superior in communicating and I look forward to the next several years.
- 👉 The district is excellent at communication with the public. The principal at Hadley is also very proactive at communicating with parents. I have been very pleased with both of these. I have seen some of the current Board Members completely disregard community member's opinions in place of their own agenda. This is extremely disturbing.
- 👉 The D41 emails would be more useful if they included a summary / highlights of the board meeting agendas and discussions rather than just a link to those detailed topics.

- 👉 I believe that communications could be more interesting if we could learn more about the Hadley teachers and their passion for education. Can the district start to write about teaching and less about PBLs, FLES, etc? Who are the teachers and why do they teach?
- 👉 The recent levy decision was a huge mistake that will negatively impact the districts ability to support teachers and students through quality programs, services, and building/infrastructure developments. .
- 👉 It's not very easy website to navigate. School calendar (not a facility calendar) should be easier to find.
- 👉 The board does not listen to community experts. Financial advisory group for example.
- 👉 I don't think the Board or Education does a great job
- 👉 I wish the school board worked better with D41 teachers and administrators instead of in an adversary relationship that I frequently see. I feel like the board does not value the expertise and opinions of the D41 staff and administrators. I also don't feel like they represent the majority of the community they are here to serve.
- 👉 We get a lot of weekly email communication from the teacher, the principal, Dist. 41, the Superintendent, and some from PTA. It can be a little much and none of it is specific to our child.
- 👉 I get most of my information from School Board President Clark's Facebook posts. She is clear, concise and informative. The BOE minutes are also excellent and I find the time markers very helpful. My emails have always been answered by Clark, Buchholz and Currie honestly and authentically. While I do not always agree with their votes or their reasoning, I do appreciate their transparency. I do have an issue with the Central Office's Pollyanna attitude that everything is always awesome here in D41. I feel that I often get canned, scripted responses from Dr. Gordon, Erika Krehbiel, Erica Nelson and Bob Bruno. With these people, I feel like my concerns are not taken seriously so I've therefore learned to communicate with Clark, Buchholz and Currie instead.
- 👉 District 41 is clearly making sustained efforts to communicate with the school community. We appreciate their ongoing efforts to truly engage families.
- 👉 Take into account more feedback from families and teachers.
- 👉 More emails from teachers

- ✎ **Agenda items on the school board could and should be broadcasted to parents in an email blast PRIOR to meetings, to provide awareness and fluidity in information sharing. Yes, parents are busy, the majority of parents are NOT going on the d41 website to gather the info on school board agendas. Yes, they should, and it's so vitally important that we have as much parental involvement in all student's school lives. Students have growth when parent involvement is present. ***Let's help our parents stay in the know by simply sending out emails with time/place/agenda to all school board meetings. Knowledge is power.
- ✎ Que los correos electrónicos sean un poco en español
- ✎ use facebook more
- ✎ The board seems to go into meetings with decisions already made. What happened this past summer is a perfect example.
- ✎ The skyward system is difficult to navigate. Especially when looking at report cards. I have a hard time determining how well my child is doing during the year.
- ✎ I feel that the board does a good job of hearing the perspectives of the community. However, I also feel they sometimes put all that aside and go with their personal goals instead of what the majority of the community wants.
- ✎ Teachers in all subjects need to communicate more with parents about what is going on in the classroom. Children cannot be counted on to relay all pertinent information to the parents! Parents often are at a loss as to what the children are learning.
- ✎ The mail to parents about the bus lane at Hadley was poorly done. It did not include a drawing or rendering of what is proposed. It only included a map of the current state. Nothing about the proposed changes
- ✎ Board of Education minutes are a little tedious to read. One suggestion is to send out a flash summary of the decisions that were made at the meeting, or alerts to important topics at hand. I am interested in what the Board is discussing but the minutes are very dry and hard to get through so perhaps post the actual minutes on the website but come up with a better way to communicate with the parents.
- ✎ The Ben Franklin website sometimes is not so user friendly.
- ✎ The website can be really hard to navigate at times, and it is particularly frustrating when trying to pay tuition/fees.
- ✎ We love the Spanish program! We are a family that lived abroad and choose to live in GE because of the strong foreign language component to your curriculum. This reinforces the language my kids learned before coming here!

-  While I recognize that the D41 Board consists of elected volunteer representatives, their performance to date has been abysmal. It's apparent that four of the five board members (specifically Clark and Buchholz) place their personal tea-party priorities over what's in the best interest of the school district. They have an agenda and make no excuses for implementing their agenda, regardless of the long term damage it will cause to our wonderful school system. It's appalling that they value saving \$50 on their property taxes over programs like ESL and PBL. Glen Ellyn property values are directly correlated to the phenomenal performance of our school system and their efforts to piece by piece dismantle the work of Dr. Gordon disgusts me. Perhaps if Buchholz actually took his role seriously - dressing professionally (i.e. not wearing sweat shirts to meetings) and acting like he actually cares- instead of bullying those who have devoted their lives to education, the board would actually engender the respect they deserve. Instead, they're a punchline. My hope is that Dr. Gordon and the other life long educators ignore the "noise" and know that this board does not reflect how the community feels. From my perspective, when _____ feels he no longer has to attend school board meetings because "Steph Clark has his back," you're heading in the wrong direction.
-  Communications to the public are acceptable and not overwhelming. In one instance, Hadley's principal responded immediately to our concerns about religious propaganda "tracts" being handed out on school property.
-  I think the communication at Hadley as far as updated websites and emails has been great. Being a new family to the area, I've felt a bit lost at Forest Glen sometimes, maybe because they still use paper forms and flyers as well as the internet. I think the communication there could be more streamlined, I'm never sure if I should expect emails, if I need to look for paper communication, or check the website. And I think it would be helpful for school and PTA events to be explained a little better so new families know what to expect.
-  Very confused by the Board and over-ruling recommendations of Dr. Gordon. Very disappointed (lack of) the stance on the gas station. Disappointed in restrictive handling of the planned school walk out for gun violence. Let them protest!
-  Have smaller and more frequent surveys like this. To vote on diff topics
-  All of the board's information is clearly found on their website.
-  Could we have a single APP? Progress, attendance, projects, calendars, homework sites, class lessons, PTA Facebook, learning resources, even replenishing lunch accounts - just feels like there are an exhaustive websites and destinations a parent must travel in their child's daily life. Via API, those all can have secure single sign on, be available to a majority of the parent's common pocket device.
-  I'm happy I knew people that were already involved and had kids attending the school. When you are new to the school, I feel like its very hard to get information as far as when and how to register.

- 👉 As long as the website is updated, I'm good! Best way for me to get info and I use it a lot.
- 👉 In my opinion the D41 Board makes decisions. They listen to the community but rarely reflect what the community voices. They stick with whatever decision they wanted to make in the first place regardless. I'm a huge fan of teachers. We ask so much of them. I support what teachers think is right for all students even when it may not be best for my kid. I don't think the board should have a stronger voice than the actual teachers when it comes to making decisions about what is taught in our classrooms. The stronger voice should be that of the experts, ie.: the teachers.
- 👉 I get the sense that the current board cares more about pushing through their own agenda than to responding to feedback of parents and teachers.
- 👉 the updates about events, whether on the website or printed flyers or asking staff members are almost always inaccurate and hard to understand.
- 👉 I don't feel that the D41 board fairly represents the community. I've been to public town halls, etc, where parents are strongly for (or against) an issue, and it's my opinion that the board does what they want without considering these opinions. Example: The Board's decision to not maximize the tax levy. Seems like a short-sighted decision, and MANY people voiced their concerns (including an independent financial expert the Board hired. This aspect of the Board has been very frustrating.
- 👉 Every member of the Board and the Superintendent need to listen to the parents, not just the majority of the board. Gordon, Nelson & her new sidekick need to listen too. The people who have children at the schools are more knowledgeable and more skin in the game than those three.
- 👉 na
- 👉 I might add from my last comments that while I value technology for communication to parents, I hate that required reading for our kids is done on chrome books. They cannot navigate the text fluidly. It completely interferes with cognitive processes. But if we ask for a text book or the title of a text book that lessons are from, so that we can purchase copies at home, we are told no. In the end, it's just making the job of the teacher harder and is distressing the kids at home clicking around on the chrome books. They need to be able to turn pages. This again is coming from a family that is high tech, works in the computer software industry, and is attached to smart phones like everyone else. When I need to read multiple pages as in a book, I need a hard copy. The computer is not for that.

-  Involving Community members in decision making: Dr. Gordon, his cabinet, the building principals and teachers are very good at including community members and parents in decision making. Unfortunately, the current BOE has on 2 different occasions in the last year a completely disregarding the administration, teacher and parent feedback. They have completely overstepped their bounds and replaced their own opinions for that of the experts. The first resulted in the buildings needed to redo class assignments for the upcoming year, b/c several members were following through on their agenda to undo parts of teacher specialization. The second, where community members loudly said they supported the district "maxing the levy" the BOE chose a flat levy, without fully understand some of the upcoming priorities and the cost associated with them.
-  It seems rare that we are asked about decisions before they r made. The way the dress code is being handled seems positive.
-  The board of education seems to typically make decisions that are against the opinions of the community and educational expert evaluations. It is highly concerning to me as a parent. I believe that Dr. Gordon is a great leader in our school district and has many great ideas that could help our schools to excel if the school board wasn't always voting against his recommendations.
-  Number 3 questions are difficult to answer, as I think the administration is doing a different job from that of the Board of Education. I think the communication to parents from the administration is very good. I also feel very welcomed to offer input on administrative decision-making. My responses are the opposite for the Board of Education. I don't think that several of the Board members are interested in the community's input, unless they are community members who align with a Board member's position. I also think that the public postings on social media by some Board members is unacceptable and an embarrassment to our District. Some of the social media postings are consistent with bullying and intimidation behaviors, which we would not tolerate in our children, let alone model for them. We are better than the representation that is being offered by some Board members.
-  Have an archive of newsletters/emails/dates that went out.
-  N/A
-  Very sad how the relationship between certain board members and the superintendent has deteriorated and become disrespectful (board members to Dr Gordon not vice versa). I'm not sure how we are supposed to take the board seriously when their behavior to their employee (Dr Gordon) is so broken.
-  More or better training for staff in working with students with learning disabilities and developing better coordination within the team approach involving parents, students and educators in planning equal access to public education for students with learning challenges.

- ✎ The school board could do a better job of supporting our incredible superintendent, as well as acting in the interests of the students with the voices of teachers being heard. There is at least one school board member whose disrespectful behavior during school board meetings should be grounds for his dismissal. I have never seen such unprofessional behavior in a school setting.
- ✎ I would love to attend board meetings and PTA meetings but feel they are often held at inconvenient times and / or enough notice about meetings isn't given.
- ✎ I think the school district is doing well. I am not happy with the D41 board. I've been watching the board meetings online. It does not seem like they have the student's best interests in mind. Very disappointing. I'd like to give my support to the teachers, staff and superintendent. I think they do what they can with a difficult board.
- ✎ School board should treat parents with respect at board meetings.
- ✎ How about that school board? Can the district get anything done if the board doesn't agree. I think they don't see things through. Nothing can take root, changing from specialization, changing the curriculum, never really giving a thought to what the parents think.
- ✎ I gave up on using facebook for info on D41. The official site is just cheerleading (even the emails are mostly fluff, not substantive, real information). And the social media groups are just bullies shouting each other down from behind a keyboard. What an embarrassment. I feel bad for the children of these people who target, isolate, discredit, and demonize anyone who simply expresses an opinion or asks a question. Sadly, I don't even watch board meetings any more because it's mostly the same few people ranting, and then 2 board members giving non-stop subtle jabs that insult the others' credibility, rather than simply stating your case/opinion then taking a vote.



Accessing results summary from "2017/18 Parent Insights Survey" from Glen Ellyn School District 41.

Has your child experienced elementary teacher/content specialization? (n=864)

Yes	490	(57%)
No	255	(30%)
Not sure	119	(14%)

Average Response: 6.92 s= 4.27

Please indicate your level of agreement for each item.

Item	Response
------	----------

Allowing teachers to focus on specific subjects is an effective strategy (n=849)

Strongly agree	428	(50%)
Agree	268	(32%)
Disagree	28	(3%)
Strongly disagree	18	(2%)
Don't know/doesn't apply	107	(13%)

Average Response: 4.43 s= 0.87

Children respond well to having two main teachers (n=845)

Strongly agree	347	(41%)
Agree	262	(31%)

Disagree	37	(4%)
Strongly disagree	24	(3%)
Don't know/doesn't apply	175	(21%)

Average Response: 4.3 s= 0.99

It is easier for students to apply what they've learned when subjects are integrated (n=836)

Strongly agree	232	(28%)
Agree	303	(36%)
Disagree	60	(7%)
Strongly disagree	12	(1%)
Don't know/doesn't apply	229	(27%)

Average Response: 4.13 s= 0.97

Overall, I like the strategy of allowing teachers to specialize (n=840)

Strongly agree	395	(47%)
Agree	267	(32%)
Disagree	28	(3%)
Strongly disagree	26	(3%)
Don't know/doesn't apply	124	(15%)

Average Response: 4.36 s= 0.95

At which grade level do you believe subject level specialization should be implemented? (check all that apply) (n=857)

3	447	(52%)
4	284	(33%)
5	287	(33%)
Do not use at any grade level	36	(4%)

Not sure/need more information	216	(25%)
--------------------------------	-----	-------

Do you feel your child has or will benefit from Teacher/Content Specialization? (n=854)

Yes	579	(68%)
No	61	(7%)
Not sure/Need more information	214	(25%)

Average Response: 9.14 s= 2.64

What advice would you give the District in terms of continuing to implement the Teacher/Content Specialization strategy? (n=855)

Maintain the current practice of Teacher/Content Specialization (grades 3, 4 and 5)	468	(55%)
Return to the traditional practice of generalized instruction (classroom teachers would teach all subjects)	54	(6%)
It's too early to tell, give it more time	74	(9%)
I would defer to the district to decide the best approach	85	(10%)
I'm not sure	174	(20%)

Has your child participated in Problem-Based Learning? (n=873)

Yes	654	(75%)
No	46	(5%)
Not sure/Need more information	173	(20%)

Average Response: 9.41 s= 2.23

Do you feel your child has or will benefit from Problem-Based Learning? (n=871)

Yes	628	(72%)
No	77	(9%)
Not sure/Need more information	166	(19%)

Average Response: 9.02 s= 2.81

What advice would you give in terms of continuing to use the Problem-Based Learning teaching strategy? (n=868)

Expand the use of Problem-Based Learning	249	(29%)
Maintain the use of Problem-Based Learning	300	(35%)
Reduce the use of Problem-Based Learning	67	(8%)
Return to traditional practice/not use Problem-Based Learning	36	(4%)
I would defer to the district to decide the best approach	78	(9%)
Not sure	138	(16%)

Is your child currently participating in the FLES program? (n=868)

Yes	576	(66%)
No	255	(29%)
Not sure/No opinion	37	(4%)

Average Response: 7.24 s= 4.15

I believe there is a benefit to learning a foreign language at a young age. (n=862)

Yes	817	(95%)
No	12	(1%)
Not sure/No opinion	33	(4%)

Average Response: 9.87 s= 1.08

What advice would you give in terms of continuing the FLES program? (n=863)

Continue the FLES program	728	(84%)
Eliminate the FLES program and offer Spanish as a special only	39	(5%)
I would defer to the district to decide the best approach	32	(4%)
Not sure/No opinion	64	(7%)

Foreign language is currently offered to all 7th and 8th grade students.

Should foreign language instruction be extended for all 6th grade students? (n=866)

Yes	743	(86%)
No	45	(5%)
Not sure/No opinion	78	(9%)

Average Response: 9.49 s= 2.09

Do you believe Hadley Junior High School students would benefit from receiving daily foreign language instruction? (n=863)

Yes	729	(84%)
No	25	(3%)
Not sure/No opinion	109	(13%)

Average Response: 9.7 s= 1.61

Parents of future Kindergartners only: The District has limited space to offer full-day kindergarten it would likely not be available at your home school. Would you be willing to pay a \$4,000 tuition for full-day kindergarten if it were only available to a limited number of families that would be selected by lottery? (n=494)

Yes	167	(34%)
No	216	(44%)
Need more information	111	(22%)

Average Response: 4.92 s= 4.47

Do you feel it would be beneficial for 4th and 5th grade students to be able to take their Chromebooks home? (n=837)

Yes	334	(40%)
No	287	(34%)
Need more information	216	(26%)

Average Response: 5.84 s= 4.49

Comments/suggestions regarding any items on this page: (n=100)

- ✎ The problem with offering a foreign language is you are limiting children to only one choice, Spanish. How about something career useful such as mandarin or sign language. Limiting foreign language to just spanish limits their choice in high school to Spanish as a default. I think it is very important to offer a foreign language but at Hadley, the kids already get so limited elective choices. My kid already had to drop band/choir to take the exploratory options. I don't want that dropped also to fit in spanish. I'd rather have my kid able to take band/choir and exploratory and wait till high school for a language at this point, because she is interested in mandarin so taking spanish next year is going to be a COMPLETE WASTE OF HER TIME and I have no choice in the matter.
- ✎ Please, please, please continue to offer Spanish. The kids love it and it will be highly advantageous for the kids going forward in life to speak multiple languages. I and I would guess the majority of school families would pay extra taxes to continue this program. Same with the advanced math program that was recently discontinued. Please bring it back, even if it requires more cost.
- ✎ Stop the PBL and focus on the basics. Start teaching cursive again or at least study the kids that didnt get cursive instructiove and are now in 6th grade - most can't sign their own name. Foreign language takes time away from the basics
- ✎ Technology- only need to take home if needed. Foreign lanuage- 6th grade elective my older child had french and spanish as electives with regards to specialization- talk to the teachers.
- ✎ I like half day kindergarten for children. I don't feel more technology is needed in or out of classrooms. Spanish would be great in kindergarten it would continue what a lot of preschoolers have started learning. Hands on and problem based Learning are beneficial and needed.
- ✎ PBLs are a waste of time and takes away for core curriculum. Waste of money have dedicated PLB coach. Kids are put in groups not by choice and not all kids put in the same effort. Not fair to the kids that end up doing the majority of work for the group. In stead of taking time away from core classes Pbls should be done during gym or non core class in middle school.
- ✎ Foreign language instruction is beneficial, but when I had a 5th grader participating in the program it was only 30 minutes per week and not a bit of it "stuck". I hope that with the new format there is more success. Additionally, while I understand the emphasis on Spanish, students are much more likely to participate and become fluent in a language they have an interest in, so I would rather see it discontinued at the elementary level and introduced in 6th grade with more choice. With this situation it seems like most students would continue Spanish studies and eventually the opportunities to learn other languages will go away.

- ✎ We have multiple iPads, chrome books, and computers. It may be beneficial for low income students to be able to bring computers home.
- ✎ Specialization has been great for my kids who have been lucky enough to have it, my oldest didn't and I wish he would have. I have yet to see a study that shows anything other than the benefits of learning a 2nd language at a young age. The FLES/Dual program draw new buyers to our town. It is a very popular and well run program and I can't believe we are even discussing whether or not it is important. Problem based learning is real life skills. Of course that is a good thing. This survey leads me to believe that our school board is over reaching and needs to leave these decisions with the administration who specialize in this.
- ✎ Specialization: I like it in the higher graders. I do not think it belongs in the primary grades. I would suggest starting in third or fourth. My daughter experienced it in second grade, and I felt it was a negative experience. She had anxiety issues and didn't seem to feel safe/ comfortable at school. I don't know if having two teachers and switching classes played into this, but it could have. The reason I like it in the older grades (4/5), is that I think at that age it helped my kids transition to Hadley easily. In addition, the curriculum is getting more challenging, and I think having a teacher specialize can help them to perfect their craft, and really challenge kids that are high because they are comfortable with the subject matter. The way a first grader learns and a fourth grader learns is very different so I think different methods should be considered depending on the grade. In many schools in DuPage county, the upper grade levels will do a form of specialization (although they don't call it that because teachers are more knowledgeable with that curriculum. It's not a one size fits all in regards to if specialization is best for students. I also would like to say that the district should give teachers more time with the current model because switching curriculum and methods all the time is going to lead to teacher burnout and that is really not good for students above all.
- ✎ I can't believe specialization is being discussed yet again
- ✎ FLES is so important in today's global world and for children's development. It must be maintained and is our favorite part of all programs offered by the school. We must keep FLES or we will fail to prepare our children for the future!!!
- ✎ Not all students benefit from specialized instructions. Perhaps there is one general class for each year for those students.
- ✎ Go back to traditional school and instead of younger kids learning Spanish how about we focus on CURSIVE AND BIGGER VOCABULARY INSTRUCTION
- ✎ I am strongly for teacher specialization and PBL program. Please continue to have these.

- 👉 We have had a fantastic experience with specialization in both 4th and 5th grade. I feel that it allows the teachers time to really dig in and do a great job on their specific areas. My daughter had _____ last year for math and she just adored him. It was the first time she really liked math and science. While I'm sure _____ is capable of teaching literature and other subjects, he seems have a gift for getting kids to grasp math and science. Why would we want to give that up?
- 👉 Full Day Kindergarten is a must! It should be offered for all students, but offering it as a lottery is a good start. THANK YOU FOR CONSIDERING THIS!!! I strongly support teacher specialization, dual language and FLES, full day kindergarten, and PBL. D41 is innovative in their thinking by offering these programs.
- 👉 Problem based learning has been a negative experience for both of my children. The idea is great in theory, but it some serious flaws. The kids are being told they are helping to solve real world problems but they have never seen their ideas accepted/put into action. It ends up being demotivating. They are not giving their best ideas because they know there is no outcome except a grade - that is no different than any school project. Worse, because the kids feel like the teachers are pulling their leg when they tell them their ideas matter. Furthermore, the social stress can be extreme. One of my kids tries not to be on PBL with her friends because they end up arguing in ways that are not constructive. Quiet kids - young girls, particularly - are not yet adept at getting their ideas heard in a group setting - nor are they given coaching on managing dominating kids. And the dominating kids are too young to see how obnoxious they are being. Bottom line: The kids are just not old enough to manage the group dynamics constructively without a coach in every group and the problems presented don't actually want/need the kids input. They know that. If you have REAL problem with a REAL interest in student input and an opportunity for reasonably quick OUTCOME (at least plan put in action) then an occassional PBL could be great.
- 👉 FLES Has been a phenomenal program. I have a child in Elementary school, and it has been amazing to watch his progress in learning Spanish. I strongly feel that the younger a child is when they learn a foreign language, the easier it is for them to achieve fluency. Not starting a foreign language until a child is in middle school really hinders their ability to fully grasp that language. It has been amazing to watch my child come home from school and practice speaking Spanish with me. My child even said itâ??s one of his favorite activities of the day. We live in a global society, and being bilingual is becoming more and more necessary in the workforce. I work for a large financial services organization, and we constantly struggle trying to find qualified people who are bilingual to fill positions. The demand keeps increasing as well, and giving our children the opportunity to become fluent at a younger age will give them an advantage later in life. Thank you for giving our children the unique opportunity to learn a foreign language at the elementary school level. It truly makes our district stand out against the others in a positive way!
- 👉 We would urge D41 to continue the FLES program. FLES distinguishes D41 from other school districts and I believe is a huge plus for the students. It's one of the aspects of Ben Franklin that I am most proud of. Daily Spanish Instruction is so important; the children love their FLES classes and are benefitting immensely. Please continue to support FLES!

- ✎ Eliminate Spanish immersion. Daily Spanish for K-8th grade. Elementary students may not care for Chromebooks properly- start taking home at 6th grade. Keep STEM teachers
- ✎ Keep technology at school. Already too much technology exists in the home and should be used minimally for homework. As a health care provider for children, I see 10, 11 and 12 year-olds too smart phone dependent. Excessive screen time causes eye strain, increases stress levels and opens the door to internet content that is inappropriate.
- ✎ Yes with the way certain Government entities cater to foreign nationals legal or illegal our kids will need a 2nd language so they can try to keep a somewhat level playing field in the future
- ✎ Foreign language should be earlier, possibly from 1 grade.
- ✎ Daily Spanish is one of my favorite things about Forest Glen. My child has not experienced dual teachers yet for different subjects, but I'm on the fence about whether that is a good thing at such a young age.
- ✎ I hate that my 7th grader takes his Chromebook home. He walks both ways and it is heavy. He uses it to play games instead of homework if I am not watching him. It should only be taken home by kids who do not have another device to complete homework on.
- ✎ Would need more information as to the types of needs for the Chromebooks at home vs. the problems of forgetting or losing them in the process.
- ✎ I think all grades should be able to bring home their Chromebooks.
- ✎ PBL are amazing. My children talk more about their limited PBL work than anything else. It is inline with how many companies work and how I feel most children learn; by doing. I also will say my 3rd grader who has had SPanish for 3 years LOVES a language, my 6th grader who did not have daily spanish DOES not like foreign language. Keep FLES!
- ✎ Students are already addicted to their cell phones, tablets, TV, computers all day long starting from early childhood. Please look at tech free learning experiences.
- ✎ The district is the only one the surrounding areas that does not offer full day K. This needs to change! The kids have to learn the same material in half the time as their peers in other districts. seems stressed most days and comments on how much her teacher yells. Probably because she feels like there is no time for any child to be off task.
- ✎ FLES is one of the very best programs! My 2nd header has a perfect accent and is speaking so well!
- ✎ Foreign language instruction is VERY IMPORTANT and should begin in first grade. It should be offered every year of school and be mandatory. It should be a serious class with homework, tests, quizzes, etc... This is HUGELY important to my family.

- 👉 Regarding teacher specialization, I think it also brings an element of change during the day that is good---to eliminate boredom for kids, especially w/ ADHD. Regarding PBL, I think it has helped our child learn to present in front of an audience at a much younger age to help them get used to it--great for future/proessional life!
- 👉 Elementary Teacher / Specialization: I have been in a variety of classes and only see the benefits of Teacher Specialization. I strongly feel that 2nd grade should return to Specialization. Two teachers allow for relationships and understanding of different instructional style. If a relationship between teacher/student is poor it is only for half the day and even negative relationships allow for growth. The curriculum is more challenging (a positive) and Specialization allows the teacher to handle the various issue with expert knowledge in their particular field. Also Specialization allowed for stronger and more productive use of planning on behalf of teachers. PLEASE DO NOT ELIMINATE SPECIALIZATION. PBL: I would like to see 1 or 2 PBL per Specialization a year. Please stop relying on "animal" base PBL and give our children a stronger, impactful issue to address. There is strong evident and merit to PBL's but I would prefer to see 1 or 2 successful collaborations with resources behind each project (field trips - hands on development). Foreign Language: After each elementary school worked through the issues and structural problems of Foreign Language, why are we considering eliminating it? I have two children one who received FLES and one who did not, where is the research of removing this from our curriculum? The frustration from many parents is that D41 seems to continue to change our curriculum, not alter or strengthen put implement and remove curriculum (wasting resources)? Instead of questionnaires, please provide solid evidence from the removal Specialization/PBL/FLES and I would also like stronger evidence of what would replace these educational processes.
- 👉 In 1st grade, my son had a fantastic experience with his PBL .
I have been disappointed that he will not be doing a PBL this year. The district needs to hire at least one more PBL coach. I was also disappointed with the removal of specialization for my son in 2nd grade. I look forward to him having two teachers next year. I think he will really benefit from the variation in the day. I have been extremely impressed with the FLES program. My son's fluency as a 7 year old is astounding to my husband and I. I'm really looking forward to watching his Spanish language skills grow over the years!
- 👉 A lot of families do not have lap tops or computers at home.

- 👉 We just relocated to Glen Ellyn in June 2017 from a suburb of Charlotte, NC, and Lincoln is our 3rd elementary school. This is our first experience with specialization and FLES. All 3 of my kids absolutely love learning Spanish. They like to discuss it at home and share everything they've learned. They notice people speaking Spanish when we go places, and ask me to find Spanish books and songs. It was so refreshing to move here and be at a school where learning a foreign language is actually implemented, since so many studies indicate that a young age is the best time to learn a foreign language, and that the learning helps a child's brain to grow and expand in different ways. I also think it helps give the kids a better understanding of the diversity of the world around them. FLES has been an awesome addition to my kids education. They absolutely love it. We also have LOVED the subject specialization at the 3rd and 5th grade level. I am so impressed that it gives the teachers the ability to really concentrate on their subject matter. My kids really like the variability in the day with different teachers and friends. I think the approach makes so much sense for both teachers and students, and hope to see it continue. Although I think the responsibility of bringing home chromebooks is a lot for a 4th/5th grader, my 5th grader does use our home laptop and my smartphone for a LOT of school-related work (google classroom, math homework, Quizlet practice sessions, logging reading time, etc). We have that capability for her to use our electronics, but it would probably be most appropriate for all 5th graders to be able to use their chromebooks (at home) to complete this work.
- 👉 Full day kindergarten is really important to my family. My children have been in preschool programs since infancy and having my oldest in only half day kindergarten feels as though his learning is somewhat stagnant.
- 👉 Foreign language is extremely important to be introduced to children at a young age. Most countries outside of the US are learning 2-3 other languages besides their native language. Please continue foreign language in elementary school and continue all the way through high school and please continue the dual language program.
- 👉 (1) FLES has successfully prepared my child to interact and communicate with Spanish speaking individuals. This program is an invaluable differentiator for D41, and I hope to see it continue. Learning second languages increases our children's engagement with the global environment. (2) Specialization has allowed my child to thrive with teachers that thoroughly enjoy the topic they are teaching. The level of energy and excitement the teachers have around their chosen topic translates to the children.
- 👉 The FLES program is one of the most valuable parts of the learning experience at Lincoln. Learning a foreign language benefits the student immediately and in the future. My children and our family would be VERY disappointed if this program was discontinued.

- 👉 When teachers are specialized they keep having to switch between their specialties. How is this effective for either party, students or teacher. Teachers who have never taught science or math have never seen the curriculum. They tell my child it's the first time they've seen it done this way, "we'll learn it together". This has been the case for my child 2 years in a row. I'll keep my fingers crossed for next year, I almost feel like someone's playing a mean joke on me.
- 👉 Strongly support the current level of FLES time (5th grade and below) and PBL learning. I think it's a good balance and the future pros greatly outweigh the loss of traditional learning time. Teacher specialization has been a 100% great experience for my oldest and I am looking forward to my 2nd grader finally getting it next year.
- 👉 Bringing home technology has its pros and cons but if a student is expected to rely on it for homework/instruction and has no desktop option, then they will be required to bring home their personal devices.
- 👉 Taking home chrome books can be good and bad. Teaches them responsibility, gives them a consistent device to utilize, but it's likely they will forget it occasionally!
- 👉 Please don't get rid of PBL or Foreign language at the grade school level. These both are so incredibly important in helping raising strong, successful and confident young adults.
- 👉 Regarding PBL The kids were never told the results of the PBL or why a specific solution was chosen. They had no idea if they did well or what needed improvement.
- 👉 We NEED all day K, ASAP. This should be the #1 priority for the district. We also love that my first grader is in Spanish, it amazing how much she has learned and loves the language. It has opened her eyes to so much, would be a huge loss for our children if this is taken away.
- 👉 Unclear on questions if D41 refers to educators or school board. I would to defer to trained professional educators for curriculum and classroom management (specialization) decisions. I would not defer to the board for those types of decisions.
- 👉 My son is in the Dual Language Program. This program has exceeded all of our expectations thus far. We fully support this program and the continuation of FLES and want to thank Drs. Gordon and McCluskey for their passion regarding language programs.
- 👉 Our middle schooler is way too easily distracted by her Chromebook while doing homework. I think it would be even worse for younger children.

- 👉 100% pro-specialization 100%pro-FLES 100% support PBLs and I am disappointed my 1st grade will not get to do one this year because they took it away for 1st grade. District 41 needs to create a plan to offer full day kindergarten to ALL kindergarteners. Only offering it to some is a terrible idea. District 41 should have been planning for all day K 10 years ago. Now is the time to start saving money to create facilities for all full day Kindergarteners.
- 👉 Research has shown language acquisition is vastly easier at younger ages. Most research shows that the brains ability to learn a new language decreases after puberty. FLES at early grades is a high priority for me.
- 👉 I have seen such wonderful, practical critical thinking arise from PBL. i think this is so important for our childrwn to learn to think this way in order to become productive, successful adults. I also am a strong proponent of early second language learning. Our schools are already drawing people to our community due to their language programs... and our children are flourishing!
- 👉 My children are in the dual language program at Churchill. My son was in K the first year it started and my daughter followed in it 2 years behind him. It is an amazing program and I STRONGLY support both dual and FLES (for the kids not in dual). Learning foreign language from this elementary school age is most definitely the best time to learn it.
- 👉 I believe Teacher/Content Specialization strategy should begin in grade 4. Not grade 3.
- 👉 Specialized teaching is awesome. Very beneficial for intellectual stimulation for teachers and students. Full time kindergarten at home school would be very beneficial for many families that need t oo work outside the home full time..
- 👉 I also have a high student and the amount of screen time they have to put in in a daily basis is not good! I don't want to encourage more screen time by bringing them home at such an early age
- 👉 FLES and Dual are incredible programs. Please do whatever you can to keep them!
- 👉 I think we would do our students well to recognize that we live in a global community and learning language at younger age is when language acquisition is the most developmentally appropriate, having experience with FLES will be an invaluable assess to our students as they get older. Additionally, my student has benefitted from having two teachers and has experienced deeper insight into math and literacy because of teacher specialization.
- 👉 In the past more time was spent on PBLs, and it felt like too much. This year felt better. I see the value of PBLs, but that needs to be balanced against other types of instruction.
- 👉 Keep specialization!!!!

- 👉 Love FLES!!!! I also love specialization and wish it started earlier. There is a huge benefit for students changing teachers and wish my older two kids were able to experience it; I believe they would have enjoyed Ben Franklin more.
- 👉 I defer to the TEACHERS and EDUCATORS for these decisions not the Board of Education. Parent input is good but it is only the parent perspective. I trust the teachers and administration as they are professionals on this matter.
- 👉 My 6th grader does not take Spanish. He liked having the option to not take Spanish. From what I have heard about Spanish in 6th grade, there is a lot of homework, which includes a lot of "busy-work" (e.g. coloring). I am a big proponent of foreign language education, but in 6th grade it should continue in the manner it was presented in elementary school, with no additional homework.
- 👉 Make K full day.....please! Kindergarten is so academic now teachers need a full day to implement more learning.
- 👉 My child had FLES previously, I feel it was beneficial and important.
- 👉 Let staff decide specialization and pbl- board has no right to interfere with this as they are temporary and have no background to challenge these decisions. Board should not be deciding instruction type items, only finance, building maintenance, etc.
- 👉 FLES is such an incredible program! I truly believe it is helping to transform the culture of elementary school into a more welcoming and collaborative environment among speakers of different home languages. In addition, many studies show that early foreign language learning helps to improve cognitive functioning, problem solving, and critical thinking. I hear nothing but very positive things from all the students and families participating in FLES! I am also so excited for my child to participate in PBLs! Hands-on, integrated learning experiences were the most formative for me in my schooling and I can't wait for my child to experience this!
- 👉 The use of technology is a difficult one....whether it's at school or home, it needs to be modified. It's not always necessary, I believe, but perhaps I'm too "Old School" when it comes to technology. Additionally, there are magnetic rays from all the Wi-Fi, that is a health concern, for our young students.

- 👉 First of all, I wish students participated in PBL for almost all of their learning. It is the one institutionalized practice that truly allows them to be creative thinkers. Second, Spanish is a highlight of the day for my daughter. I am AMAZED at her ability to speak and write in this language after only 2.5 years of instruction. The cultural competency built by the program is another important benefit. Regarding technology, I would like to see it minimized in all classrooms. Young people should have minimal time in front of screens at any time, so I would not like to see the Chromebooks come home unless there is a valid explanation as to why it would benefit my daughter's education. Finally, I would like to see this district slow down when it comes to making drastic changes. As a researcher, I know that changes take time to implement, and the results take even longer to see. I was disappointed that specialization was removed for second graders after such a short time. My daughter has appreciated the opportunity to interact with multiple teachers throughout the day and seems to have been greatly affected by the individual teachers. I would have hated to see her miss out on those connections had she been "stuck" with a single teacher for the entire day -- perhaps one who did not inspire her quite as much. That said, I would like to see longitudinal data on these changes before any decisions are made.
- 👉 I feel learning a foreign language is important for kids, but in grade school the only option is Spanish. Spanish, French, German, Chinese are offered in high school. Offering Spanish only in grade school is unfair to the kids who want to study a different language later on. Also, what do the ESL grade school kids do during these Spanish lessons? Do they get a free pass?
- 👉 Full day kindergarten is a high priority for our family. With curriculum standards increasing, this would allow time for the specials and fine motor skills/socializing that is so important for kindergarten. This will be my fourth child attending Lincoln next year and I would love to send him full day as he would benefit!!!
- 👉 We need to offer programs such as dual language and full day kindergarten to remain competitive. Families moving to this area expect this level of service from their schools.
- 👉 Full day kindergarten should have a better solution than a lottery. The lottery does not seem fair and our district is behind other top performing districts that have full day kindergarten. Full day kindergarten should either be offered to all kindergarten students or not at all. It should not be a lottery for some as that will provide more separation among performance.
- 👉 My comment on full day kindergarten: You cannot offer it only selectively to special people who pay for it and get into the lottery...as if it is better than half day. If you are only able to offer us only half day, make us proud to know that our children are getting the best possible education that they can. Do not make anyone feel inferior for having to do half day because they cannot pay for it and because you cannot offer it to everyone. This is just not the way to go about education at any level. Either offer full day to everyone or do not offer it.

👉 Teacher specialization only benefitted my children when they were assigned to a weak teacher and then only had to be with that teacher for a half day rather than a full day. It was stressful for them to switch classes and I felt that the teachers knew them less because they had double the students. PBL is a great concept but it feels very forced. You should survey the kids. Though they've had a handful of excellent ones, many are not and a few are terrible. If the topic isn't engaging, it's very hard to face weeks of a PBL. It would be better if the students had choice in the topics and who they worked with. Cooperative learning is great, but students need help when others aren't doing any work. We've had multiple instances where my kids have had to do the lion's share of the work because someone else did nothing. I can never understand how the teachers aren't aware of this. Technology usage is very low- skill and drill websites, basic Google Docs. Google Classroom is great, but not all the teachers are using this. It should be required

👉 The only reason specialization and FLES are even being asked about is because it is part of this board's agenda to eliminate these items - because they want to bring education in Glen Ellyn back to the way THEY were taught. Because Kurt Buchholz's this whole board now wants to stunt the growth of all the children in the district. They are an embarrassment to this community and I truly hope their kind don't get re-elected. They've done enough damage already.










👉 Need to evaluate the Eureka math and how it can accommodate all learning styles

👉 I would like to see specialization return to 2nd grade as this was a board decision and not the decision of our education experts and leaders. I would like to see additional PBL coaches added to support the PBL program at the elementary schools. One PBL coach for all four elementary schools is insufficient. Based on brain development, foreign language instruction is essential at the elementary level. Students who learn a foreign language do better academically and have a significant advantage when seeking employment and other opportunities. I absolutely would have paid \$4,000 tuition for full-day kindergarten. This board should focus on creating a plan for expanding early education, not working to reduce our revenue and limit future boards' flexibility.

👉 4 & 5th graders too young to take technology home!

👉 Leave technology at the school. The children already spend enough of time on it, do not send it home. That makes it harder for parents to monitor with more devices at home. Students do not need to be on technology after school!

👉 The use of Chromebooks within the district is a huge expense without any educational benefit. Students would be better served to learn cursive in K-8. I realize that this is a different opinion, but K-8 learning is so important for high school. Students cannot write essays without run on sentences, proper punctuation, and many can't spell. NO ONE is teaching this skill set anymore. This is 1000 times more important than foreign language, problem based learning, technology or teacher specialization. All four of these topics are worthless at this stage of learning if a student can't write well, has poor reading comprehension or can do grade level math. I would promote another Math Extension class in 7th and 8th grade as an option to Foreign Language.

-  The move to specialization has been great. My children have benefited in so many ways from this such as: Multiple teachers, multiple classmates, teachers who are able to focus and show their passion. Specialization has helped build organizational skills, social skills, prepare children for future grades. The Fles program is also great. It should not be eliminated. Unfortunately my daughter had to choose between extra math and fles. I hope future grades that started with Fles will have the option of both. The PBLs are a great teaching tool. The children get excited by then resulting in more learning!
-  I don't know the difference in FLES and Spanish as a special class ("Eliminate the FLES program and offer Spanish as a special only"). I just truly believe in students getting a second language introduced as early as possible.
-  I strongly support FLES and would fight attempts to eliminate it. As parent of a first grader and a younger child I am shocked there is no language offered in 6th grade! I had no idea and think this gap in language is a real problem for students.
-  I am beyond pleased with FLES program. And my children thoroughly enjoy learning in that setting.
-  I support continuation of the FLES program in elementary school. However, I believe that foreign language should be optional in 6th grade. 6th graders should have a choice of electives, including math extension (the data on math extension is amazing and shows that it helps reduce the growth gap the district is experiencing in math), band, and chorus. If the district wants to offer Spanish in 6th grade as an optional extension of the elementary FLES program, I am all for that. However, I do not believe that foreign language should be mandatory in 6th grade, and I would like to see Hadley students continue to have the option to take either French or Spanish if they so choose in 7th and 8th grade. I believe the kids should have more options as they get older, not fewer. Some children (even those who were part of FLES in elementary school) may want a year off from language to take another elective (band, chorus, etc) or the math extension and/or they may want to switch to French in 7th grade. Thank you for considering my opinion.
-  For as much as we already pay in taxes full-day kindergarten should be a standard option at no added cost.
-  My family's experience with teacher specialization was unimpressive. My expectations for elementary school were not met. Too much time on bullying, too much time on climate change, global warming and technology. Kids are leaving 5th grade with poor writing skills. Emphasizing foreign language before a student has solid English grammar seems misguided.
-  chrome books are too heavy
-  100% support FLES at all age levels; I consider it essential for daily activity NOT supplemental.

- ✎ We love FLES and PBLs. Please do not take those away. The PBLs my daughter did last year were so impactful. I am disappointed that she isn't doing one in both classes this year. I also wish my K student was doing one as well! They are great!! The Spanish program is also so wonderful. There should be continuous Spanish instruction from 1st through 8th. If we want our children to have true fluency in another language, we need to start young and continue!
- ✎ My child had specialization in second grade as well and benefited greatly from it. That should have been an option in the survey. FLES is a key reason we chose d41. It is a differentiator and extremely valuable for the students (and mine love it). It would appear to be nonsensical to not allow students to have foreign language in 6th grade when they have been learning it since first.
- ✎ I do not want chrome books at home in the elementary years. they are so tied to technology from Hadley on, I prefer keeping them away from that tether for a few more years.
- ✎ I think a more balanced program would be offered through full day Kdg. Parents are seeking outside experiences to supplement for the half day program. I also believe play, recess and more socialization is necessary for all young learners. It is nearly impossible to offer those things in a half day program.
- ✎ Teacher specialization was amazing for my child. It gave him the opportunity to learn in different settings and really prepared him for middle school. He also felt he was learning from someone who loved and understood the subject. It made me feel confident that he was getting a well rounded education.
- ✎ If there are students that are not able to do homework as I know my 5th grader does much of his homework on our home computer, I would be in favor of students taking the chrome books home as all students should have the tools to complete any homework/resources that are online.
- ✎ I'd like to see more focus on spelling grammar and sentence structure before adding Spanish. The written word is often our first impression of a person. I obviously wrote that first sentence intentionally, but spelling mistakes and a lack of proper punctuation are rampant in my children's work product and are not corrected by their teachers. I feel that our children are not leaving Hadley with a firm grasp of proper spelling, grammar and sentence structure; however, it is not simply a Hadley issue. It begins in first grade and continues through their District 41 years. I think we should perfect our students' understanding of their primary language before we start devoting 30 minutes of each school day to a second language.



Survey Analysis System

Accessing results summary from "2017/18 Parent Insights Survey" from Glen Ellyn School District 41. [← Back](#)

Please rate your overall perception of the District in the following areas:

Item	Response
------	----------

Board of Education (n=862)

Excellent	149 (17%)
Good	322 (37%)
Fair	157 (18%)
Poor	161 (19%)
Not sure	73 (8%)

Average Response: 2.58 s= 1.02

District Administration (n=857)

Excellent	242 (28%)
Good	415 (48%)
Fair	100 (12%)
Poor	29 (3%)
Not sure	71 (8%)

Average Response: 3.11 s= 0.76

Principals (n=862)

Excellent	483 (56%)	
Good	320 (37%)	
Fair	43 (5%)	
Poor	9 (1%)	
Not sure	7 (1%)	
Average Response: 3.49 s= 0.64		

Teachers (n=864)		
Excellent	497 (58%)	
Good	325 (38%)	
Fair	38 (4%)	
Poor	2 (0%)	
Not sure	2 (0%)	
Average Response: 3.53 s= 0.59		

Support Staff (Secretaries/Food Service/Aides/Custodians) (n=858)		
Excellent	462 (54%)	
Good	331 (39%)	
Fair	33 (4%)	
Poor	6 (1%)	
Not sure	26 (3%)	
Average Response: 3.5 s= 0.61		

Please indicate your level of agreement for each item.		
Item	Response	

District 41 uses its money and resources well. (n=857)		
Strongly agree	164 (19%)	

Agree	456 (53%)	
Disagree	107 (12%)	
Strongly disagree	17 (2%)	
Don't know/doesn't apply	113 (13%)	
Average Response: 3.86 s= 0.99		

District 41 provides adequate space for students. (n=855)		
Strongly agree	146 (17%)	
Agree	472 (55%)	
Disagree	179 (21%)	
Strongly disagree	29 (3%)	
Don't know/doesn't apply	29 (3%)	
Average Response: 3.64 s= 1.11		

District 41 does a good job meeting the needs of Special Education students. (n=855)		
Strongly agree	135 (16%)	
Agree	234 (27%)	
Disagree	44 (5%)	
Strongly disagree	29 (3%)	
Don't know/doesn't apply	413 (48%)	
Average Response: 3.91 s= 1.14		

District 41 does a good job meeting the needs of English Language Learners. (n=852)		
Strongly agree	149 (17%)	
Agree	268 (31%)	
Disagree	15 (2%)	
Strongly disagree	4 (0%)	

Don't know/doesn't apply	416 (49%)	
Average Response: 4.25 s= 0.71		

District 41 does a good job meeting the needs of all students. (n=853)		
Strongly agree	180 (21%)	
Agree	488 (57%)	
Disagree	70 (8%)	
Strongly disagree	16 (2%)	
Don't know/doesn't apply	99 (12%)	
Average Response: 3.99 s= 0.9		

District 41 does a good job preparing children for the future. (n=856)		
Strongly agree	237 (28%)	
Agree	537 (63%)	
Disagree	43 (5%)	
Strongly disagree	11 (1%)	
Don't know/doesn't apply	28 (3%)	
Average Response: 4.14 s= 0.77		






Overall, I am satisfied with District 41 facilities. (n=853)		
Strongly agree	218 (26%)	
Agree	521 (61%)	
Disagree	103 (12%)	
Strongly disagree	7 (1%)	
Don't know/doesn't apply	4 (0%)	
Average Response: 3.99 s= 0.9		

Overall, I am satisfied with District 41 academics. (n=854)		
--	--	--

Strongly agree	290 (34%)	
Agree	488 (57%)	
Disagree	57 (7%)	
Strongly disagree	10 (1%)	
Don't know/doesn't apply	9 (1%)	
Average Response: 4.17 s= 0.83		

Overall, I am satisfied with District 41. (n=847)		
Strongly agree	257 (30%)	
Agree	529 (62%)	
Disagree	43 (5%)	
Strongly disagree	10 (1%)	
Don't know/doesn't apply	8 (1%)	
Average Response: 4.17 s= 0.77		

How well do you feel your child(ren) are prepared for their next grade level? (n=859)		
Very prepared	595 (69%)	
Somewhat prepared	241 (28%)	
Not well prepared	23 (3%)	

What are the best things about our District? (n=100)	
	Local elementary schools
	FLES, Churchill principal, specialized teachers
	Every one is very kind and always looking for ways to improve our children's learning techniques.
	the teachers!
	Good Academics Great Staff

👉 I think the teachers are of very good quality.

👉 The Superintendent, the teachers.

👉 D41 Administration, teachers, staff

👉 The teachers and staff at Lincoln - across the board, they all seem to go the extra mile and truly connect with their students; my children have had strong connections with their teachers throughout their Lincoln experience.

👉 music/art/ technology classes

👉 Preparing students for high school.

👉 That I won't have anymore kids in the district after this year!!

👉 Teachers and administrators who have the best interests of children at heart and are committed to helping them learn and grow. They really care about what they do, which is not always the case with educators

👉 My children feel safe at school, they feel safe with their teacher and most importantly they enjoy going to school everyday.

👉 The care and concern for all our children, from administration to faculty to parents.

👉 1) The Teachers and 2) The positive culture/environment- From crazy hair days to movie nights to buddy benches to International night, the "team" vibe and Lincoln Elementary is phenomenal. The kids, parents, teachers, and principal all are all pulling for each other and the kids love going to school there.

👉 FLES, AEC, pTA involvement and activities

👉 Our teachers, staff and administrators are amazing. I was a proud churchill parent, now a proud Hadley parent, and will continue to be a proud Glenbard west parent. We are very blessed with fabulous schools.

👉 Dr Gordon and the administration are forward thinking.

👉 Teachers in general are amazing. I would say that elementary teachers that we have had have been better than middle school teachers in general. We have had some subpar middle school teachers, but we have also had some stellar ones; a bit of a mixed bag. So I would rate elementary teachers we have had as excellent, but since my kids are in middle school now, I would say "good" overall when I average it out.

👉 Great teachers and staff

👉 FLES and ACE plus the teachers and principals who are on the front lines.

- 👉 Our School Administrators and Faculty, the Parents and Students are involved and I feel it is one of the best school districts in the State.
- 👉 Still exploring the answer to this question.
- 👉 FLES, daily PE
- 👉 Active involvement with community and focus on academic growth and achievement.
- 👉 Hard to say specifically...but there is a great energy in the school. Teachers are great. Principal Klespitz opens car doors for kids every day rain or shine. We love Forest Glen
- 👉 Good Communication, good teachers/school staff, academic standards
- 👉 Teaching staff, community support
- 👉 Bright, compassionate educators (for the most part)
- 👉 For the most part, the teachers really care about the students and believe in what they are doing.
- 👉 We love the sense of community at Ben Franklin. Mr burke and his team really seem to care about the students. I feel very fortunate to be able to send my children to Ben Franklin. I wish all children could have the same experience they have.
- 👉 The teachers
- 👉 Quality of teachers & administration
- 👉 My oldest is a freshman at West, and I believe because of his D41 education, he was very well prepared for the transition -- even with multiple honors and sophomore-level classes on his schedule, his first year has one very smoothly.
- 👉 Great teachers that know the content
- 👉 Some teachers are OUTSTANDING. Social Studies teacher has revolutionized my child's world with
- 👉 Communications, Art programs, FLES, teachers caring about the kids and doing the best they can within their guidelines.
- 👉 The teachers, staff and students in D41 are wonderful. We love the FLES program as well as the AEC program for our 4th grader. The sense of community and inclusion is also favorable.

👉 The willingness to be forward thinking with their approach to learning. I also like how the district has embrace technology in a meaningful way. FLES and PBLs have also been fantastic additions to the curriculum.

👉 Teachers and parents

👉 We love the dual language program! It is the best part of D41. We also love teacher specialization, as we have experienced this through dual language in grades 1 and 2. Our child has done very well with having 2 teachers, and it's evident that the teachers collaborate and are on the same page. Our child has had the opportunity to go deeper with learning, and our child enjoys going to different teachers.

👉 Leaving it

👉 The rigorous curriculum

👉 Spanish every day, 1/2 day kindergarten

👉 Amazing school ratings/academics

👉 Our District keeps learning and trying to improve.

👉 The teachers. Listen to them.

👉 PBLs, FLES and the teachers and staff. I have many, many stories to support these comments.

👉 The teachers and committed parents along with a forward thinking Administration.

👉 The teachers. Hands down. Some teachers are obviously better than others, but teachers will make or break your child's willingness for progress for that school year.

👉 I think most of the staff is great at what they do. I think my children are getting a valuable education for the most part. My children truly look forward to going to school and seeing their teachers.


👉 teachers and staff - warm and welcoming to students and families

👉 The teachers that are connecting with the students. We do have a teacher now that does not connect with my student and all the above questions are really affected by that experience. When we talk about school, a good teacher would make the kids' faces light up- I love that. The teachers are also responsive, positive and I feel like they are invested in my kids.


👉 Clean, organized, Friendly and responsive.

👉 Our teachers


 Achievement


 Student-focused


 Community feeling of the schools

 I love the volunteer opportunities in our schools, FLES, AEC, and music programs.


 Teachers!


 The anti-bullying initiative has been a revolution in the schools. I've never seen such happy, secure children. When I ask my children about bullying, they say, "Mom, there is no bullying at my school." I LOVE that.


 Community spirit, willingness to embrace forward-thinking curriculum practices like PBL, mixed-age, and teacher specialization


 The faculty and staff at Ben Franklin are outstanding and has made a positive difference in my children's academic life.


 The Foreign Language program!

 I love the "extra" programs. FLES, art, music, PE, digital literacy, all of the PTA experience! There is so much variety and so many different ways for our kids to learn. Lincoln is a fantastic community!


 The school is close to our home.


 I feel that Hadley has made enormous strides in the academic environment as well as the social environment in the past 6-7 years. I had two daughters go through Hadley in the years 2007-2011 and my son is now finishing 8th grade there. Hadley has improved drastically!

 Teachers are phenomenal and the educational value indescribable

 Communication from the school (principal and teachers) to parents on a regular/weekly basis. This is much appreciated.

 Communication ways

 Best things: As a new family, we were immediately impressed by FLES and specialization, as two concepts that seem progressive and effective. Now that we have been here a few months, FLES and specialization are still favorite things, but we can also add the awesome community at our school, the fantastic teachers, and the well-rounded education through core subjects, FLES and the arts. We absolutely love Lincoln elementary and D41!

 Our teachers!!! We have very dedicated teachers who would do anything for their students. It's imperative we maintain this professionalism and level of expertise for the benefit of our students.

👍 Community schools, kids in the neighborhood

👍 Dual language program

👍 Passionate and positive administrators and teachers. Great parent involvement, generally kind students. District does a great job of using resources well, given the property tax implications of living in a bedroom community with little business to share the burden with.

👍 The staff and families in the community

👍 Hard working, dedicated staff and admin. who genuinely care about students and their well being.

👍 The community of outspoken teachers and parents who stand up for what they believe is best for their children.

👍 Teachers!!!!

👍 Teachers, parent involvement. Spanish program.

👍 Teachers and active families

👍 FLES, Specialization, AEC and great teachers

👍 The staff at Hadley is completely amazing! Engaging students in such a variety of ways! My son has loved the school culture there.

👍 I feel as though our administration is phenomenal. From Mrs Keith our principal to Dr. Gordon at the District Office, I feel as though the leadership of the district is exactly what we need.

👍 The staff is great and enthusiastic. The kids really love 90% of their teachers, which is way better than when I was a kid. I also love that there is FLES for elementary school kids. I think this is a huge selling point to people relocating to our district.

👍 The teachers, staff, and administrators all seem to care deeply about our children and the sense of community within the schools is amazing.

👍 I am impressed with many aspects of District 41, math, literacy, balanced with technology, art, foreign language, physical education, etc. I feel it is a very well rounded system that will help our children be well rounded individuals.

👍 I really appreciate how we are always updated via Email!

👍 I love that Lincoln still has the feel of a small community school in which most families know each other and still maintains high academics.

- 👉 Forward thinking and very involved administrators, teachers who care, and parents willing to go the extra mile to help the schools. I love my children being in a district leading the way for innovative thinking and best practices. I care to Glen Ellyn for the cutting edge education and I have been thrilled with my children's experience so far.
- 👉 Dual language program FLES PBL Knowledgeable, caring Staff and Administration
- 👉 Facility of schools and variation of cultures
- 👉 Dr Gordon is an asset to the district that I hope stays for the long-term. The district would be worse off, if he were to leave or his contract were not renewed. The FLES and Dual Language programs are also great programs that draw many to the district.
- 👉 Teachers
- 👉 teachers, communications with staff, our community.
- 👉 Robotics, chess club, science night
- 👉 Advanced curriculum opportunities.
- 👉 Strong and active PTA/ parent support
- 👉 The diversity and FLES/Dual language programs. The teachers at Churchill are dynamic, positive, energized people. I'm so impressed with them.

What things would you change about our District? (n=100)

- 👉 1. Stop forcing technology; 2. quit the bickering and install a cooperative and effective school board; 3. formulate a recommend plan for FDK and seek community support for it. If there is no support, let it rest. Quit flirting around the edges, do it right or move on.
- 👉 Communication about options for gifted children, clear guidelines for how much homework is expected in each grade.
- 👉 Dively and the resistance to giving kids IEPs and 504s
- 👉 A right-sizing effort needs to be undertaken.

- ✎ I think with all of the school shootings, they need a better system of whom they allow in the school. Also school bullying. I know of a few situations that were "brushed under the rug" per se.
- ✎ I would like full day Kindergarden for Forest Glen
- ✎ Less homework unless it is a review of what has already been taught. More choice in course selection.
- ✎ Gifted/advanced instruction needs work and does not meet the needs of these students.
- ✎ Lack of professionalism that occurs at certain School Board meetings.
- ✎ Nothing that comes top of mind.
- ✎ Stop taxing me to death and figure out a way to do more with less money. Combining with D89 would be a good start.
- ✎ Less testing
- ✎ Consider teacher surveys.
- ✎ I feel strongly that FLES should be continued!
- ✎ Stop trying to do all these cutting edge programs that end up not helping our children.
- ✎ School Board is a detriment to a "growth mindset." Their myopic views of education and where they choose to cut threaten the ability of the district to be the best that they can be. If they continue with some of their policies, D41 is likely to become a very average school district, which would severely hurt one of the strongest aspects of Glen Ellyn's reputation. School Boards should always put what's best for the children and community at large first, not politics. Our current school board does not do that and is an embarrassment to the community.
- ✎ The Board of Education is unprofessional and upsetting. I would also like to feel a bit more welcome at my child's school. Depending on the teacher, I have felt as though my child was more than a number. But, more times than not I felt they were just another number. Again, comparing to my school district EVERY child and family is looked at as one. We do so much more communication home.
- ✎ The grading system. I would prefer a traditional A through F system. The number system is too broad and extremely confusing.
- ✎ Less politics, more hardworking and passion to help students receive the best educational environment which caters to their needs and nurtures their talent.

✎ Eliminating Specialization at the young grades. While it works for some children for those that it does not work for it can have lasting effects. We have had a very negative experience in 2nd, 3rd and 4th grade with Specialization and multi-age (which I know has since been eliminated). The social emotional impact cannot be quantified well enough in my opinion to continue. Also, there is no platform that "certifies" the teachers to be specializing and feel that when we have had one teacher, teaching all subjects the academic year has been far more productive and we have seen more progress in learning. As for FLES, I support it but not at the expense of our K-5 kids not getting adequate science or social studies. When our _____ to us at conferences this year she was shocked how many kids told her they had not had science before at D41 grade schools, it was alarming. Also, there needs to be some consistency in standards across buildings for academics. Our current 6th grader went to Hadley with no experience using the CERC method for literacy however many of her peers received exposure to it that came from other grade schools in the district during their 5th grade year.

✎ 1) School safety must be the top priority. Besides locked front main doors, what else can be done to ensure our children are safe during the school day? 2) As stated earlier, the Spanish program and Advanced Math program are terrific and the financial based decision to remove or potentially remove them is extremely short sighted.

✎ Improve great school rankings _____ Provide more academic opportunities for the top students.

✎ I wish the board and its meetings were not so contentious and negative. There are 2 board members that seem to disagree and discourage any progressive idea then tend to turn things into an attack. It seems very unprofessional to me

✎ Some members of our school board are very disrespectful to the administration and members of the community. I wish they would behave in a manner that the children of the district could look up to.

✎ Not as many changes as quickly.

✎ Would create more seats for pre-K students. My family speaks Russian at home, so young aged kids would benefit from attending pre-K classes. I'm could not get my son into pre-K due to his normal development.

✎ Full day kindergarten and recess for all grades K-5. Kids need to be outside moving and playing and socially interacting for their development.

✎ I would challenge the kids more with homework and technology. I would also increase the time spent on FLES probably even double it.

✎ The recent elected board of education members except Bruno and Nelson are terrible for the District and their actions thus far are overreaching and are only serving their own agenda and the best interests of the entire District. How they have acted in board meetings, social media and other forums is unacceptable and I am surprised they have been allowed to continue to serve. They are damaging our District / Schools / Teachers and ultimately at the end our children.

✎ Safety. Our school is locked, t's not clear that the district researches other "best practices" from other districts when making academic, facility, staff, etc. choices. It's not clear that the district is very forward thinking in terms of learning and inquiry.

✎ We haven't had a single field trip all year. More field trips.

✎ Need more time in the district to determine, but I am concerned that district will change programs/curriculum too frequently to keep up with what is trendy and new in education, without fully understanding how that affects students over time.

✎ academically more competitive.

✎ Common core Change boundaries to Glen Ellyn only to lower school population
Cut spending!


✎ For major school theatrical productions in which there is a budget (like the current "Grease" production) we would like to see the performance staged in a proper auditorium even it means going off-site. Other schools do this and it seems to work quite well.

✎ I would segment classes more toward like learners so that teachers can really focus on the students learning at the point those students are at and build them up from there. Continue to expand each student's knowledge to their fullest potential.

✎ While our building is always clean, it does seem a bit run down and too small for the student body.


✎ I'd like the Board of Education to listen to the public's opinions and take them into consideration instead of sticking to their own personal agenda. It's extremely frustrating.


✎ Manner in which instruction is provided to students. My children often are confused as to certain subject matters because they are being asked to solve problems they haven't yet been taught how to solve. Explain the grading with more detail. The current numerical system is flawed in application and doesn't adequately reflect what a student is accomplishing. As a student, it has to be absolutely frustrating to work very hard and obtain a 3 or a 4. There is no incentive under this grading structure for a student to push harder because he or she really can never get to a 5 and rarely can get to a 4. Whoever developed this system didn't take into account the sensibilities of the students.


 More foreign language offerings


 Would like to see more support of music and arts at Hadley.


I would especially like to see more support from Administration on these nights. I think Hadley should have an option for some version of study hall - small group, teacher support, executive function skills, homework help. This may not work for every child but many kids need one class period to decompress and catch up. Instead my child is taking a Science extension class that is fine, but can't meet bigger needs. Then she is asked to participate in before school, lunch, and after school help. She spends enough time at school, she needs the school to offer enough scheduling flexibility to allow her to organize her time in a way that works for her.


 The district needs to educate it staff on the services offered, when they recognize a student needing assistance either academically or behaviorally what to do, how to talk to parents. The District needs to require training of all staff that work for the district (including board members) to have completed classes for special education explaining what it means to have a child in your class with a 504/IEP plan and the expectations of the teacher to fulfill the plan. This will be significance if they are going to try and move forward to be an inclusion school. The district also needs to do its diligence in understanding what it means to say you are a PBIS school and actually being PBIS school.


 We would love to see full-day kindergarten in D41. The district is behind the curve here and it makes things difficult for families with two working parents in particular.

 Full day kindergarten, more advanced curriculum opportunities at the elementary school level or higher achieving students.

 Parking, pick up and drop-off procedures

 High taxes in GE already- like to see transparency of funds

 The school board needs to get on the same page and focus on what's best for all, not just a few people that are mad about high taxes or didn't have a good experience with a specific staff member. We need to have full day kindergarten. I also think the district should look at the 100 Book Challenge; the Spanish books are good for K-1, but beyond that the kids get bored with them. I also think that the reading logs do not help encourage kids to read, but become more of a chore.

 You dont really want anymore of my opinions

 The district administration needs to be more present.

✎ I haven't seen the value in the amount we spend in property taxes and per student cost and the experiences my children have had in this school district. We are constantly asked to spend money on facilities and space. But actual in the classroom experiences with direct impact on the kids? I don't see the value for what we pay. More field trips similar to the one to Argonne Lab, outdoor education for 5th graders. And getting rid of teachers that the schools don't seem to know what to do with has held several positions. My child used to love art - actually learning about art concepts and using different mediums - not arts and crafts. It's a shame she

The art portfolio sent home was the smallest I had ever seen the 8 years being in this district. I look at how Music and Library specials have evolved with the use of digital media. Art in elementary needs to evolve as well-but get someone qualified that will gear them up for Art Tech at Hadley. Not just someone who likes a certain subgroup of the students because

✎ I think our school board is too involved in the curriculum. We need to stick with a curriculum.

✎ The Board seems to have an agenda that is not publicly discussed.

✎ A new BOE. I find some members to be embarrassing. And not looking at full picture of the education of the students, or teacher satisfaction.

✎ I would change the perception/reality of the relationship between current Board and Administration to a more cohesive unit. The divisiveness that occurs constantly is dividing our community.

✎ I would encourage the Hadley teachers to prepare the children better for the rigors of Glenbard West. Students are not prepared for the amounts of homework and English (writing) skills necessary.

✎ I think some teachers need to be educated on diversity training. In my opinion, there is room for vast improvement regarding inclusion of minority students. Especially since, often times, there is only one or two children of color in the classroom. For example, Black History Month was hardly touched upon in my child's class. Why? At a time where the country is so polarized with the political scene, and white nationalists are becoming more vocal it's absolutely imperative for teachers to teach about inclusion and race relations. Children should be learning about each other's differences as well as common bonds they share.. I love this district, but this issue needs to be addressed. The sooner the better.

1) while steps are being taken to improve the special needs experience, there is still much room for improvement. I think chief among this could be better communication with parents about what to expect and why certain steps are needed to provide properly for their child. 2) the school board does not often act on behalf of the community and students at large. I'm aware this is a position elected by the community, but I am not happy about how some things have been handled. I feel one member in particular is often out of line, aggressive in his speech and deceptive in what goes on behind closed doors.

My child missed the cutoff for the daily foreign language instruction by 1 year. I hope that you continue the FLES.

buses, Especially seat belts and A/C. more education emphasize as per student who is weak in any subject .

The school board and its tea-party mentality

Full day Kindergarten

Newer facilities

Get rid of current board

less independent study and more teacher/child teaching. Add spelling and history. Get rid of common core!!!! I have a 5th grader headed off to junior high who can't spell and doesn't know much about history or geography because he was never learned about it... I wasn't told from the teachers that my 5th grader was behind in reading until 5th grade. now he is in outside tutoring. he slipped through the cracks. also continue with the upgrades on the schools. Very old and very dirty bathrooms. put the pre-K kids at forest glen to another location so forest glen can utilize the entire school!!!!

Kurt Buccholz needs to be relieved of his Board duties. The way he interacts with administration, teachers, and the general public is appalling.

I'd like to see more alignment between Hadley teachers and understanding the needs at the high school level. It would be helpful for jr high students to learn how to study and advocate for themselves like they need to do in high school.

Too much change...D41 seems to implement the "newest and greatest" immediately, and then abandons it for the next "newest and greatest" without much accountability. It is ineffective, hard on students and teachers, and costly for the taxpayers.

make Hadley a little less daunting & crowded. give Churchill a more secure entrance. make education less about teaching to the test and progress on learning and more about love of learning, thirst for knowledge.

👉 I am fortunate to report that my two children have had positive experiences at Ben Franklin and are striving academically. However, I have first hand knowledge of the Special Educational students, both mainstreamed and self enclosed classrooms.

👉 Take example of good European schools and their strategies.

👉 Nothing!

👉 I wish that the Board of Education would look to the experts, administrators and staff, to lead the district in the right direction. There are too many on that board with their own agenda who are not willing to listen to the experts and do what is best for our students.

👉 Provide support for students with dyslexia Stop jamming curriculum down kids' throats. It's too much too soon. Reduce or eliminate homework. Kids should have positive feelings about school. Kids should like going to school. My kids hate it. There's something wrong when a kindergartner doesn't want to go to school. Kindergarten should set the stage for a lifetime of learning. I want my kids to love learning....the joy of school is gone. Kids are burned out at a young age. Eliminate standardized testing.

👉 Chromebooks are too heavy for kids to be lugging back and forth to school. I would change to iPads like the high school.

👉 Full day kindergarten option

👉 I'd like a better understanding of what basic skills my child should have master in a given school year and since he's only in half day, what types of things I can do with him at home to continue the learning.

👉 Nothing If someone can get with city to fix the road going to school from Genevapit hokes been there since school started

👉 I wish there was less conflict between the BOE and D41 community. As a newcomer, it's disheartening.

👉 I would like to see a more supportive school board. I feel that SOME members do not support our teachers and listen to their expertise but yet look at them as service workers.

👉 More special education opprotunities

👉 The over emphasis on special education needs to be leveled out proportionally to the entire population. The focus on special ed has taken away exciting things the district could be doing for the bulk of the learners.

👉 continue foreign language throughout al grade levels

- ✎ I live in constant fear that amazing programs are going to be eliminated. (Like FLES).
- ✎ Our BoE needs to properly fund our district. Current leadership is unprofessional and overly political at times. Offer full day kindergarten or a tuition based alternative (like 5 years ago!) Continue capital improvement projects
Test/communicate/then roll out programs like specialization (our current 6th graders were guide a pigs starting in 3rd grade). Once rolled out, stay the course. There is too Much fluctuation in philosophy year to year.
- ✎ Our Board of Education has taken a disappointing turn, as infighting has increased. I honestly believe that positive outcomes are possible without constant negativity and finger pointing.
- ✎ Replace "old school" teachers with those more energetic, and who use creativity to learn in the classroom
- ✎ The entire school board. Terrible example of what community service is about and does not act on behalf of what is best for the students and teachers. Its a shame that those who do not hold a higher degree in education management (or just education for that matter) are making important decisions for our teachers and children. I understand that this is normal for BOE elsewhere, but ours is an embarrassment to our community.
- ✎ The school board. Lack of full day kindergarten.
- ✎ Work on continuity amongst the teams/grades at Hadley. Having had two students go through Grade 6, I can say with confidence that they did not receive the same quality of education.
- ✎ ALL DAY K IS NEEDED!!
- ✎ Administration to do a better job and not be paid so high.
- ✎ No more portables
- ✎ I wish less structure and academic rigor was placed on our younger learners, specifically Kindergarten and 1st Grade. These children are developing their love of learning and school, and the lack of play and fun is, in my opinion, squashing their spirits.
- ✎ The lack of civility and professionalism in our school board is an embarrassment. I feel like certain members are trying to cut budgets on their preconceived notions rather than acting on actual research and numbers. This does a disservice to the kids in our district. The way they treat the opinions of the teachers and the superintendent (who are education professionals) is also shameful.

✎ I would actively plan for full day Kindergarten in our district for the future. If I was the Board of Education I would listen to the teachers, administrators, and our Financial Advisory Committee, and data to make decisions. I would look to our exceptional programs (example: like Hadley's music program) and fuel those programs to be the best in our county/state. I would invest in Special Ed.

✎ Seems like partisan politics are being communicated in school. I don't think that is a good practice and should be eliminated. Its just as bad as favoring a particular religion in school which certainly would not be tolerated.

✎ Focus on doing the greatest good to the greatest number of students. Public education is a beast. The expectation is that everyone gets what is best for him/herself. There are times in which 2 students best interests are mutually exclusive. Do what is best for the greatest number and harms no one.

✎ Our board of education does not have our students, teachers or administrators best interests at heart. They are making decisions based on personal experience and not looking at big picture. This will hurt our district long after they are gone. We are thankful for great teachers who do their best despite the challenges the board has created for the schools. We can do better.

✎ I would like for our school board to work with our teachers and staff in a productive manner

✎ Lunch for everyone so we don't have to select and pack food because allergies problem with others students