



Dear Antioch School District 34 Staff and Families,

I hope this communication finds you healthy, safe, and well. Although it is summer, please know that we are here for you and your family, should you need something. We love and care about each one of you, deeply.

Please allow me to start this communication with a story...

Bryn Evelyn is our beautiful, funny, independent, and loving almost 9-year-old (July 7). She is extremely perceptive and learns by listening, asking questions, and thinking...a lot. Recently, her internal wheels have been spinning and I can see her processing the realities that surround us. Sometimes she is quiet, sometimes she peppers us with questions, sometimes she incessantly talks about what she thinks she understands, and sometimes she keeps to herself. The other night, she came in while we were all outside and she wrote a song on a piece of white paper.

Backstory - we lost our puppy, Wally, about a year and a half ago. I won't go into details about that now, but suffice it to say, the way in which and the circumstances around us losing him were traumatic. Eighteen months later, we have new pup, Cody; however, our family often talks about and fondly remembers Wally.

So, when Bryn came out of the house and said she had written a song, I immediately went in to read it. At face value, the song is about Wally and how much she misses him. But, Bryn is not a face value kind of kid. There is something more she is contemplating in these lyrics and there is a particular stanza (if that is the right word) that offers a perfect glimpse into her amazing mind. It is a set of words and an analogy that overwhelms me with a sense of pride in her, a sense of fear for her, a sense of heartbreak, and sense of peace.

"Somedays I feel lost and someday I feel found and someday I feel like I am in the lost and found."

Wow...

I am not sure there is a person that cannot relate to these three statements, especially given our current realities. Perseverance through a pandemic, concern over COVID, longing and grief through loss, reflection in the face of racism, incensed by injustice, tired from trying, exhaustion from an endless fight, fending for our families, and yearning for a hug, connection to, and time with loved ones we have not seen in months. We have all found ourselves in an environment that is toying with our emotions, challenging our capacities, and confusing our conscious and conscience. Leave it to an almost 9-year-old to help me put it into perspective.

The song is about Wally, but it's also about something more. About her world. Her processing. Her thoughts. Her fears. Her hopes. And, her needs. Right now, we can all relate with Bryn, as we too, feel lost, found, and/or in the lost and found, depending on the moment, the minute, and the memory.

This gives me pause. It makes me want to try and fix her fears. It makes me want to ensure her she is and always will have the feeling of being found. Unfortunately, that is not reality. The reality is that we are in this entire thing together. If we can empathize with the commonalities and

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differences in how we are feeling, experiencing, responding, reacting, and processing, there will be incredible power in our ability to love, care for, see, hear, value, and find a new, safer, more equitable, just, healthy, and better normal and future.

Thank you, Bryn, for your heart, your words, and your voice. I love you.

And, I love all of you.

Below, please find some important updates. Thanks for reading and have a wonderful weekend...

Fall '20 Return to School Task Force Update:

District 34 has sat a Task Force that is made up of multiple stakeholder groups. The group includes parents, teachers, support personnel, student services, administration, transportation, food service, maintenance and custodial, among others. Last week, we had a kickoff meeting for the group and this week, the chairs and co-chairs from four subcommittees met and discussed our purpose and objectives. With so much yet unknown about the Fall, we are working to coordinate, educate, and prepare ourselves for whatever our reality is or becomes. From full on-site learning, to remote learning 2.0, to a hybrid between them, we are working to ensure the safety, health, social emotional, and academic wellbeing of our community in moving forward. As information becomes available and as we develop plans, an arm of each of the subcommittees will include clear, transparent, accurate, and honest communication.

Subcommittees:

- Research, Mandates, Guidance, Recommendations
- Teaching & Learning
- Social Emotional Wellness & Support
- Logistics, Preparation & Precautions

Purpose:

- Coordinate planning, action items, protocols, procedures, and communication regarding transition and educational delivery model options for the 2020-21 school year.

Objective:

- In careful consideration of all applicable, practical, and up-to-date guidance and recommendations from the Centers for Disease Control and Prevention, the Illinois Department of Public Health, the Illinois State Board of Education, and the Lake County Health Department, our objective is to create robust, local plans for various phases/stages of a Fall '20 return to learning - ensuring maximum safety, wellness, and meaningful and flexible educational opportunities.

Survey:

- To help us in our evaluation of the past and planning for our future, please participate our Thought Exchange. The information collected and gleaned from this tool will help inform the discussion and plans in all four subcommittee and in our Task Force, as a whole.
 - <https://my.thoughtexchange.com/434389600>

D34 Equity Conversation:

A number of people have reached out since my letter last week on Civil Unrest. In communicating with each one of them and promising to lean in and lead in this moment, there is an upcoming meeting to discuss and talk about equity in D34. I am eager to engage in this conversation and thankful for those that have raised their hands to enter into this dialogue and have committed to action. Please know that updates will follow this listening and learning opportunity.

In the meantime, here are some thoughtful resources if you are looking to expand your thinking or engage in critical conversations with your children:

- [Don't Say Nothing](#)
- CPS Tool Kit: [Say Their Names](#)
- [Leigh Ann Erickson: What Should We Teach Our White Students?](#)
- [Talking Race With Young Children](#)
- [30 Books to Help You Talk to Your Kids About Racism](#)
- Mary Ellen Daneels, from the McCormick Foundation's Democracy Schools, has written a [blog post](#) that highlights a variety of resources that can support you to not be silent during these turbulent times.
- Kathleen Osta, from the National Equity Project, reflected in this [blog post](#) on the role that white people can play in this moment and recommends actions that can be taken.
- [Teaching 6-Year-Olds About Privilege and Power](#)
- [Anti-Racist Resources from Greater Good](#) – Greater Good Science Center at UC Berkeley
- [Anti-Racism Resources For Students, Educators, And Citizens](#) -Uconn, Neag School Of Education
- [15 Classroom Resources for Discussing Racism, Policing, and Protest Education Week Teacher](#) – Education Week
- The National Council of Teachers of English have shared a statement titled, "[There is no Apolitical Classroom: Resources for Teaching During this Time](#)"

Family Check-In:

Your wellbeing and the wellbeing of your family matter to us, a lot. In an attempt to keep the lines of communication open, please know that we will continue to send our Family-Check-In survey every other Wednesday throughout the summer. If you are in need, please let us know.

Food Distribution:

D34 will continue to provide grab-n-go lunches at AUGS throughout the summer. A survey will be sent twice a week, allowing families to opt in and out, as needed. Lunches will be made available for any school-aged child, Monday-Thursday, through August 6. Pickup time is from 11:00 a.m. – 12:30 p.m.

A heartfelt thanks to our food service and transportation teams for making this happen and doing so with the warmest and most welcoming smiles!

Summer Learning Opportunities:

As formal remote learning has come to an end with the final day of student attendance for the 2019-2020 school year, Antioch District 34 would like to encourage families to still take advantage of opportunities to support summer learning. Students have their devices and access to many of their learning apps and platforms. Have fun with them!

- K-5 students can use their district issued iPads to access the apps:
 - ST Math -- parents can find more information on the [ST Math Parent Page](#)
 - Lexia Core -- parents can find more information on the [Lexia Core 5 Parent Page](#)

- Additionally...
 - Take advantage of your local public library summer reading program
 - Read to and with your child and discuss
 - Keep a journal of summer activities
 - Enjoy the outdoors, family, and friends

Social Emotional Learning Resource:

- *[The Imagine Neighborhood Daily Adventures:](#)*
Second Step Problem Solving Activities for Grades K-5 has released a program based on the Second Step Problem Solving Unit. Designed for remote learning, there are research-based, family-friendly activities for every day of the week. Play, listen, move, and practice mindfulness while learning important social-emotional skills that will help make staying home a little more manageable and a lot more fun.
 - Week 1: [Calming Down When Conflicts Arise](#)
 - Week 2: [Taking Others' Perspectives](#)
 - Week 3: [Exploring Consequences of Actions](#)
 - Week 4: [Making Amends](#)
 - Week 5: [Listening and Respecting Boundaries](#)
 - Week 6: [Problem Solving Steps, Tying it All Together](#)Educators and families can also [sign up](#) for the Imagine Neighborhood newsletter to get each week's activities, along with additional resources, sent directly to their inbox.

That is a lot, but it's all for now! Have a great weekend!

Be and stay well...I love you, all,
Dr. Bradford Hubbard