

CHAMPAIGN UNIT 4 SCHOOLS

SCHOOLS OF CHOICE COMMUNITY
FEEDBACK SURVEY RESULTS



Community Feedback Survey Overview

In the fall of 2022, two student assignment scenarios as well as recommendations regarding the Balanced Calendar schedule were presented to the Champaign Unit 4 Schools community. The community was asked to respond to these scenarios with feedback via an online survey. The following report details the results from this survey.

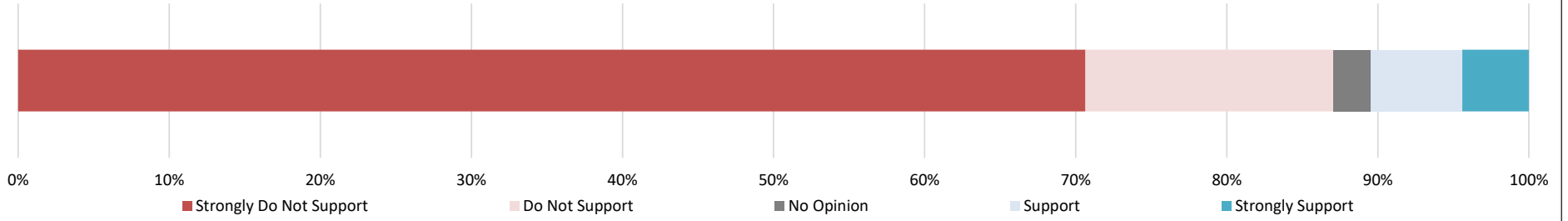
The online survey was open for response for four weeks. In total, 2,646 surveys were received. Along with the online survey, focus groups and open community meetings were also held to gather feedback.

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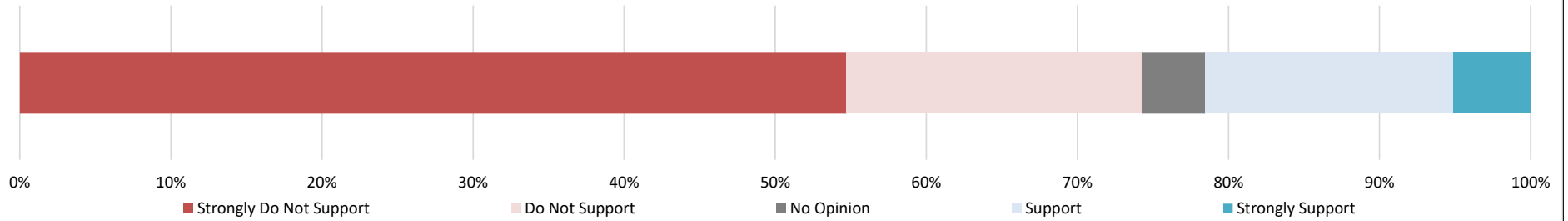
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Overall Results

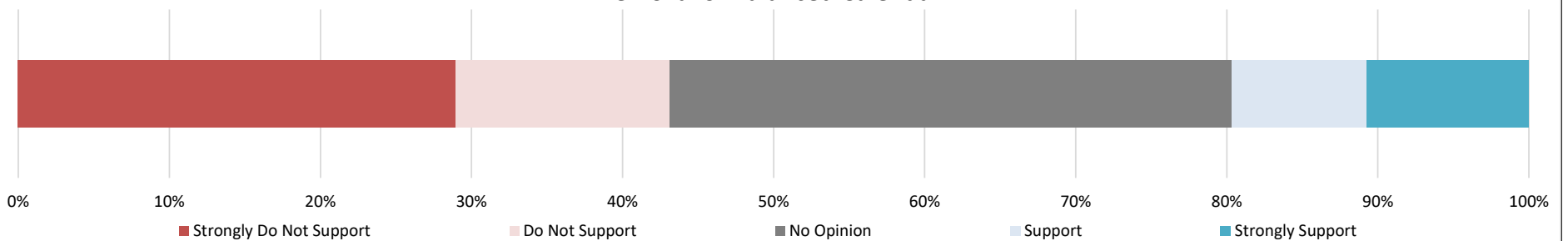
Scenario 1: Sister Schools



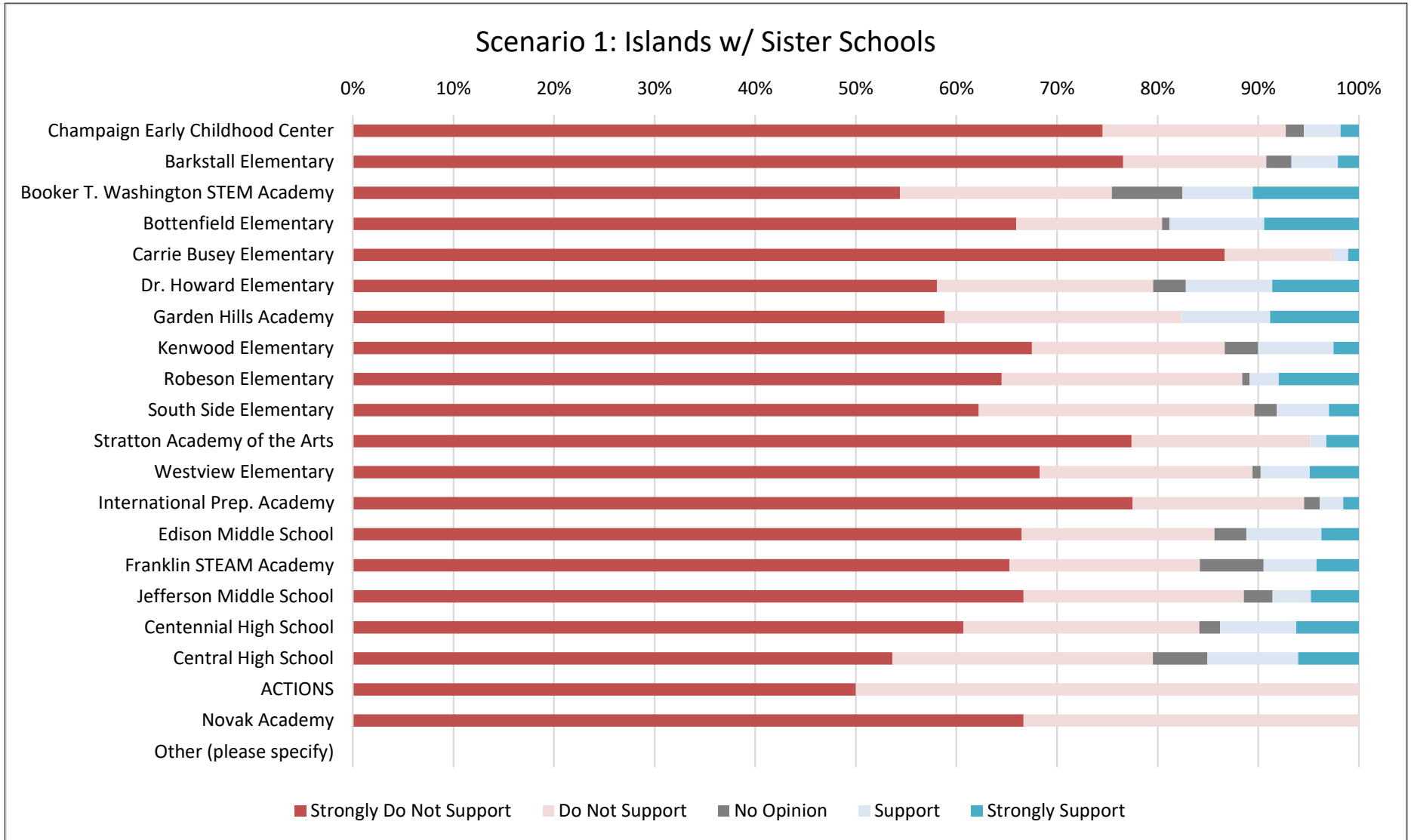
Scenario 2: Clusters



Removal of Balanced Calendar

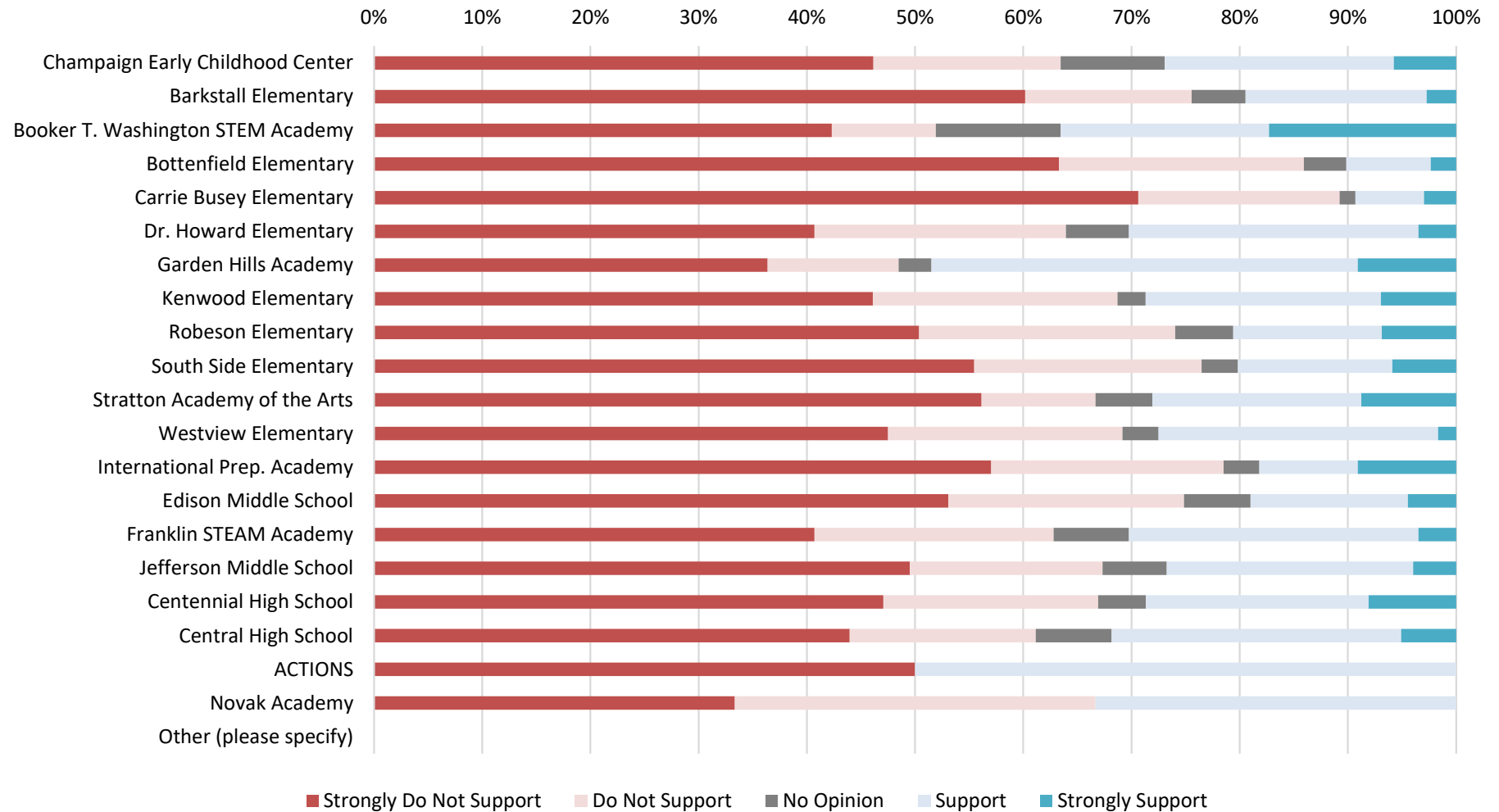


Results: By School Affiliation

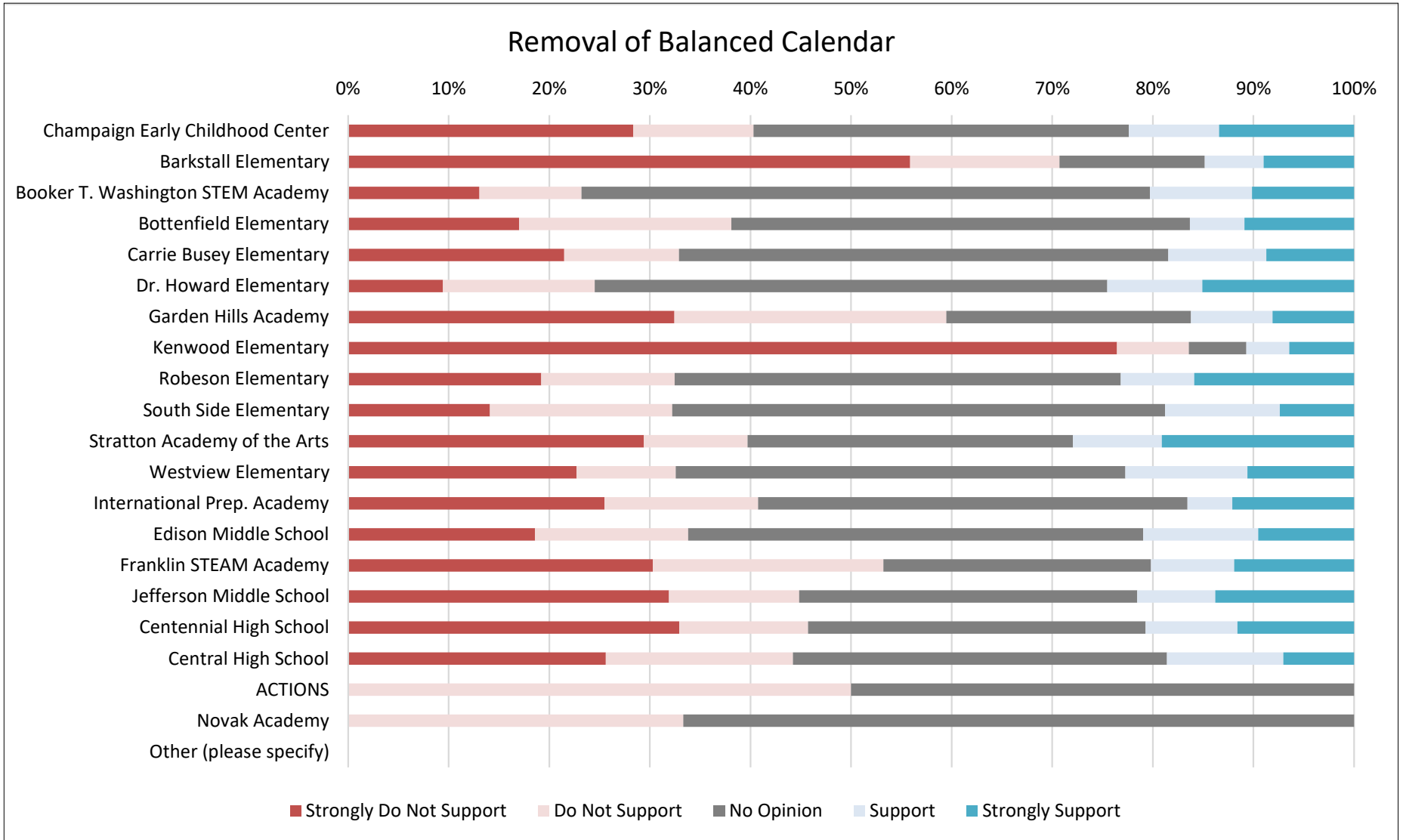


Results: By School Affiliation

Scenario 2: Clusters

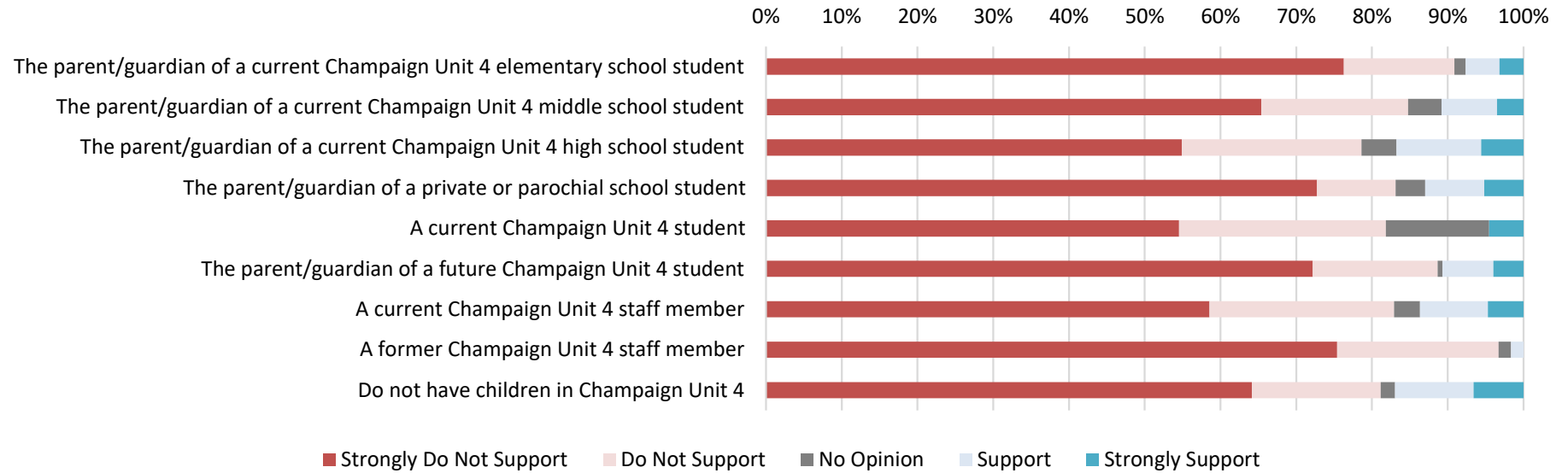


Results: By School Affiliation



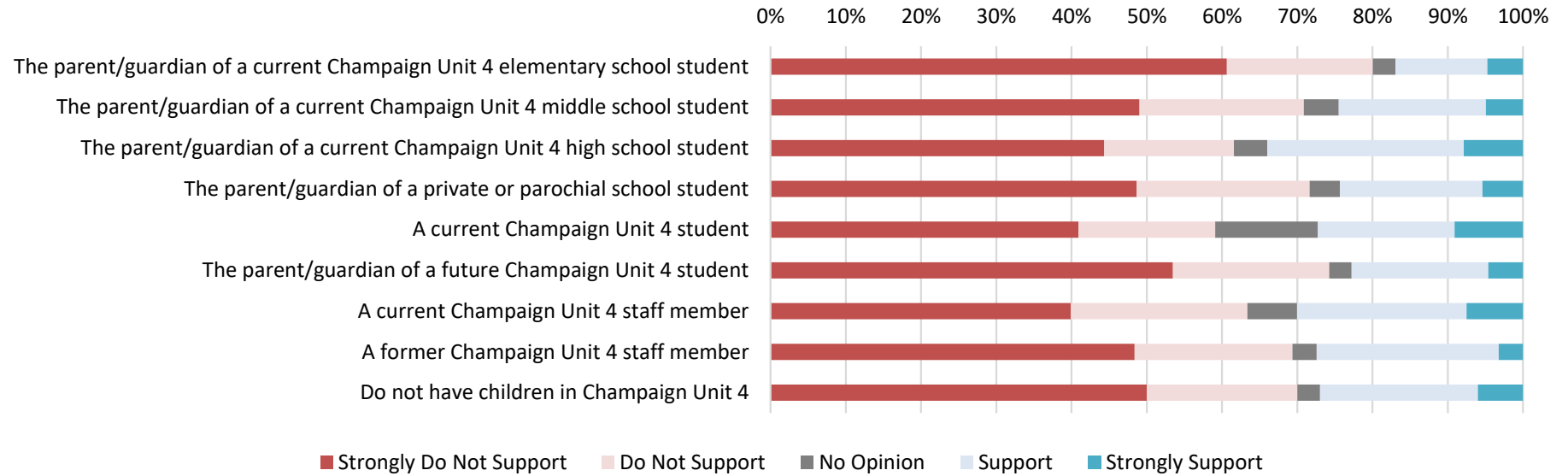
Results: By Parent/Guardian/Student Status

Scenario 1: Islands w/ Sister Schools



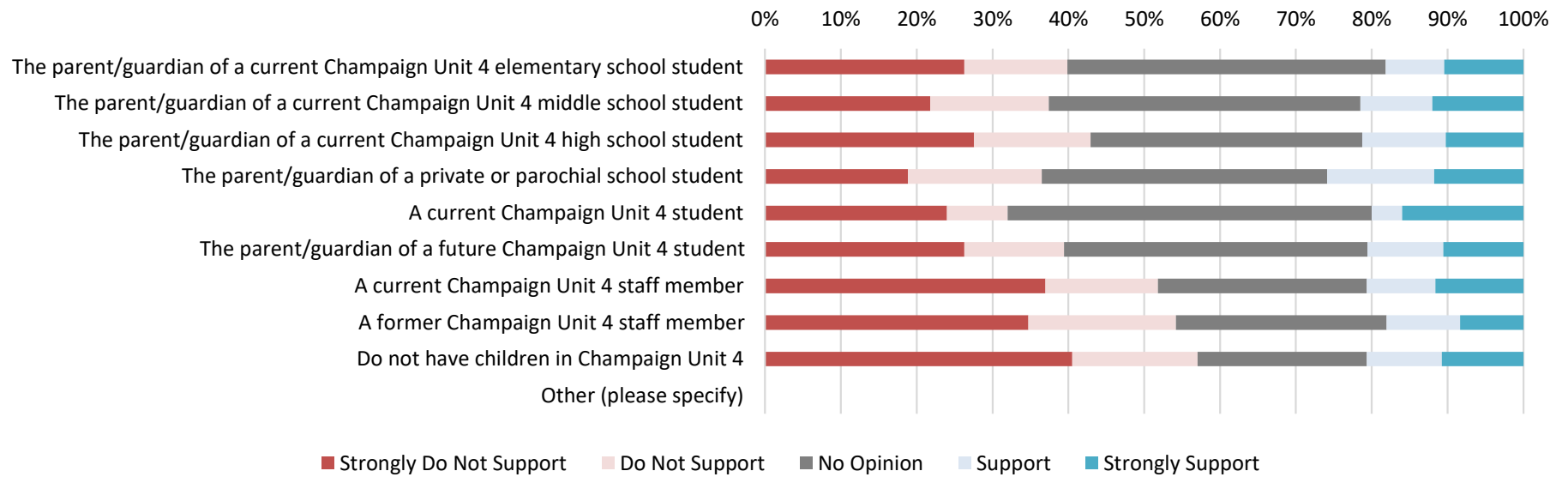
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Scenario 2: Clusters



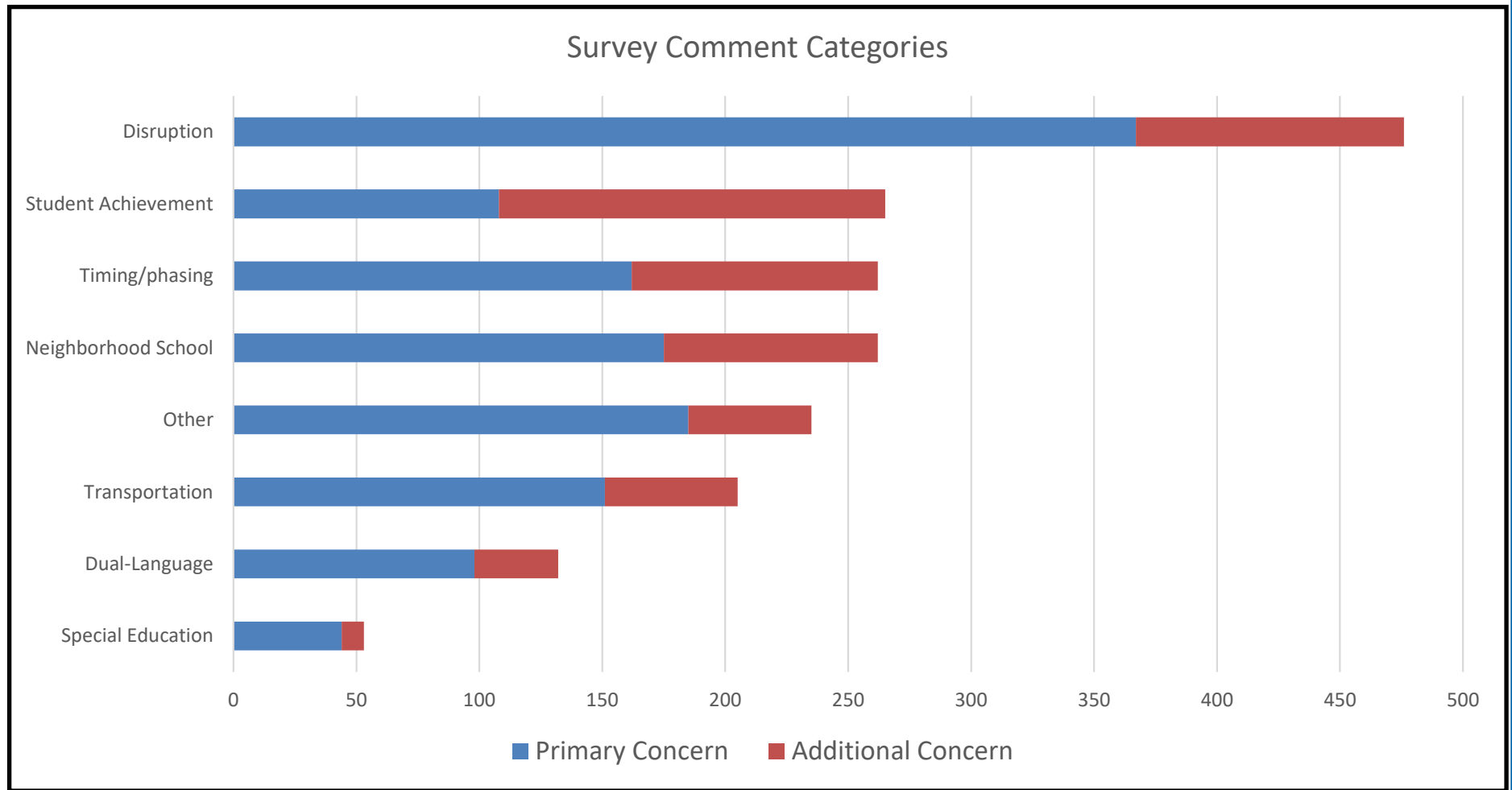
Results: By Parent/Guardian/Student Status

Removal of Balanced Calendar



Results: Comment Feedback

The following pages contain the feedback entered into the survey by community members. Cooperative Strategies went through each comment and tagged it according to primary and secondary concern. Profanity and identifying information has been redacted from the comments. The chart below illustrates the breakdown of the primary and secondary concerns associated with each comment. The comments on the following pages are organized by primary concern.



Results: Primary Concern– Disruption

- " 1) Please provide evidence based research that the proposed recommendation by the consulting firm (i.e., integration of low and high SES) will improve literacy/academic performance in lower SES and/or minority students? 2) What is the evidence based research and the recommendations that shows improvement in literacy among low SES and/or minority students? 3) What is the impact in disrupting 90% of the students in the next school year due to the proposal leading to almost another year of adjustment for the elementary students of Unit 4? a. Psychological and mental impact (Show evidence based research) b. Increase commute among families c. Families with multiple children d. Students learning e. Students in special education f. Bussing issue of Unit 4 4) What is the gap in the current school of choice program that it is not fulfilling the equity issue in Unit 4? 5) What is the middle school feeder plan? 6) What is the impact of the proposal on the teachers and school staff? 7) How has Urbana School District been handling this issue? "
- 1) I doubt 3 clusters will integrate schools. That should be the primary goal. 2) Transitioning schools at 3rd grade will be disruptive for kids. The district needs to invest in strong bridge programs during 2nd to ensure kids transition smoothly.
- 1) In general it is very hard to make a decision at this time as I haven't been given enough info to make a decision. It would have been helpful to know general logistics , it would be nice to know that this will in fact make a difference. I whole heartedly support integration, I just need to know that if we plan to uproot 60-90% of kids that this is going to really work. and I am not convinced. I need more. what happens if after you make this decision and lots of people leave how does that change the plan and then will kids have to switch schools again? why aren't we looking at k-8 buildings there are studies that show that works better. Why would one of these plans work better than what we currently. have? Scenario 1: very hard to say with this one. I like the it is set and you know, the first time going through this process was very stressful and if we have to do something then this seems a little less stressful. what does it mean it will save transportation? Scenario 2 looks too much like what we already do on a smaller scale so I have a much harder time thinking that this will even work at all.
- 1. I hate the idea of the kids switching schools halfway through the elem years for sister schools. 2. I do believe this would be ok if they do not reshuffle kids who are already in a school in their cluster. I will not support any scenario that uproots kids who have been in their current school for a few years.
- 1. It seems that teachers should be more involved. 2. Shifting kids will dilute the test scores but that doesn't fix the real problem. 3. Support teachers and after school programs. 4. You want kids to learn, KEEP KIDS IN SCHOOL. Don't send them home where they are not getting support. Early dismissals and all of that is terrible. The school needs to fight to get more resources and hire more teachers and pre and after school staff to KEEP KIDS IN SCHOOL so they can learn not only the academics, but community work etc.
- 1. Neither scenario provides information on how this will be implemented, which history shows changes at Unit 4 are never done smoothly. 2. While everyone agrees we all would like social equity, diversity, and a greater educational setting for our children, this is not the time nor way to be implementing drastic changes that will further detail our children's education.
- After 1 year of regular schooling following following 3 pandemic disrupted school years I cannot support any change with this much disruption for students who have already faced so much.
- After all the Covid isolation and changes, I feel it's detrimental to my child's social and emotional health to force him to change schools for his last year at Barkstall or to possibly have to put my children in two different schools.
- Although I see the need for fairness in the makeup of our unit 4 elementaries, I in no way agree with the disruption both plans may cause to massive numbers of elementary students.
- Although scenario 1 would entail my child continuing at the same physical school, which is a bonus in some sense, it would hardly be

the same school if all his friends were moved to another school. Scenario 2 seems a little better, but only if having a choice between 4 schools guarantees one's first choice, especially if that choice is to stay at the same school. Are students who are eligible to stay at a school under this plan guaranteed to have a spot at their current school, assuming they want it, or will this too entail a complete reshuffling? These questions, as far as I have seen, have not been clearly addressed and they seem to be pretty fundamental. While I am sympathetic to the motives behind the need for changes to how schools are assigned, I am far from sympathetic to the plans that have been put forward as a solution. I think that it will be horribly disruptive to force elementary school kids - who have only now started to become settled after the disruptions of the pandemic - to suddenly be forced to move schools or watch all their friends be moved. This entire plan, whether scenario 1 or 2 is followed, is unnecessarily disruptive in the form proposed and I strongly believe that the immediate harm that it will do will not be outweighed by any immediate good. It is one thing to implement a change to how schools are assigned to new students going forward, which is something I am totally fine with; to change this process while also reassigning established students to new schools, uprooting them from their learned routines, breaking apart friendships and hard-earned relationships with teachers and other school personnel, feels to me like a plan that no one has really thought through. I can see how it might appear logical on paper and, as noted above, I generally agree with the overall motivation behind the need to change how things are done, but the way this is being proposed to be carried out smacks of insensitivity and foolishness. It hardly makes sense to propose that the best way to stop causing harm to students is to cause a bunch of harm to students, only in some other way. I have a lot of respect for teachers, administrators, and the district in general. I know that your job is extremely difficult and that you want to do what is best for everyone. But this cannot be the right way. The proposals as they currently stand are infuriatingly insensitive. I know I am not alone in thinking this. My child was crying when he overheard us talking about this the other night. I'm sure he's not the only one

who feels this way either. Come up with a better plan.

- Any change should be strictly for new-admission because sudden drastic changes will be hard for kids to accustom.
 - ANY form of removing current students from the school they know is the wrong way to pursue community diversity & desegregation. The trauma you're asking the students to endure is too great. The objective is a worthy endeavor but this is NOT the way to do it. To make myself clear—I do not support removing our children from the school they currently attend. Families should not get split among elementary schools, and children do not need to be spending extra time in the (already deeply lacking) bussing system to get across town. This WILL NOT improve test scores. It will not magically make our town desegregated. As adults we cannot put that responsibility on our children. We need to do everything we can taking into the fact they've just experienced a worldwide pandemic to give them stability and security. Not arbitrarily move them like chess pawns to achieve a political "win" on paper.
- Sister schools
- Any scenario that causes that much disruption to that many students already enrolled at schools, will NOT be good for student achievement. We have had two older siblings go through our current school, and if our third child is moved to another school at the fourth grade level instead of being able to continue, we will simply pull him and home school.
 - Any scenario where kids have to switch schools is UNACCEPTABLE. My anger and the anger of many parents is off the charts.
 - As a former teacher and current parent, it is very difficult to envision a positive school culture for any school with the majority of students being displaced in the middle of their elementary school journey. These scenarios are going to split up children and pull them from their established friend groups and community. Both of the current scenarios require families to make changes with their work/life schedules and routines because of shifts between early and late start schools or even balanced and regular calendar

- changes. For years families have worked hard to move to specific neighborhoods to be in proximity to their school of choice and these scenarios have no regard for that. Is there a scenario being presented where the district could phase into such changes with new families and incoming kindergarten students while allowing the currently enrolled students the stability to finish out in their current schools? This could be much more desirable as families understand a need for balancing the schools but do not desire a complete disruption to their children's school experience.
- As a parent, I do not waive my right to decide which school is best for my child. We intentionally reviewed schools and determined Dr. Howard would be the best fit for our child. Not a poorly based model. Picking what school oversees my child's education is my decision to make, not Unit 4.
 - Both of these scenarios would greatly impact families who have been attending these schools for years. Uprooting families from their home schools and breaking teacher-parent relationships abruptly is a travesty. Families are just starting to feel a sense of normalcy and you are prepared to destroy that again for children. Was this considered when the scenarios were developed? Whatever route is chosen should be gradual and allow for families to plan and prepare. We would also appreciate if our board of would value to voice of stakeholders before outsourcing feedback from private companies. We feel unheard.
 - Both options are insane by reshuffling more than 60% to 90% of elementary school students one year after returning to in-person instruction due to COVID. Whoever came up with these two options have ZERO regard on students' mental health and the stress it will induce on families in Champaign.
 - Both plans are too disruptive. No evidence they will enhance student learning.
 - Both plans feel like they are going back to the old system pre-schools of choice, and both plans would displace my daughter from her current school.
 - Both plans uproot a lot of kids who have just been through 2 years of turmoil from the pandemic.
 - Both scenarios are ludicrous. This entire effort is another instance of Unit 4 trying to provide the appearance of equity and in the process completely failing to actually support learning. Neither of the above scenarios does anything to really create equity in education across the elementary schools. In fact, it is more likely to be more damaging to students. All of the people in Unit 4 are still recovering from the stress of online learning/Covid and many of the students are just getting back to feeling normal about being in their classrooms and developing relationships with the adults and peers in their building. Now is not the time to uproot all of those young people who are finally feeling better about school on multiple levels in the interest of saving money. If the district is really about equity, then it should understand that equity starts in the relationships that students form that encourage learning and should not be enacting policies that wantonly pull students out of those positive relationships. If the district really feels like these scenarios will be useful than enact them for new students in kindergarten and do a slow rollout rather than disrupting learning across the entire district.
 - Both scenarios are NOT acceptable. The entire reason we moved to SOC was to help expand education across all schools in the district. These children are the ones who will suffer. After two years of covid disruptions, this cannot POSSIBLY be how you think things will get better. Unfortunately, we need help at stage 0. Parental level. Without that in ALL schools, across ALL demographics, you will not ever succeed.
 - Both scenarios are unacceptable as proposed. Focus groups and community engagement/feedback should have been pursued PRIOR TO the development, let alone recommendation, of ANY plan with such massive potential for community, school, and family disruption. Are there issues within Unit 4 that need to be addressed and attempted to remedy? Yes. Is disrupting, and in many cases traumatizing, thousands of children based on inadequate research

and missing information an appropriate response? Absolutely not. I am a mental health professional whose therapy caseload currently includes students from multiple Unit 4 schools; many of these children are only now beginning to feel safe and connected again within their school communities after the overwhelming instability, isolation, and grief they have endured since the arrival of Covid-19. Even now many of them continue to struggle with focusing, with functioning in the classroom environment, and with meeting academic expectations. Shattering these still-fragile connections and support networks without adequate planning and preparation will set these vulnerable children back academically, socially, and emotionally. This is not conducive to a positive learning environment for any child, whether it be one who is having to make those enormous adjustments or one whose class/school is inundated with those who are. This process needs to go back to the drawing board; significantly greater effort needs to be made to obtain and take into account the feedback, opinions, and concerns of ALL involved groups prior to the formulation of options . . . parents, teachers, Black and brown communities, non-native English speaking communities, families of children with special needs, and members of the community at large. Then the planning process can proceed slowly and thoughtfully so that steps can be taken in a planful, measured way.

- Both scenarios mean my kid will be changing schools when we are happy where we are. The community we have been building has been exciting and we don't want to lose that.
- Both scenarios need painful changes, confusion and chaos, while no strong evidence (or no evidence at all) supports that the painful changes will bring great outcome.
- Both scenarios offer further disruption to young children after covid disruption that I find unacceptable!
- Both scenarios potentially uproot students from a safe space they have become established. These abrupt changes can impose more trauma on students who have just come back from a global pandemic already causing delays and impacts on social interactions

within their lives.

- Both scenarios pull the rug out from our kids' feet. Even if my daughter stayed at the same school that she started at this year, she would be surrounded by unfamiliar faces. I don't approve.
- Both scenarios uproot my child and move him to a school with lower performance. COVID was already a monumental disruption. His education does not need to be sabotaged further.
- Both scenarios will be highly disruptive to the students and it's ridiculous to remove students from their home schools, friends, teachers and there is no adequate transportation that parents can count on.
- Both scenarios will distrust current student placements for the next school year. It is unethical to disrupt students in such a way especially after the interruption in education due to the pandemic.
- Both scenarios would disrupt learning and social development for a population that is already vulnerable and trying to catch up from lost learning due to the pandemic. Consistency is what our kids need.
- Both scenarios would remove both of my kids from their current elementary school therefore adding to the constant change and anxiety that COVID already provided them.
- Both scenarios!! I'm very upset. These kids deserve a chance to build relationships and have a normal elementary school experience now that they are final back in person with out masks. This is way too disruptive to a generation that has already gone through the pandemic.They need to start this change with next year's kindergartners if at all!
- Both seem to be a huge change that would hurt our students. Stability is what we need in this town.
- Both situations involve my child having to change schools and my kids being separated possibly. I already did not get any of my schools of choice and had to add an hour commute to my day

since the bus service is not reliable and reduce my hours at work to accommodate this. I do not support making it more difficulties for families in getting their kids to school. This helps ensure families cannot support education. It is completely ridiculous my child had been separated from all his friends once and cannot go to the school literally across the street from his home.

- Both would disrupt so many students lives. My family chose to move to this area and where we bought a house based on being able to choose schools. Students should be able to stay at their current schools and new kindergarten students can start this program as they enter.
- Both: How will this change affect paths to middle schools?
Scenario 1: This is a terrible idea that will be at worst, harmful to students and at best, disruptive.
- Both: I am completely shocked and disappointed that any change would take place abruptly. Any changes should be phased in, allowing students to complete elementary school at their current location. These changes are HUGE disruptions to students (friends, comfort with the environment, sense of belonging) and to families (distance, community, start/stop times, daycare options, loss of balanced calendar). A consultant firm assured us 24 years ago that the schools of choice would work to desegregate. 24 years later, we are still having massive disparities in our schools. Our current black and brown students are not succeeding just because they are placed in a primarily white school. Why are we certain this will work? Why aren't we invested in helping our failing schools succeed? Massive (not \$1000) incentives for teaching in hard-to-fill schools. Providing resources that students need. Lower class sizes, aides in every class (not just SPED aides), more social work, mental health support, EBD support? IPA should absolutely still be a magnet school. Scenario 1: Siblings will be split at different schools causing so many difficulties for families. Some children will be switching schools 3 times. For example, if they are at one school now and their boundary is in a sister school zone, they would switch next year and again in 3rd grade. There is still a huge disparity in SES status. Why is Bottenfield still at 21% and Robeson at 30%? Why are we going over 100% capacity at schools?
Scenario 2: I don't see how this is going to change things at all. The same thing is going to happen. A change of location does not mean more supports for students who need more support.
- Changing schools for students who are ALREADY ESTABLISHED at a school is not taking into account the social stability at their current environment which took them years to develop. Why would you suddenly MAKE them change schools potentially across town disrupting their routine and home life. This creates family hardships in managing social-emotional needs of children in addition to parental monetary/organizational hardship of travel and schedule changes.
- Changing schools is an adjustment and research demonstrates challenges associated with this transition. I don't like the proposal to move after second grade to complete elementary school. It adds an unnecessary transition for our children. I also strongly believe that this problem wasn't created overnight and won't be solved overnight. Making our children -who have already dealt with too many changes and transitions due to the pandemic - change schools next year (& maybe again the next!) is not right.
- Changing schools, my daughter has gone to garden hills since K. All her friends are there even some from her PreK with RPC. She'd be heart broken if she had to change.
- Children 3rd grade and lower have never had a "normal" year in school. Uprooting then and destroying the chances of their first year of school is awful. Many children thrive on consistency. This would be a huge set back for many children.
- Children have been through enough disruption with the pandemic. Socialization and relationships are important, too. Shifting them around for the sake of political correctness could be very harmful to some of these children. Wasn't there a formula with school of choice to avoid this very situation?
- Clusters do not improve our bussing situation which is a continual

struggle for students and parents. Neither scenario addresses the systemic concerns that are causing these inequities in our communities. More resources need to be allocated to reducing the achievement gap in key areas of need. For children that have had multiple years of disruption in elementary school, I strongly disagree with changing their school prior to the middle school transition. As the parent of one child with an IEP and another child who was forced to learn to read virtually, we have developed strong relationships with our teachers and administrators in our current school. Moving children to another school part way through their elementary education to meet a district goal and disrupting the lives of children and families is not the way to go about this. Yes, we need a more equitable solution, but causing upheaval for children who may already struggle with change, is not the way to go about this in a way that will engage this community. More work needs to be done to work WITH the community on a solution rather than working in a silo only listening to selective voices. We can work toward great equity in a collaborative manner, but the way this is being rolled out and communicated will drive people out of this district. As a strong supporter of schools, this process has been disappointing and alienating thus far.

- Coming out of COVID is not the time to disrupt all of our children's lives. This is an attempt to solve an issue that has been omnipresent for a generation or more. This is not going to solve the problem.
- Consideration for least disruptive option for current students this change would impact.
- Crazy. These are disturbing children and teachers environments and give a lot of inconveniences to every family.
- Currently, I rent and plan to buy a house. However, Dr Howard is currently near our place of living. We do not need the bus. My kids are happily in our school. But we will not get our school because of our current location. My oldest kid is in 3rd grade and my youngest is in 1st. They have built friendships and connections with kids, staff and teachers.

- Displacing current students would destroy the existing student teacher relationships and set many students back in their self progress.

- Driving across town to a school far away from our home and work is extremely disruptive and not manageable for working families. Plus the buses are not a realistic option.

- Each causing far too much disruption as we come out of the damage caused by Unit 4's anemic response to instruction during the Covid pandemic. No winners here except Unit 4's spreadsheets. Moving kids from underperforming schools to other schools does nothing to solve the basic issues causing their underperformance. Focusing and improving their instruction instead of moving them all over the community on buses would be a more logical and useful solution. The money spent for the consultants to provide the answers you wanted was misplaced but should have been allocated to programs to improve the education of those lagging behind. Simply putting underperforming students in other classroom locations does not address the basic problems but will make the district's spreadsheets look equitable.

- Each of the scenarios presented would be deeply disruptive to our family, as I imagine they would be to most families in the Unit 4 district. My youngest daughter attends IPA (as will her little brother if at all possible) because of the Spanish language immersion program there, which is incredibly important and valuable, as well as being a skill of which she is very proud. Either scenario would take her out of that school, which would be heartbreaking for her and a real developmental setback. My oldest daughter attends Barkstall due primarily to the balanced calendar option afforded by that school, as I have a shared custody arrangement with her mother who lives out of state, and the balanced calendar option allows her to spend as much time with her mother as possible. Either scenario would take her out of that school as well, which would likely put us back in court to renegotiate her custody arrangement, a process which would be emotionally devastating for her (to say nothing of her disappointment at having to leave her

school, where she has formed strong bonds with friends and teachers and is doing very well), and immensely expensive and stressful for our family. I understand that these plans are meant to address diversity issues in the Champaign schools, a goal which I applaud, but there have to be ways to get at those problems that don't involve a complete upheaval of thousands of families' lives whose children are already invested in their schools, their friendships, and their educational paths.

- Each scenario requires bussing young children all over town. Our transportation issues have not yet been fully resolved. Each scenario does solve the issue of families (particular low ses) being able to get to the school for events, picking up sick children etc. Both scenarios are disruptive to what we are already adjusting to i.e Covid recovery, new curriculum, insufficient training for new curriculum, tight scheduling, understaffing, kids in trauma, poor communication from district leaders etc.
 - Educational inequality among socio-economic lines is a major problem that needs a solution. *I do not believe that either of these options should be considered in solving that problem.* Both options propose extreme amounts of change (90% of students changing schools in the fall or 65% of kids) and that is NOT a reasonable option. It is insanity. These kids have endured much change over the past few years with COVID and adding this would be too much. I have a first grader at Southside Elementary, a school that we have grown to love. It would be heartbreaking to have her leave. In the first scenario our daughter would be moving to a sister school, which would involve her switching into 2 schools in 2 years. She has 3 younger siblings- and this model would project my family being at 3 schools at some points in the future. This feels impossible as a parent to navigate pickups/ drop-offs. Scenario 2 still requires her to move schools, therefore I do not support it. We want her to stay at the school she is currently at. The school that we have formed relationships at- where we have built trust, and the one that already knows her and can help her learn the best. I would love to see Unit 4 use the system they already have set in place to solve the problem of inequality. Unit 4 already has the
- power to put students where they want to. Our family already went through the system. We should not be penalized for doing what we were told and loving the school we got put at.
- Educational inequality among socio-economic lines is a major problem that needs resolution. But both of these scenarios feel like poorly considered options which don't satisfactorily demonstrate how they would solve that problem while creating a seismic disruption to the learning communities of current students. In scenarios 1 & 2, you are proposing a change in schools for >90% and ~65% of elementary students, respectively. Forcibly removing the vast majority of students from their current learning environment cannot seriously be considered a viable option for the educational quality of our students' lives. We have a 1st grader at Southside Elementary. Under Scenario 1, she would attend one of Carrie Busey or Booker T. Washington for 2nd grade. Then, she would switch again to the alternate of CB or BTW for 3rd-5th grade. This would be a change of 3 schools in 3 years. I am asking Unit 4 to not cause any more change/disruption in our students' learning environments, to abandon plans for both scenarios outlined, and to do greater due diligence in offering a better proposed solution to the educational inequality problem at hand.
 - Either of these scenarios has current students being uprooted from friendships and teachers they have grown positive relationships with over the past few years.
 - Either scenario does not make sense. To uproot children really does not increase achievement. These children have been through enough trauma during the pandemic. Switching schools and friend groups will induce more trauma and IS NOT good for kids regardless of SES status.
 - Either scenario is OK, but not the timeliness you presented. It would be too disruptive. Roll it out with Kindergarden 2023-2024. That will make for a smooth transition over just 6 years.
 - Far too disruptive!! No input from stakeholders (teachers, parents)
 - First and foremost, as a mental health professional in our

community, the thought of forcing kids to change schools after they have been established at a school is utterly appalling. We are already in a mental health crisis and doing this to children - forcing them to adjust to a new school with new peers and teachers - will NOT build resilience - especially not after all they endured during COVID. In fact, when assessing childhood adversity (ACES scale), the amount of schools one attends is a factor looked at when determining how much adversity they have faced. If a change needs to be made, start with the incoming kindergartners next year. Please, do not cause more stress to families in our district. If our kids were still in elementary school, we would absolutely be looking at moving out of the district if either of these proposed changes were to occur next year. Sister schools - having children move schools midway through elementary is also a recipe for emotional health breakdown. It's hard enough transitioning to middle school - let alone in third grade too. Also, this could cause families to have two elementary kids in two different schools, which can be a logistical nightmare. Clusters - I don't see how this will ultimately make a difference, compared to the current SOC as you will still have families over-picking the same schools. Additionally, it could cause more families to have to drive across town to school (or ride the bus). I wish I had a better solution, but I don't see these as viable options. And - if either of these are implemented next year, it has the potential to cause a drastic increase in social-emotional and behavioral issues, which our schools are already ill-equipped to handle.

- First and foremost, both of these scenarios are wrong because they treat IPA as a regular elementary school. IPA is NOT a regular elementary school. IPA's dual language program is a true gem of our community, one that shouldn't be disturbed or upset by all these changes, particularly after all the hard work and effort that many in the IPA community have put in recent years to help grow and improve the program, attract bilingual teachers, acquire a new building, etc. Most importantly, however, limiting access to IPA to any Spanish-speaking children in the district, whether bilingual or English Learners (ELs), would be highly detrimental and against the

very same stated goals of these proposed plans, as many studies have shown that access to a bilingual education is extremely beneficial to the growth and development of bilingual children and ELs, not only academically, but also emotionally, socially, and culturally. Depriving these minority children of the opportunity to attend a dual-language school in their native/home language would only be hurting a historically marginalized group of children. Not to mention that both federal law and state law require that ELs have access to ESL instruction, which means that if many of these ELs are forced to attend other schools, the district would have to provide ESL in all of its elementary schools—which I understand is not currently the case. Consequently, IPA should NOT be included in these scenarios/plans, and the choice to attend IPA should be left open to ALL Spanish-speaking children (bilingual or ELs) in the district--regardless of geography. After excluding IPA from these plans, there are several questions and concerns that arise from both proposed scenarios. In the case of both scenarios, I cannot help to wonder how effective these measures will actually be. After all, the School of Choice (SOC) program was implemented precisely to abate school segregation and all its ills, and that didn't work. How is shuffling around 90% of the student population this time going to actually improve education levels and close the achievement gap? Are there any empirical, evidence-based studies that show that simply mixing up children will close the achievement gaps? It would be interesting and helpful to see them. Personally, I feel like there are many other societal and educational factors at play here, and simply switching around school boundaries may not be enough, which makes it hard to justify the major disruptions that would be created by these proposed plans. On the implementation side, I am convinced that whatever measures are adopted, they should be introduced gradually and slowly, to minimize disruptions and allow people to become used to the new system. Imposing such a dramatic change all at once can seem arbitrary and off-putting to many, and ultimately counterproductive.

- First, if any changes are to be made, I believe it would be RECKLESS to make those changes for the 23-24 school year for students

currently enrolled in an elementary school. Students already have relationships with students in those buildings and have already had 3 disrupted years of change with Covid, so moving 65%-90% of students next year seems too much. I believe families should be able to stay in the same school moving forward and if any changes are made, they should be made for new Unit 4 families coming in. Usually when school districts make sudden changes (3 months is sudden when 90% of kids could be affected), more damage is done than benefit. One objection to both scenarios that I have is that the current School of Choice system gives kids in low SES environments stability when their families may move around the city frequently in different living situations. One constant can be their school. In both Scenario 1 and 2, we will be putting these kids in more transition as they'll likely be required to switch schools every time their residence or caretaker changes. Scenario 1 balances some of the SES disparity but I'm wondering if parents of Garden Hills and Stratton want their kids in school half way across the city in Barkstall and Carrie Busey. If it's parents want this that's good and well, but we can't outsmart ourself as a school district to try to help people with a system that the families AND educators may not want to participate in. Teachers also have a real obstacle in Scenario 1 as they would be required to move grade levels and buildings likely. Also, making sure that schools are balanced with respect to their capacity and student population seems harder in this model as you can't easily control the building occupancy number like you can with the current model. I like Scenario 2 better but it seems like the advantage is really just an administrative advantage and busing advantage as it is easier to place incoming students than the current model. However, as the Cooperative Strategy rep mentioned in the school board meeting, there are levers to be pulled in the Clusters model to help students be placed in the appropriate schools to balance the SES levels between buildings within the cluster. While maybe administratively simpler than the current model, I don't see why we can't just do a better job pulling those same levers behind the current school of choice model if our goal is to balance SES. I can get behind the motion to balance SES, but these two models don't seem to

accomplish anything our current model can't with that SES balance if we chose to assign students school of choice in a more balanced way. The disruption is too great for a "hypothetical" advantage. As a secondary math teacher, I have been around long enough to see Unit 4 choose a brand new math curriculum in the high school that was going to help low-income students that didn't work and 10 years later is now getting phased out. I think that curriculum was actually detrimental for math learning and now we just have worse consequences than to start just because we were changing for change sake. I don't want to make the same mistake with School of Choice.

- For both scenarios If the purpose is to provide an equitable education in this community, how does a slight shift in demographics change the fact that underserved students are less likely to excel even if they are currently going to a more desirable school? The focus appears to be exclusively on shifting low-income students to more desired schools and shifting non-low-income students away from the more desired schools. But there is no focus on why low-income students are experiencing worse educational outcomes from the same schools. As for timeline, the school of choice system is very difficult and the pandemic has made everything much more difficult. Making rash changes now for families that have recently went through both would be a mistake. Likely resulting in an exodus to neighboring school districts.
- For either scenario, I do not understand why you are not phasing this change in. Start with incoming kindergarten rather than forcing students who have built up friendships over several years from uprooting through no fault or choice of their own. It was mentioned during the meeting that "students are more resilient than the adults". However, most students currently in Elementary school have lived through the worst pandemic of a generation and have been irreversibly delayed in some of their skills due to the forced remote learning situations. Adding this to their plate is just another detriment that doesn't have to happen. I also am concerned since we chose Kenwood Elementary specifically due to its focus on coding as part of the curriculum. If you go with either

scenario, you will be forced to eliminate these focused curricula that I feel are a strong component of Unit 4 as it stands currently.

- For Scenario 1, the sister school switch halfway through elementary school is too disruptive for students and working parents. This is especially true for families with multiple students. As a working parent of four Unit 4 students, the logistics of managing this type of scenario would be a major challenge. For Scenario 2, information on how the student's school is determined would be helpful. Is it a lottery system? Please clarify.
- For scenario one, I think it is unfair to expect students to change schools after grade 2. Especially after they have become familiar with their school and teachers. Also, I think it is a burden to parents to have to drive across town or for the child to experience long bus rides for each commute. I also think current students should be grandfathered in. It is too disruptive to force so many students to change schools after they have become familiar with their school, teachers and have developed friendships for everyone to start over. This implementation should begin with incoming kindergartners only.
- For the sister schools, I would be curious to know which schools would be K-2 and which would be 3-5. I would also be curious about bell times. For both scenarios, I imagine that many families and children would be upset to leave their current school and the teachers and friends they've formed relationships with. I would like more information about how and when this plan would be implemented, specifically regarding whether or not it would require currently enrolled students to switch schools next year or if they could be grandfathered in. I would also like to know if this is going to change what middle schools each grade school feeds into and whether my middle school children would have to switch schools. Looking ahead, what changes (if any) would be made to the boundaries that determine which high school a student attends? Are there recommendations to change those as well?
- Free and reduced lunch is still not necessarily equitable in all scenarios. As a parent of a 3rd grader, I think this is so wrong for our kids to be uprooted, especially after the pandemic, and not let them stay at their current school. The last few years has been so hard on our kids. I am experiencing the impact of this at home with my child, and I see it with several students I work with. Implementing this change and uprooting students will undoubtedly create more anxiety, trauma, and depression.
- Given that we have our kids and teachers still adjusting to life post pandemic, sudden change in either scenario, and particularly Scenario #1, may be very challenging and stressful.
- How does scenario one address socio economic equity? All you are doing is moving the students from west of parkland to Garden Hills and leaving Barkstall pretty affluent. Scenario 2 is the better option. However, I strongly feel that this should start with the incoming kindergarten class. My daughter is currently in 3rd grade and is having her first "normal" year. Kindergarten they were sent home due to COVID, first grade was remote until the last quarter which was only half day, and then last year they were still wearing masks and having to somewhat socially distance. While kids are more resilient, I strongly encourage you to leave the kids where they are starting to make friends and have normalcy.
- How is taking a child that has adjusted to their school and become comfortable where they are and the uprooted to another school and then that to get readjusted again. It's ridiculous! Keep the kids where they are.
- <https://sign.moveon.org/petitions/no-more-disruptions-to-student-learning-in-unit-4> Incredibly disrupting. We have just been through the current schools of choice process, and forcing the children to change schools the very next year is just insane.
- I 100% disagree with uprooting existing students from their current schools. If changes need to be made it needs to start with incoming kindergarten and progress from there. My kids should not have to change with only 1 year left in their current schools.
- I agree with these segregations for incoming students, but not for present students as this is a huge disruption to their daily lives.

- I am against disrupting students' lives, the lives of their families for a plan that does not actually address the problem. Schools need more teachers, more aides, more specialists, lower student to teacher ratios, not these plans.
- I am an Economics professor at UIUC so I think a lot about evidence and the implications of these types of change. I know you were all tasked with finding ways to decrease SES segregation across schools. It would be nice to share with the school board that many parents do not think that the highest priority goal of the school system is desegregation. While it is a valuable goal, there are other goals that also matter, including educational attainment. And so when we look at the impact of these changes on SES, we need to also look at the potential impacts on educational attainment of students. In the focus group Scott mentioned a comment from another parent related to the board trying to fix a problem that can only really be fixed through community development. I think that is an insightful comment and the board is trying to fix something larger than their purview with tools that are insufficient for the problem. What I hope you will include in your report is an overview of the evidence on the costs and benefits of this type of action. Based on my reading of the research with the strongest designs, it seems like there is mixed evidence on benefits, and clear benefits of cost. One paper shows a short term positive effect, but this effect goes away with increased investment in struggling schools. On the other hand, there is evidence of negative effects from school disruption on student outcomes. Together this suggests, if forced to choose out of the two scenarios to save on transport costs, I'd choose 2. But it would be important for it to be phased in to decrease the costs of disruption, with the cost savings being invested in the struggling schools to improve outcomes. But even in scenario 2, there should be less focus on integration and more focus on investments to improve outcomes in struggling schools. 1) Evidence of the cost of school disruption to student outcomes: <https://www.sciencedirect.com/science/article/pii/S0272775717306155> ; <https://www.sciencedirect.com/science/article/pii/S004727270300063X> 2) The costs of desegregation is often borne by minority students and that the primary problem is neighborhood segregation instead of school segregation: <https://www.aeaweb.org/articles?id=10.1257/app.20200498> "Relatedly, desegregated boundaries are correlated with excess commuting for minority, but not for white households, consistent with the stylized fact that people of color often bore the transportation cost of district integration plans (Pride and Woodward 1995, Johnson 2019)." "The evidence is unclear on whether school boundary desegregation could lead to lower achievement gaps." 3) Evidence that minority share is associated with worse outcomes initially, but that effect goes away after increasing investment in high minority schools: <https://academic.oup.com/qje/article-abstract/129/1/435/1896854> I have a couple of opinions that sit outside of the evidence base: i) I think the suggestion to hold a set of seats in all schools for late filers makes a lot of sense, increasing that further sounds reasonable. Combining this with additional efforts to target potential late filers would be good. ii) In my opinion keeping siblings together is extremely important for logistical realities for families.
- I am in support of the idea of finding solutions to help give better opportunities to less wealthy and minority students. That being said, I am concerned about the instability that shifting children around within their school life may create.
- I am referencing both scenarios. I don't think any model that requires the majority of students in the entire district to change schools in a single year and/or halfway through elementary school is a viable option and I'm shocked anyone thinks so. This is only my son's 2nd year in school and already we've had to deal with no school due to the pandemic, lack of childcare while work continues, masks, and the mess that was the first year of "school of choice" rankings being online (this was the first time parents were required to rank ALL schools, impacting the placement process). Parents with young children have been through a LOT in the last 3 years with COVID. In Champaign we aren't able to choose our public school, but we accepted the school that was assigned to us without complaint → even though it wasn't our first choice and there were

problems with the placement process that year. We've embraced and love our school, and have adjusted our lives and work schedules to fit its location, start/dismissal times, and balanced calendar, as well as purchased entire wardrobes of uniforms for the school. Unit 4 told us our son would be going to for elementary school. It's infuriating to hear that it's possible for our lives to be flipped upside down yet again next year. I also am not in support of having one school for grades K-2 and another school for grades 3-5. These kids and parents have been through enough, and their education and social growth has already been impacted severely due to COVID. We are tired of pivoting, the last thing anyone wants is more change. We desperately need some regularity and normalcy in our lives right now. It doesn't make sense that Cooperative Strategies lists no potential unintended consequences for the two models presented. Any model that uproots children from their current school and forces parents to adjust their work schedules for new start/dismissal times and school calendars has many, many, many consequences. This shows me that they aren't looking at the whole picture or considering anything other than equity. While I believe that equity is important, it is a big issue that can't be fixed in a year. I think it makes much more sense and would cause much less stress and chaos to families who have been through enough the last 3 years to start any new process with incoming students, fulfilling a new strategy over time. This way we aren't disrupting everyone's lives in almost the entire district. Again, I'm shocked and concerned that this is seen as a viable option.

- I am shocked, actually beyond words, that the superintendent would propose such an idiotic solution. The location of the school is NOT the cause of poor academic performance. Moving to a different school will NOT magically solve the problems these students have. Barkstall and Carrie Busie will have more disruptive students who make learning difficult for students who care. By inconveniencing and sacrificing students who do well and are better supported by their families, what is the admin thinking about? Why are you punishing those who want to learn? What is your goal? You have cut the gifted program. Now, you are forcing

parents to send their kids to private schools because no good public schools are left. This is an American tragedy.

- I am speechless that it is even being considered. Does any one care about the kids? They are resilient but they have been through enough! Now we are going to rip them away from they school and friends and the teachers they have grown to know and love?! And what about the bonds they need to make with classmates in order to move onto middle school and feel safe/secure? I didn't think there could be a worse solution than "school of choice" but this proves me wrong. You ask a consultant to come up with a "solution" they will come up with one but it doesn't mean it is good or that they know what they are talking about. Spend that money making sure all schools are fully staffed and can give all kids a good education. I still can't figure out how kids would even get across school since bus service has been completely unreliable. Spend money fixing that! We can get kids to school on time where they are now!
- I am strongly against both options. Both of them would move our child to a different school or be bussed across town. This would be severely disruptive. Families have arranged their lives around their current school assignments. These changes would create unnecessary chaos and make after school, work arrival and departure, etc more challenging.
- I am strongly against making these changes for all students next school year. This needs to be a gradual change that starts with incoming kindergartners and allows current students to stay at their schools. There is a huge piece missing from both scenarios - the mental health and emotional impacts of shuffling 60-90% of students to different schools. My child is in 3rd grade and has never had a normal year at school. This would be a traumatic experience to be taken from the comfort of his teachers, friends, school building, playground, etc. These students have been through enough with the pandemic. We support changes if they are gradual and optional only. Also, both scenarios do not address other issues that could be contributing to inequity in schools, such as

curriculum, teacher and staff support, resources, etc. It seems like a lot more could be done without uprooting so many students and shuffling them around. Problems will remain and there will be so many new issues from everyone being uprooted. Adjustments could be made to the current schools of choice systems to address the inequity. Please listen to teachers, administrators, families, and community members - we care about all students and our community and we want to work with you on finding solutions. One report from a consulting company should not be the only factor in determining such huge changes in our district.

- I am strongly opposed to replacing Schools of Choice with either of these scenarios. I understand that, *all else being equal*, there are benefits to balancing student populations by SES, but that is no reason to believe that throwing everything else overboard to optimize this one metric will improve the real world situation for Unit 4 students and their families. Different families have different priorities. One size does not fit all, and the current Schools of Choice process lets each family decide which characteristics are most important to them: location, balanced vs traditional calendar, early vs late start times, and other unique differentiators. The very high percentage of families who get one of their top-ranked schools each year shows that this process is working! Since SES is taken into account by the algorithm, lower-SES students *could* very easily get assigned to historically higher-SES schools through the existing process if they chose to (through their rankings), so the fact that this is currently not happening as much as your team of consultants would like it to happen clearly demonstrates that SES balancing is *not* the top priority for the very families you are hoping to help. Scenario 1, in addition to causing major upheaval for current students, would be massively unfair to families in the sister school areas who will be forced to attend school all the way across town for half of their elementary years. I realize that some students are already spending a lot of time on buses today, but at least under Schools of Choice it's possible to try to avoid that by ranking your proximity school first; under Scenario 1 there is no longer any choice. Scenario 2 is a bizarre half-hearted attempt to
- I am the parent of two current IPA students, both a 2nd grader as well as a 5th grader. Both are native English speakers who are progressing through the dual language program and are now emergent bilinguals, with developing language skills, and meaningful cross cultural friendships and connections. I am deeply concerned at the idea that my 2nd grader might be removed from this unique program midway through elementary school. When we chose IPA we made a commitment as a family to dual language and dual cultural education through 5th grade. It is unfair to uproot these bilingual learners early. I fully support your mission to diversify the schools. But I cannot support moving current students out of their schools mid elementary school. Our students have endured enough upheaval after 3 years of pandemic disruption. Grandfather this program in beginning with new kindergarteners and transfer students. I also have concerns that the cluster option will only continue to create "desirable," and highly chosen schools. The sister schools option removes that challenge and keeps kids close to home (somehow in the cluster option our kids could end up all the way across town).
- I am vehemently opposed to anything that will move any child from the school they are currently in. Our children are finally settled into routines after being forced to do remote learning while other districts around the state and country went back to school or remained in school. Please do not rip our children from their friends and teachers that they have grown to love.
- I am very concerned about either scenario displacing current

preserve some element of choice despite homogenizing away most of the benefits of the current choice system. Your consultants' own analysis points out the likelihood of similar choice selection outcomes as a "challenge"; I call it a clear sign that you're trying to fix the wrong problem. If you implement either of these scenarios, you will make things worse for families. High-SES families dissatisfied with the outcome will flock to private schools, while low-SES families (again, the very people you claim you are hoping to help) will have no choice but to endure the added hardship.

students. I have had students at south side for 8 years and I do not want my youngest children ripped out of the home they have created there and the friends they are making, particularly when they have had such an unstable couple of years on the heels of covid lockdowns and remote learning. Please explain the plan for current students in either of these plans.

- I am very troubled by the "Scenario 1: Sister Schools" proposal. It has been very challenging for our children to feel a sense of community during covid and implementing this strategy would cause more disruption for them and others. All of the parents I've spoken with in the past few days have shared my anxiety and frustration with this option. Please consider other options. I can see how Scenario 2 would be positive as it simplifies the choices for parents and students as well as simplifies the busing logistics.
- I am worried that the "clusters" school model may suffer from the same shortcomings at schools of choice, thus causing disruption without giving sufficient benefit. My primary feedback is about the timing of the changes. I do not support a sudden disruption of the entire district next year. I recognize that change is vitally important, but feel that it needs to be phased in gradually - starting with the incoming kindergarten students and building from there. Each school is more than just a building - it's a community. Teachers have been building relationships with students for years and schools have been developing a climate that will be completely disrupted if the majority of the kids are suddenly brand new to the school. When some new students come into a school, expectations and climate are often modeled by the students who are already there, making the transition smoother for everyone. If 90% of the student body is new, it will be hard for everyone - students AND staff. I have spoken with teachers who have said that if they need to "start over" with an entirely brand new student body, they may consider leaving teaching altogether - not a good unintended consequence when we are already facing a teacher shortage. I have witnessed first-hand the effort that 5th grade teachers, for example, put into getting to know the kids starting from kindergarten - even if it's just learning their names and always

having a welcoming smile for them. By the time they reach 5th grade, not all of those kids will still be at the school, but so many of them will and will remember those teachers and already be starting off on a positive note. Specials teachers in particular often spend 6 years getting to know each student that moves through the school and building those ever-important relationships. SPED teachers often work with kids for years and their relationships are critical to supporting those students' growth. While [proper name] describes the children as "resilient", breaking apart friendships that were formed in kindergarten and solidified over years together at a school will be especially rough on a student body that has seen an unprecedented amount of disruption in their short elementary careers. In terms of community, school PTAs will likely fall apart or at least need to be rebuilt from scratch and a lot of the knowledge about facilitating some fantastic events with parent volunteers will be lost. Again, PTAs evolve from relationship-building that takes years - many active parents may not find the motivation to build those new relationships at a new school where they may only be finishing out a year, 2, or 3. A lot of institutional knowledge as well as just the personpower will be lost if they decide it's not worth the effort.

- I am writing today to give my thoughts about both of the proposed scenarios. For some context, I am an educator in higher ed who cares deeply about issues of equity and access. I teach a US minority cultures class at the local community college and am a member of the Diversity Committee on our campus. I also have mixed daughters who attend Unit 4 schools; Stratton Elementary and Jefferson Middle School. I am invested in their educational experience as students of color on a personal level, on top of my professional commitment to this issue. For both scenarios, my daughter will be placed out of her current school, Stratton Elementary, where she has been in the dual language French program for the last 5 years. I am writing today to state that I am strongly against both of the proposed plans. I have heard all of the arguments about how the proposals will disrupt our children's educational experience, both socially and academically. I agree

with these; we should be embracing change, not chaos. But this is not the main reason that I am writing to advocate against these proposals. Stratton Elementary School is home to a very specific community of MLLs (multi-language learners). There are a few different cultural groups, including many from Honduras, Guatemala, and Mexico. But the main group is first generation Congolese immigrant students. The C-U community is lucky to have a large Congolese diaspora in our midst; and many of their children attend Stratton Elementary. A few reasons stand out. First is the dual-language French program; the only one in Unit 4. Secondly, there are several Congolese teachers and staff at Stratton (native French speakers as well). The presence of this community greatly benefits the entire Stratton community, as they learn about Congolese culture from their friends, teachers, and fellow students. I believe [proper name] herself visited the school this past spring for International Women's Day and experienced this herself. If either of these two proposals are accepted, what will become of the dual language French program at Stratton? What will happen to those students who have been in it since kindergarten, like my daughter? We would be re-districted out of Stratton with either model, so she would have to forfeit all of her French learning so far as well as lose the tight-knit group of dual language students with whom she has been in a cohort for the last five years. If the proposal is accepted, are we additionally prepared to break up the various communities who find home at Stratton? Where else will they find teachers from their home countries as well as teachers who are native speakers of French? Are only those students who live in the area in K-2 going to have access to this? Will the others be excluded? Will they be able to create another minority-majority school where most of the students share the same culture and ethnic backgrounds with this new model? Stratton is a true gem in terms of providing a Black educational experience. My daughter has had THREE Black teachers (2nd, 3rd, and 4th grade) so far in her elementary journey. The School of Choice model allowed us to provide this experience for our children, and I believe that it should remain an option for students of color. Finally, I just want to ask how diverse was the committee that came up with these proposals?

How much did they take into consideration the voice of Black educators and families and students? Are you listening to black voices? What do THEY feel like would be the best solutions to improving issues of diversity, equity, and inclusion? I am hearing their voices at Stratton, but I do not see their perspectives anywhere in either of these proposals.

- I believe it is important that we do something to resolve the racial gap present in our schools. However, nothing has been presented that shows how this will work to do that. We have countless teachers begging for training in Science of Reading and telling us it will work. It seems an awful shame that instead of trying a far less disruptive option we instead look at completely disrupting up to 90% of students and also staff in the sister schools scenario. All without an actual data on why we can count on this to work.
- I believe Scenario 2 (Clusters) would work. However, it should start with incoming kindergartners and not uproot hundreds of students. Scenario 1 (Sister Schools) seems to be more of a hassle than it's worth. Students will have to learn whole new schools and staff in K, 3, 6, and again in 9th.
- I believe taking children out of their school so closely on the heels of all the upheaval associated with the pandemic will be extremely detrimental and induce more trauma on students and their families.
- I believe that both scenarios are trying to solve problems that have nothing to do with educating our students, which should be the main concern of a school board. Quality of education should be the same at all schools and should not be tied to diversity and financial status.
- I can't, in good faith, support any scenario that will uproot 65-90% of the current student population. If these scenarios were to only apply to students new to the district, I'd be much more willing to support them. Assuming a majority of the 65-90% won't want to change schools- many might consider moving (I would, if it meant staying with our school). Those who couldn't afford to move wouldn't have that option- what would be in place then to stop SES

segregation in this case?

- I cannot believe you are seriously considering upending the schooling of 90% of elementary students after Covid and last year's strike stress. Moving kids in the middle of their education sets them back at least a quarter according to research. That does not help your case for improving educational outcomes. You were voted in as a board to listen to your community after the disaster of the previous board trying to move Central High School halfway to Paxton without community input. Communication is everything, and the fact that you are using an outside firm to give us only two options for our school district without communicating these options or listening to us first shows complete disrespect. We need to know how this will actually improve outcomes, because what is proposed here keeps it equal while disrupting education. We can't upend everyone as a way of seeing if it might help. It won't. It will hurt. And further destroy this community after the staff and teacher contact negotiations already did. You may think you're giving us opportunity to communicate and listen, but you are absolutely failing at that. Time to listen. For real this time. And get community buy in. If this is what you want, it's on you to get buy in. Also start with kindergarten. Don't destroy everyone's elementary experience at once.
- I do not believe any changes should apply to current students, only to incoming Kindergartners and transfer students. Forcing a change on everyone at once would completely upend the school community relationships and social-emotional supports in place such as through the PTA. The grade separation of the sister school proposal would also greatly hinder the development of these important relationships in the school community. It makes no sense to create such a disruption for a 3rd grader or their families. While I have less issues with the sister school concept in order to meet diversity goals, students should attend the same school through their elementary school years. I also can't support the clustering concept if it really doesn't do anything to meet the goals. I would fear it would result in having to revisit this issue again far too soon.
- I do not like scenario 1 because of the importance of building relationships between students and school staff. It takes time to build the trust needed for students to learn and uprooting them after 3 years to restart seems like a poor choice considering there are options that allow students to continue with the same staff for 6 years.
- I do not like the idea of the island schools changing from k-2 and 3-5th grade. That will definitely cause a disruption with siblings in different grades and would not be a good option for many families with siblings. For the cluster scenario: There needs to be a closer vicinity school option for those living in Savoy, as Carrie Busey is clearly not going to be possible for all the residents to attend. The other 3 options in that cluster are quite a distance away. That puts burdens on the parents to either drive the kids to make commute time less, or a long bus ride for kids across town. Currently I drive my children to Kenwood, where they were placed by this school of choice system. We don't use the bus and I would like the option to keep them there since we are already established there. I also have 2 adopted black boys and we did not get a vicinity school. We embraced Kenwood even though it wasn't a top choice, we remained open-minded. But at this point I am beyond frustrated with this system. The thought of them having to change to a different school even further away is honestly infuriating. It feels like we are being punished for moving to a location and neighborhood that we love.
- I do not support a large churning switch that pulls children out of their current schools where they enjoy a caring community of adults and students they know and have formed relationships over time with. I don't understand why this plan would seek to yank children out of their schools on the heels of a pandemic that has disrupted the entire academic careers for rising 4th grade and under students. It has not been explained why this is preferred over an approach that would incorporate new policy for incoming students.
- I do not support any major upheaval affecting up to 90% of

students for the 2023-2024 school year. It is too much too soon for our community. Disruption of this magnitude needs to be phased in over time. Families are still grieving the disturbances caused by covid, and do not need an unnecessarily hasty change at this time. I have purchased a home in the past 5 years based on where my children go to elementary school with the promise they may continue attending the same school. Our family has attended this school for the past 10 years, and will continue to attend for the next 6 years. Please, understand schools are more than statistics. We have spent years building trust, pride, relationships with teachers, families, and school. And we are not alone. Others have found safety, familiarity, and relationships that have been built over time. Please consider phasing in the changes so that the healthy meaningful relationships that are working for our kids will not be ripped apart for the vast majority of kids. If I truly believed these "plans" were well researched, planned, and would yield results that would benefit the equity issues in our community, I would absolutely be in favor of them. I believe the rush upheaval will do more harm than good, and therefore cannot support it in any way in its current form.

- I do not support any scenario where children currently enrolled in unit 4 schools are uprooted from their current school and placed in a new school environment. Equality and diversity is important to achieve but I think the damage/undue stress that will be placed on families with any of these proposed changes will far exceed the benefits of implementing the suggested scenarios. Assumptions are being made that implementing these scenarios will increase diversification based on socio-economic levels which will then improve the educational levels of the children scoring at lower levels. I believe this thought process/view is extremely limited and incorrect as there are several other variables, such as family unit stressors, lack of resources, etc., that may be contributing to these children scoring lower on average. Taking a child of a lower socio-economic level from their current school setting and placing them in a school setting that has a higher socio-economic status on average may help that child with their educational levels but again

it may not as the child's home life stressors, lack of the family unit's access to resources within the home, parental involvement, etc. may be the leading factors as to why this child is struggling educationally. Fluctuating these children from one setting they have potentially developed relationships and comfort in to a new, unknown environment may only add to the stresses that are already present which in turn may cause a further decrease in their educational achievement. Furthermore, moving children that may be doing well to a new school environment may impact that child negatively ultimately causing a decrease in their educational achievement. Based on the study done and the scenarios proposed I do not believe fluctuating children between schools based on socio-economic levels will do as much good as thought. As mentioned earlier there are several other variables that need to be accounted for to improve the educational success of children. Shifting children from one school to another does not address these other variables and will not improve the overall educational success of the children in my opinion. For these reasons I am opposed to these suggested scenarios being implemented.

- I do not support either of these scenarios as they are currently being proposed - I would be more likely to support one or both of them if the idea was to put these plans in place for all incoming kindergarten classes moving FORWARD, rather than completely shake up where nearly 90% of kids in the district are currently going to school. The district should think very carefully before implementing either of these plans - the strain and stress that the pandemic has put on the kids is real and the effects are still being felt. Another major disruption to their school situation could be catastrophic for some of them. I completely support the goal of diversifying the schools and re-envisioning the gifted program as it currently stands, but I have to question whether either of these approaches are the best way to do that.
- I do not support either scenario if it would involve uprooting elementary students from their current schools. That is unnecessarily disruptive to children, especially children who have experienced so much disruption in their schooling already due to

COVID. If Unit 4 wants to switch to either of these proposals, which I don't think are bad ideas in and of themselves, I think it needs to be starting with incoming kindergarten and transfer students so current students, who feel affinity toward their current school communities, are not uprooted.

- I do not support moving current students to their new building. As a staff member, I am terrified at the thought of losing 12-20 students per classroom, especially when my building nearly mirrors the district in terms of racial diversity and SES. While I believe the cluster model appears more palatable to families, it is a smaller version of what already exists and will do little to change the inequities that we are seeing. I am most in support of the sister schools/islands, but would only support this under a transition program beginning with incoming kindergarteners. Also, the idea of re-staffing four schools and the additional transition that will require needs to be considered. Honestly I would prefer (as a staff member) to have 6 K-2 and 6 3-5 buildings and use the boundaries provided in the sister schools model. As an educator, the difference in primary and intermediate is giant, and a larger student population within each would allow for more focused staff meetings, professional development, stronger management in specials, more walking literacy and intervention opportunities and a more targeted approach at each grade level. This would require moving 50% of staff in buildings potentially and could uproot the only sense of community remaining in schools through staff retention. I do not currently have students in Unit 4, I urge you to listen to parents, especially 3rd-4th grade students as their education has been most dramatically impacted by COVID.
- I do not support my child going across town to attend school when we have a school around the corner. Our child has never known a "normal" year of school. Now our child is under stress after hearing chatter from fellow classmates that they may all be broken up or no longer able to ride their bikes or walk to school. So, now we are again experiencing a stressful year 4 years into the elementary experience. Next year will be the 5th year of elementary school for our child, and again will be disrupted. We STRONGLY OPPOSE these changes. We are fortunate to have lived in two other states within a larger school district footprint. We have perspective, and have had our children bussed 40 minutes away to their school. It absolutely plays a role in the child's mental health everyday. Extended time of travel + extended school day for elementary students (in which our opinion was never asked or allowed to vote on) + changing schools and learning all new school staff and friends = Major decline in a child's mental health. We've witnessed 2 out of the 3 factors in our own children's lives after moving them. We vowed to never make our children move again until they are off to college. We did not move to this district to have them tell us where our children will go to school 4 years into living here, on the tails of a pandemic that disrupted their previous 3 school years. Neither of these scenarios work for our family. Feel free to contact us for further input!
- I do not support the sister school idea in scenario 1. I believe in continuity and switching schools halfway through their elementary career, doesn't provide that continuity. Scenario 2 makes more sense to me because it provides options. However, I don't like either scenario for current students. Our youngest is in 3rd grade at Robeson now and she would be forced into a different school for her last 1 or 2 yrs (depending when this takes affect) based on either scenario, we are strongly against that. Whatever scenario is chosen, we do not support an immediate change for all students. We would like for current students to have the option of remaining where they are. The updated plans should begin with the new kindergarten class. Families and kids shouldn't have to uproot and be forced into something new. Especially when we put in the time and effort to explore our options with the current school of choice. Just to then turn around and be forced to a different school. That doesn't seem fair.
- I DO NOT SUPPORT THE UPROOTING OF OUR STUDENTS TO SEND THEM TO ANOTHER ELEMENTARY SCHOOL! If this "needs" to happen, it needs to start with incoming kindergartners. These kids have been through enough over the past 3 school years.

- I do not support these changes for CURRENT students. Our children have been through so much disruption in the last few years with the pandemic. Pushing through school changes would cause further chaos and instability. I am open to considering these changes for incoming kindergarten students. I will also add re: implementing one of these scenarios for kindergarten students: A recent local article stated, "The school board wants to change this to help close learning gaps between students. For example, only about six percent of low-income students read at grade level. About 30 percent of their higher-income peers do." I understand the need to improve that gap and to bring up these percentages across both groups; however, the school board has not provided any evidence-based data that implementing either of the above scenarios will address the achievement gaps. Further, what is Unit 4 doing to better the services provided by the Unit 4 Transportation department? I played around with the assignment scenario locator tool, and there are some instances (esp with the sister school scenario) where children would need to travel far. If more parents are forced to rely on a Unit 4 bus, this community is doing a grave disservice to all families (esp lower income families) by not ensuring the Transportation department is able to 1000% support these changes.
- I do not think either scenario takes into account the community and program International Prep Academy has developed. I am Mexican-American and speak Spanish with my daughter. She began Kindergarten at IPA and has worked hard on developing her dual language skills. Now her first year could be her last and it was all for not because in either scenerio IPA doesn't seem like an option for her. Please consider an alternative option for IPA. I also think implementing these changes for existing students is cruel after all the disruption from the pandemic.
- I do not think that moving current students is the answer. Students and families have established relationships with their schools. It would be very disruptive to move their schools. Instead of moving students resources should be reallocated to the schools more in need rather than relocating students to even numbers. If the district is set on moving students this should be done over a six year period so that no families will have students in different elementary schools and that no elementary students will have to leave their current school.
- I don't have a strong opinion about a plan but I do strongly believe this should be for new or incoming unit 4 students. To make students move to a new school now would be very disruptive. My student started kindergarten online, had a semi-normal first grade year, and is finally feeling settled in second grade and loves her school. To make her move to a new school halfway through her elementary career would be very disruptive. Why not have a 5 year plan which would give kids already in their schools an opportunity to finish their elementary career at their schools while improving balance at the schools over time.
- I don't agree with Splitting up a child's education between two different locations after they've attended a school for three years. Will the teachers be moved and rotated too?
- I don't approve of either one. Moving children around will not solved the lack of test scores among the cities black children. The issue isn't desegregation or reverse desegregation, but issues of class and lack of interest in education Black children. Or the inability of many teachers to communicate with, correctly desipline and instruct all the children. Need to instuct and mento the teachers on how to related to the intire classroom.
- I don't support any scenario that causes more disruption in the lives of these children who have already lived through so much during Covid. I can't believe [proper name] had the audacity to say these are good plans because kids are resilient. My student would come unglued if he were forced to change schools, leaving the handful of friends he has managed to make. He has special needs, but I suspect other children have similar struggles.
- I don't understand how going to a different school is going to improve a child's ability to learn. If you have quality teachers at all schools in the district, they should be able to learn at the school

- they are currently enrolled. Perhaps if you had more control of the disruptive students, they would all benefit.
- I don't understand why the socioeconomic background is an issue. Shouldn't all our schools offer equal learning opportunities for our students? I strongly oppose taking kids out of their current schools and further disrupting their lives. The pandemic caused enough setbacks and damage to our students. I especially worry about our kids with disabilities that require structure and stability. This is one more upheaval to face. Schools need to do their jobs and teach our kids. Quit blaming Unit 4's failings on race and wealth. If you want to make these changes, do it for incoming kindergarteners and leave the current students alone.
- I doubt it does any good to state my opinion because as we found out earlier this year our school board is going to do whatever the hell they want to do without involving the community in the process. This is just what Unit 4 does. But if you want to know my opinion I think it is about the [expletive]tiest thing you could do by uprooting kids and forcing many of them to change schools after they have already built relationships with other students and teachers. It is honestly pretty disgusting. Now if you start with kindergarten and leave all other students alone then we could talk. But go ahead unit 4 and continue to pay these firms thousands of dollars to come up with ideas that we know will not work. Just like schools of choice.
- I fear that each scenario has its detriments. Our students have already known a great deal of upheaval and uncertainty due to COVID disruptions in the 20-21 and 21-22 school years. Scenario 1 would ask them to potentially change up to 2 more times in their elementary careers. Even scenario 2 requires some students to be moved from a familiar environment/ familiar friend groups and academic structure. Would prefer to see some element that might allow students currently in a given setting to finish out their elementary careers there.
- I feel like changing things up with the school will be hard for kids. I don't support
- I feel like I need additional information about the scenarios themselves, but my primary concern is the timing of implementation. Why would we take children who have been through the largest education disruption in a generation, and force them to switch schools? Additionally, families with siblings who have attended one school for several years could have a child attending a different school, with the possibility of then having children at three different schools. I understand that moving to a more neighborhood model would reduce transportation challenges, but with the timing of this transition, it appears that it would introduce greater transportation challenges for at least the next 5 years. I also feel that the District needs to spend much more time working with families, faculty, and staff to receive input on such a drastic change. To announce that 90% of children will have to switch schools in the following school year (even if untrue) is a colossal communication failure.
- I feel like neither of these scenarios addresses the deep issues running through champaign. Uprooting a bunch of kids that are already comfortable in their schools is not going to benefit anyone. My children enjoy seeing their teachers from last year, etc. They have friends. Why would you want to destroy that?
- I feel like the sister school model would set it up where one school is seen as "good" and the other "bad" especially if people are simply looking at grades and test scores. I also feel that it includes a lot of transition/ disruption for kids instead of allowing students the opportunity to learn and grow from one school. I worry about about how these transitions would impact student learning. I am more in favor of the cluster model. It seems like it has less disruption for students. However, I would recommend utilizing this for new students and allow kids currently in school to stay in their school. Again, I am concerned about how the disruption would impact students. My son is at Dr. Howard and has had a great experience.
- I feel strongly that whatever plan is determined to simply be implemented going forward as it would create havoc to uproot

children from school they are just comfortable in esp after the last 2 yrs with Covid and the stress and transitions my child has already succumbed to. My son has already transferred schools once and only in first grade.

- I feel that both scenarios remove options and agency from parents and guardians in making the best decisions for the children in their care. I fully admit, I found it a little stressful ranking all 12 schools for my child's kindergarten year, but on the flip side, I loved that the schools were each presented as having certain niches, things that set them apart and helped caregivers choose a school that best fit the personalities and needs of their kids. Scenario 1 locks kids in based on where they live, with the added detraction of uprooting a percentage of students after 3 years. I feel that, rather than providing a stable solution, it's more likely to lead to adults with the means to do so to either relocate their families to the school neighborhood they want or abandon Unit 4 for the private sector, exacerbating the problem this is meant to fix. Scenario 2 is slightly better (at least there's a decent chance 1 of the 4 available schools will be to your liking) but I can't help thinking this just seems like a narrower model of what we already have. And if that's the case, why bother? The literature for the school of choice model made a big point of the fact that 95% of families ended up with one of their top 3 choices. That sounds like a model that's working for the families living it.
- I feel that relationships with families and staff is so important to student behaviors and motivation to work hard in the classroom. I feel that students should stay in the same building throughout their entire elementary career K-5 for that reason. It takes years to develop these relationships so all students need this stability during their entire elementary careers.
- I feel that these scenarios (both) do little to actually address the inequality in our community. Making it more difficult for people across the district to get to school seems to just introduce a new set of issues. Could not more resources simply be allocated to those under-performing schools/groups without displacing and inconveniencing the entire district? As I understood it, School of Choice as it stands allows a vast majority (I believe figures in the 90th percentile have previously been cited) of residents to send their kids to their top school. Removing this from parent's discretion is not helping many family situations.
- I feel the consultant did a very poor job. The presentation is data focused, not child/family focused. What is the benefit to kids of this level of disruption? What is the cost to their education? What change management model do they propose and what kinds of resources will be provided to kids/families who are negatively impacted by the changes? The case for support either option is poorly constructed. It's no wonder the entire community is up in arms. Poor plans, poorly designed and poorly presented. The board should never have let something like this move forward without a complete cost/benefit analysis and proper change management woven throughout.
- I find the presentation materials to be quite confusing, but after looking over them a couple of times, I think I better understand. If I am reading the brief description for Scenario 1 correctly, it sounds like children will go to different schools at different points in elementary schools (at least for students from the 4 elementary schools). While I recognize the need for changing up the strategy for school of choice for equity purposes, I am deeply skeptical of the idea of moving students already enrolled in elementary and to do so for kids at those 4 sister schools 1/2 way through elementary school (pertaining specifically to Scenario 1). My main concern about either option is applying whatever change is decided to currently enrolled students. It seems extremely unwise to move children shortly after the disruption and harmful effects of COVID to a new environment. It strikes me that this will be particularly damaging to students with special needs and students who were in their early years of schooling at the start of the pandemic. How has the committee thought through this? As a parent, I am just left confused as to why the plan as it currently stands would be to roll out this major change (not saying that it is not warranted) for the next academic year. I imagine most parents will agree that they

wish for less disruption rather than more after the past few years we have had. In looking at the comparison of benefits versus disruption, it seems that scenario 1 completely disrupts the current system with a medium/high impact on SES; scenario 2 is less disruptive but also moderately less effective for SES. I can imagine that a scenario 1 with a more gradual roll out makes more sense to mitigate the disruption element with a greater chance of meeting the equity goals. Saying that it will be rolled out for kids being enrolled for Kindergarten next year and families going forward is a more measured approach, in my opinion. That way, children who have grown accustomed and developed connections with the teachers and administrators will not be moved again. Incoming students and their parents have time to adjust and they sign their kids up recognizing that kids in the sister schools will be moved mid-way through elementary school. The current idea of pulling kids in their 4-5 years of elementary school and moving them to a new school next year seems like a poor plan. That all said, I think that the need to redress inequities is an important and worthy goal. In doing this, it is important to get as many people on board with either option presented. Being a bit more strategic in when and how this is rolled out seems like an important thing to do at this point.

- I hate the fact that my child is in a school that we both like and we will not be able to go back next year.
- I hate the thought of uprooting up to 90% of students. It seems like such a huge disruption to students and teachers.
- I have a kid in Robeson, next year would be fifth grade and I believe that would be very disruptive to the learning process.
- I have a new Kindergarten student. There were a lot of emotions and transition to get her started in a new classroom in a new school. As she is now forming relationships with her peers I do not want her to have to re-establish new friendships and relationships with peers and teachers. For this, I prefer Scenario 2 as she will have the choice to stay with her current school. However, there is no information shared in terms of how students will be determined for

the choice of schools in this scenario. Will she be still moved out of her school at Southside even though this is an option? How will placement be determined for students in the Clusters scenario? I understand the need to be more equitable I just want more information on the plan for this transition and wish it were less disruptive.

- I have three children at Barkstall. If the sister schools passes my third grader and kindergartener will be in two different schools all the way across town from each other. My husband and I both work full-time so we rely on bus services and our older child that's in fifth grade to make sure that our kindergartner gets home safely from the bus stop. Not to mention our third grader has ADHD and this would disrupt his schedule immensely. He's just now getting to the point that he's starting to thrive at Barkstall. I'm afraid this would throw him back to square one. Maybe a better option would be to start this with the incoming kindergarten class on a pilot basis.
- I just don't think either of these are the answers and is not in anyway going to help our children. I think this is going to disrupt what our kids are use to and just getting over the whole disruption of covid and what it caused with a kids learning. This is not the answer to throw this at them and go and change the areas and schools that are use to and have made friends at and feel comfortable hopefully after what they've already been through. I think this is a terrible idea. I also think that following suit with District 118 and splitting up the grades is also an awful idea. It's not easier on the students and especially the commute for parents and bus drivers. I don't know why we can't have normal grade schools where they are K-5. What's the point of splitting up grades and making our kids move to a new school just so they can finish 3-5 it makes no sense and is not the answer. When I heard this and saw it on the news it made me so upset. We need to get these kids through the effects of covid and what it caused mentally and the stability instead of throwing this ball of mess their way. I am not supporting this in anyway.
- I just don't want any of the children's current placements to be

disrupted.

- I just feel as if someone has more than one child they would be split up in scenario 1 and for scenario 2 my child is basically being pushed away from a school that she is already used to not only that prior have made choices to live in certain locations so they could get their children in their school of choice and now people would be relocated from schools to a whole other one.
- I just wish we weren't talking about all these changes right on the heels of the pandemic. Even if the proposed scenarios eventually work out to reduce the gaps and even the playing field, both scenarios are hugely disruptive to a group of kids who have gone through enough change and uncertainty during the pandemic. Please consider holding off on moving kids around. In the meantime can more funding and staffing be routed to the underperforming schools? Surely a solution exists that doesn't lay such taxing changes on our kids.
- I live in one of the sister school neighborhoods and will be the parent of a kindergartener fall 2023. I am very much against scenario 1: sister schools. It seems disruptive to move kids to a new school half way through elementary and would be inconvenient for parents of young kids. For families with multiple elementary age kids it means two drop offs/ pick ups, school events, fundraisers, etc. It also seems like it would negatively impact the sense of community and parent engagement to split time between two schools. We live walking distance to four schools yet this option requires my kid to be bused across town or we drive to Barkstall for 3 years. I love our neighborhood and would be afraid option 1 would discourage families of young kids from moving to our area.
- I live within 0.3 miles from Carrie Busey. My son would be able to walk and bike to school. In Scenario 1, he would have a 1 in 4 chance of going to his neighborhood school. In 3 of the 4 scenarios, I'd have to drive him across town, adding to the traffic and time wasted that would be spent on play, sleep, study, or enrichment activities. In Scenario 2, which I strongly do not support, my son would be completely disrupted halfway through the fragile early educational development years, taken from his friends and familiar surroundings, and uprooted to a new school. His schedule, routine, and daily rhythm would be completely upended. This is incredibly ignorant of the social-emotional needs of children.
- I moved to Savoy and the neighborhood that I live in to go to Barkstall. Unit 4 built Carrie Busey which is closer so my children go there. I do not want my children bused to the other side of Champaign to "even things out". My children have gone to Carrie Busey since they have started kindergarten. It would be very detrimental to them to be uprooted and moved to another school. Furthermore, it would be a hardship for my children to not go to Carrie Busey because the daycare that we have set up for them is 3 blocks from the school.
- I need more information to know if I support option one. It seems like a lot of students are still going to be left behind in this model as it only affects students in 4 schools, 2 of which are already high-performing. Also, class size makes a huge impact on learning outcomes, and in BOTH options, some schools are over their enrollment capacity while others are under. This is not equitable nor will it lead to better educational outcomes. I ultimately will not support ANY option that uproots current students and forces students to leave a school where they already have relationships, friendships, and consistency. After the trauma students have been through the past three years with Covid, this cannot be an option. Whichever option is chosen, it must ONLY affect new incoming students.
- I oppose any scenario that moves children around once they have begun at a school. All re-balancing should be done for students entering the school system for the first time.
- I see advantages and disadvantages to both scenarios, but it seems to me that both are improvements to the current school of choice model. My only concern is how to implement either scenario without disrupting 75%+ of the current middle school population (which by the way, seems to be the only major concern with those I've spoken too).

- I see many issues with Scenario 1: 1. Strain on bus resources and parents unlikely to be able to drop off to the sister school outside of geographically close school (ex. Stratton far away from Barkstall neighborhood). 2. Children in same families in separate schools. Ex. My children are 2 years apart and would only be in Barkstall together one year and Stratton one year. School times will need to be different to accommodate children within families in different schools. 3. I want a balanced calendar school for my children. Many studies show the benefits. I like Scenario 2. It is much more manageable to research and then select between 4 schools rather than 12. It also gives enough options. I would still like Barkstall to be a balanced calendar school to give that option as well.
- I see this as going from one failed system to another. I find it disgusting that this school district continues to play with peoples lives in order to further some dreamt up perfect world.
- I specifically moved to Savoy to send our child to Carrie Busey or Barkstall. It's ridiculous that a 3rd party is deciding where our child should be going. These choices will have a negative impact on an areas appeal.
- I strongly agree that something needs to change, but current students have had so much disruption over in recent past years because of COVID. Disrupting these students yet again could prove to be extremely detrimental to their social, emotional, and academic health. I strongly believe that all current students should be given the option to stay at their current schools, and whatever new system is adopted should begin just with next year's incoming kindergarten class. I also really like the idea of sister schools, but I believe that it should be done district-wide.
- I strongly disagree with disrupting my grade schoolers education by switching schools mid elementary. Parents and students have already faced multiple challenges due to the pandemic. I strongly disagree with busing my elementary student and prospective student across town. Longer school commutes impact working families ability to meet workplace expectations and balance family needs.
- I strongly do not support either scenario because they would take current students out of their schools and put them in new schools. These current students have already faced too much disruption with the pandemic.
- I strongly DO NOT support either scenario if it means removing students from their current school, & friends during a time when they are already struggling to move past the trauma COVID created! These scenarios would be better if started on the incoming kindergarten class and MAYBE those entering first grade. However before ANYTHING is enacted more studies should be done (not just ONE mth), Parents/guardians and teachers/ school administrators should have input.
- I strongly oppose the scenario that would have students attending one school for K-2 and another for 3-5. This scenario requires that entire families, not only individual students, are frequently uprooted and must endure difficult transitions and routine changes. Especially in families with siblings of different ages, having children in different school locations presents a scheduling and logistical nightmare for families.
- I support both scenarios. I do not support changing nearly every elementary student's school at the same time. Please consider phasing this in over the course of a couple of years. Even allowing upper grade levels to stay at their schools. This will be highly disruptive and much of the burden will fall on teachers to pick up the pieces. It is concerning that building admin and teachers may not know up to 90% of the students in their buildings. While they may be fully capable this may be putting too much on a system that is already so stressed.
- I support either as long as either is proven and data driven. But I do not support children being taken out of their current school. Kids have been through TOO much due to Covid and the new model, whatever it will be, can apply to incoming students - unless parents agree to move their child.
- I support scenario 2 with the modification that it starts with

incoming kindergarteners. After COVID, it's important that kids who are already in school not be taken out and put in a new school. Their lives have been disrupted enough, keep the kids already placed in place and don't reshuffle them. With that modification, I support Scenario 2.

- I think both options do not address the bigger issues that our district is facing. Simply moving kids around isn't going to help if we can't get those kids to and from school. And get teachers in the buildings teaching.
- I think changing to a geographic system or cluster should start with an incoming kindergarten class only. To disrupt existing students, parents and teachers with shuffling the entire student population around will add a tremendous amount of stress and anxiety to an already stressful post Covid situation where teachers and families are in much need for stability.
- I think children need more stability at this age. They also don't need longer days by being bused across town. My child already falls asleep on her way home from school. Also, our community pays for way too many buses to take kids in different directions. I also feel that teachers should have lots of input on this.
- I think I'd be fine with option 2 if there were a coherent transition plan. My mind obviously goes to my 1st grader who has built lasting friendships and is at a crucial developmental cycle, but I'm also thinking of older kids who have spent half a decade building friendships at a school only to find out that their next year or two will be spent in a new place surrounded by new faces. The lack of a grandfathering plan is deeply disappointing.
- I think it is not a good idea for the child to change schools for scenario 1. Not good for the child to change quickly after getting comfortable in their school. Scenario 2: will home address play any part in the placement process of that region? How is the child placed in which school? I do not support this change. I will be honest and say if my child is placed somewhere in an area of high crime, I won't be sending her there. I don't feel comfortable having her in a school that has frequent shootings nearby. I understand some people don't have the choice and their child goes to one of those schools. If she is placed in a school with high crime and we cannot change, we will be taking her out of Champaign unit 4. Thank you.
- I think it's quite apparent that these "scenarios" will not prove fruitful in bringing equity to minority students. Moving kids into different schools ignores the fact that Unit 4 has woefully underfunded and understaffed essential components of the school system. We need more teachers, aides, subs, nurses, social workers, counselors and after school programs. Equity is not a product of where a child goes to school. Is every minority student at a "good" school higher achieving than those at Garden Hills? The district needs to commit to funding the programs and staff that are needed to achieve real equity for students and stop wasting time and resources on frivolous things like playing varsity football at McKinley.
- I think it's ridiculous to move kids around to different schools once they are already established at one. I feel that these issues that you are trying so hard to fix are beyond your control, and are part of a bigger problem with society in general.
- I think once again the school board has rushed into this without getting the current families and the tax payers opinions. Too many questions and not enough specifics on how either will work. Again it's not what you tell people it is what you don't. Not a fan of this consultant group either. I did some research on them. Don't think they were right for this project! Have talked to lot of my neighbors with kids and they are not happy at all! The kids are just getting back to school don't uproot everybody! How about talking to the kids?
- I think stability is important and kids shouldn't be moved around more than necessary.
- I think staff needed to be a part of this discussion. You have a LARGE amount of people that could offer great feedback in the

preparation of this, yet staff was informed of this via email 2 seconds before it was blasted on social media. You want to be a district that does all these great things for the students within our schools, yet you don't seem to have the time to reach out to the people that spend the most time with them. Having students switch schools midway through elementary can be very challenging for our students that may need a little more support. You break off connections made with teachers in the building. You break off the comfort that students build with knowing that building and being comfortable there. You ruin their routine, which some students cannot function without. I think putting a plan like that in place would disservice a lot of our students greatly for obvious reasons.

- I think that just changing schools for many children will not make them "better students" nor do I think that changing schools or forcing parents to drive to multiple elementary schools to drop off children is realistic. Parents already struggle to do drop off at one location and make it to work on time. If parents are doing multiple drop offs this will make it harder for them to be at work on time. I also do not understand how this solution will actually help with the bussing issues currently plaguing unit 4.
- I think that moving kids that have already established relationships at their schools that they attend currently is not a good idea. The struggles that the children have currently whether its from the pandemic or personal, to take away their comfort zone, I feel is not beneficial to the children.
- I think that we should NOT move current studies and introduce and scenario gradually. We are recovering from a pandemic and virtual school, please do not add another entire disruption to my children's education! Please! I say this having 3 students at CB and one that will enter Edison next year and a pre-schooler that I thought would be going to CB with his siblings in the next year or 2.
- I think the choice model is overwhelming. It places a burden on parents to choose "the best school" even though they aren't in the best position to make that decision (given limited information and

a vested interest in maximizing benefits for their child). It makes parents competitive rather than cooperative because they're playing a zero sum game. I would rather be assigned a school and make the best of it. I don't think option 2 will address many of the challenges faced in the current choice model. I think you would have more white parents opting out of the public school system with this option.

- I think the cluster schools idea seems better suited for students; I think it would be hard to transition to a new school like that halfway through school. When I first moved to Champaign, I started at Colombia, but then changed with School of Choice to BTW when they moved Colombia to Stratton. The transition felt a lot like moving again, and I struggled at first, but then really felt "at home" as my time progressed (2nd-5th grades). I think it's valuable for children to see the same faces every day, especially in support staff.
- I understand that this plan comes with good intentions, however this change could be disruptive to the child's learning and also add additional stress to parents.
- I understand the need for changing away from SOC, but I have a third grader at Bottenfield and our family has been at the school for over a decade now. The idea of changing for the last two years after we've invested all of this time and energy into the school is really disheartening.
- I understand the need to reassign students. That being said, I have had my kids enrolled at high achieving (Barkstall) and low performing (Dr. Howard). Our Dr. Howard experience was incredible - our Barkstall experience was not. My current elementary school student is at South Side and I like the balance in the school and don't think it is right to reassign learners who have established a connection to the staff and other learners. I would like to know more about how scenario two determines what children would be reassigned and how many would be reassigned if they live in the area that is determined for the cluster of schools. I do think it is important to collect data to show what schools people who currently oppose the plans attend.

- I want my child to finish the school she is currently in until 5th grade. The whole reason I haven't moved her is because I like her going to Westview.
- I want my children to stay at their cure school Bottenfield.
- I want my kids to stay in their school, which I believe they would in scenario 1 and would have the option of for scenario 2. The pandemic was hard on my son, he struggles with change and with meeting new people and the support of having teachers he recognizes and knows is very important. I wonder how many other parents have similar concerns with their children and making them adjust once again. Also, Kenwood's specialty is programming and, if you ask my son, that is his favorite special. I just don't want to take all that he knows and loves about school away from him and disrupt his life once again. My husband and I love Kenwood. We talk weekly about how much we appreciate the school and are so glad our kids go there. We would be devastated if our kids couldn't go there anymore.
- I want my son stay at the current one
- I want to start by saying I have two black children that attend Carrie Busey. This is not a race issue as [proper name] is trying to make it. This is a socioeconomic/parental involvement issue. You want to be innovative, try community building projects. Try offering after school tutoring sessions or sessions to involve parents in their child's education. What you are stating here is that the children in these pocket clusters of high socioeconomic have better teachers at these schools such as Carrie Busey? If that is what you are suggesting, what does that say about the quality of education at the sister schools? Why not put time/money into training/retraining if the issue is the quality of education? I will be honest. Carrie Busey is successful not only because of their educators, but because the parents are involved. My children are in kindergarten and first grade and honestly since unofficially trying to put late registrations and no registration children in the program it is noticeable the lack of parental involvement. These parents didn't care where their children were placed, so they didn't choose, or

waited until registration had closed, or even the school year had started and were placed in these "full" classrooms that turned away children living a block away from the school. For the past 2 years, there continues to be a high level of involvement with parents in the older grades, but the younger grades, my children have very few kids in their classes attending the family nights/events. There are multiple disruptive behavior issues, and quite honestly how is that fair to my children. I don't live in the neighborhood, I desperately hoped my children would get in to Carrie Busey through school of choice, and we were blessed to be granted that right. But, I am also totally involved and dedicated to my children receiving the education they deserve. My point is you cannot shove that desire down someone's throat. You can put these kids at Harvard and Yale and if the parents are involved and don't care, the outcome will not change. Let's work on trying to reduce the lack of family involvement, let's work on increasing policing and community involvement in the less desirable schools, let's teach parents how to be involved by requiring volunteer hours, or tutoring attendance hours to secure a school of choice. Let's just not force children to attend school in areas where there are school buses being shot at, violence and drug dealing in the vicinity of the school. Let's hold all parents accountable, and make them care. We as well as many, many (I personally know of several hundred families), are desperately seeking options regarding private schooling or relocation to ensure my child's safety. Sadly we have very few high performing schools in Champaign, and once any of these models are adopted, you can be certain there will be no high performing schools within the district. Again, this is not racial as [proper name] indicates, it is socioeconomic and some families do not place an emphasis on quality education. If they do, school of choice would be working to their benefit requesting and getting placed in a school of their choice. Why should people that work so hard to live in safe neighborhoods paying higher taxes and involved in every second and every decision in our child's future be forced to send our children to schools in neighborhoods we are not even safe driving in. Shame on you [proper name] for turning this into a race matter, this is a community crisis, the crime, the lack of

involvement, the violence against educators and quite frankly our society as a whole. I think we all fear for our community right now, and this is not the time to declare schools all equal. The only segregation taking place is between the families that care, and the families that do not. I am so disappointed. I moved to Champaign for the diversity and opportunity, and now I find myself desperate to leave because now my children will not even be safe in school.

- I will fight this until I can't stand it. This will NOT happen to either of my children. Absolutely and will not stand by and let you rearrange these children's lives because of 'studies.' We will leave the school district and out in every single formal Complaint imaginable. Pathetic and UNBELIEVABLE.
- I would be absolutely outraged if my students had to change schools due to this process. Any scenario that forces children to change their current school should not be considered viable in my opinion.
- I would consider these plans viable if they were phased in over time but completely shuffling schools is unnecessarily disruptive and detrimental to students.
- I would like my children to stay in their current school, Westview. I do not support moving them out of their school.
- I would not have to have my kids go to different schools K-2 and then 3-5. Especially with 3 kids that would be a lot of trying to get kids places.
- I would not like having to switch schools at grade 3 in Scenario 1
- I would not recommend moving students grades 3-5 to new schools. Is there a hybrid model that allows a gradual implementation with new kindergarteners and students are new to the district.
- I would strongly suggest allowing 4th graders and siblings in the same school to finish out their elementary education in their current school. To remove a student from a school where they have built a sense of community among peers, teachers and staff would be disruptive to their overall educational journey, as well as their social and emotional learning.
- I'm fine with changes for future students but cannot see the point of disrupting every elementary student in the district by removing them from the peers, staff, administrators, & community they have come to trust and love. It feels cruel to move my current 1st and 2nd graders to a new building next year.
- I'm not a fan of either and I need to know how either plan would be rolled out. Plan 2 offers less disruption if families have more than one child in elementary school. Plan 1 worked for me when I went to high school, but we were all older students and nearly everyone was bussed in. I don't think that it will work well for younger kids who need structure. Plan 2 would be easier to roll out as it will be easier to grandfather in the students already in the schools as it can be applied to incoming kindergartners and allow the students already established in their school to finish.
- If only these two options I would lean towards the option that would disrupt fewer students from where they are currently enrolled.
- If the Champaign board of education discussed implementing this at the kindergarten level going forward, it would be a completely different conversation, and my opinion along with all of the Unit 4 parents I have spoken with would also be different. You have already voted against the majority community interest to extend the school day, and that hasn't even been implemented yet. How are you going to measure the success of extended school days if you refuse to give it a chance by itself? [proper name]'s comments on how students are resilient, and they'll just bounce right back like nothing happened is the most condescending and ignorant statement I have ever heard come from school administration. Every single school is still struggling to get the social/emotional wellbeing of students to recover from covid. Regular principal reports confirm this and speak about everything they are still trying to do to get kids where they should be socially and emotionally. Does Sheila [proper name] hold a doctorate in child psychology?

Getting a bachelor's degree in psychology does not make you a psychologist and I would advise her to stop making such ignorant statements, at least on public record. She does not know every child and she cannot speak for how this won't traumatize them. My son, who is an only child attending 3rd grade at South Side, would be forced to go to a different school without any of the friends he has made so far if either of your plans go through. I know my son, and I know how hard he has worked at school, how impacted he has been by living through this pandemic era, and how he cherishes the friends he has made at South Side. This will be absolutely socially and emotionally devastating to him. Do you really have any idea how many kids will be devastated by this? Is that even being considered as a deciding factor in your decisions? Because teachers and parents are absolutely against this drastic and inhumane decision to uproot up to 90% of kids, because we actually care about their social/emotional well-being far more than how much money their friend's parents make. School of choice came about because of a lawsuit against the Champaign board of education. What they were doing prior to the lawsuit looks awfully similar to your plan #1 which might spawn another lawsuit. Plan #2, having a smaller school of choice option I understand better, but again if you were talking about implementing this at the kindergarten level going forward a lot more people would be on board. The Unit 4 school board is obviously no stranger to lawsuits or voting against the wishes of the majority of teachers and parents. Have you given any thought to the lawsuits that might ensue from the emotional distress you will cause? Between [proper name]'s ignorant comments and other board members on record stating "I hate that this is going to be very disruptive - this is going to be very hard for people." I don't think it would be that difficult to prove the emotional distress you will knowingly cause students in this quest to get some unattainable utopian balance of "poor versus rich", as Kathy Shannon is on record stating this entire thing is about. The rich kids' parents will just move to a different town if they don't agree with your decisions because they have the means to. It will be low to lower middle-class kids, LIKE MY SON, who will be the most affected by this. I pray that you truly take into

account how much trauma you will cause by uprooting 60-90% of children, how many lawsuits you might face, and how impossible it will be for you to repair the shattered trust the community has in Unit 4 school board and administration.

- If you are going to make students switch school for third grade make it for the whole district. Only making some families in the district deal with multiple elementary schools for multiple children and only some students having to switch schools for 3rd grade doesn't help the equity problem.
- I'm curious as to why Garden Hills was not considered as an island school. My concern is that the area surrounding Garden Hills is of low socio-economic status, which means the school may have the exact problem you are trying to avoid. I see by the map you've extended Garden Hills' boundaries to areas with higher socio-economic status, but I'm just concerned the population in those areas may still not balance out the school. Additionally, while I agree that school of choice needs to change and has not balanced the schools in the way many had hoped, I don't feel it wise to make a drastic shift after two very tumultuous years due to covid. You say students are resilient, but teachers are continuing to tell you that we are still seeing the lingering after effects of covid in the classroom. I don't think changing the zoning for students currently enrolled in unit 4 schools is a good idea. In fact I think it is detrimental to students who are just finally beginning to feel some normalcy after 2-3 rough years. I don't think the plans are necessarily bad, but I think they should allow currently enrolled students to stay where they are, and these new changes should be enforced with next years kindergartners. It may take 6 years to see the schools become balanced, but I think that is much better than throwing another curveball at these kids.
- in each scenario, our children would have to leave the only elementary school they've known for schools that we have questions and concerns about
- In either scenario, this change effects 90% of the students. Students have just returned from COVID and stability is the most important

item schools can provide. Either of these proposals would put too much chaos in those students lives.

- In either, I want to know exactly how these will support achievement of students who have been the most underserved by the current model. I want to know that we are not just looking at demographic numbers moving around, but that the individual child affected will have a better supported learning environment and education outcome. Otherwise the numbers will not address the real issues at the heart of the matter, which is not numbers or percentages but students, primarily students of color, not receiving the full and high quality education they are due.
- In kindergarten, my daughter's schools shut down. In first grade, she only received 2.5 hours of instruction with 40 minutes being lackluster specials. In second grade, she had a substitute for the entire fall and did not receive a certified teacher until January 2022. She finally has a stable school year and the board is going to rip her out of Bottenfield? The current elementary students have had subpar, terrible learning conditions for most of their time in elementary school. From the pandemic to the teacher shortage to a lack of resources to support struggling students, elementary schools have been a sad, scary space for many students. We didn't even have a social worker at Bottenfield last year. Now that schools have stabilized, the board wants to disrupt the rest of students time in elementary? Where is the evidence this plan will impact academics? The middle and high schools are racially and socioeconomically diverse and still achievements gaps are immorally large. How do we know this traumatic disruption will result in better opportunities for students? I plead with the district to slowly roll out these changes. Start with incoming kindergarten students and see if this actually works. Please do not further disrupt and hurt kids who are already in elementary school.
- In regards to plan 1, I suspect that requiring all children to switch schools at 3rd grade will be disruptive.
- In scenario 1, I believe that children are in their formative years and need consistency. They are a part of a school community with a sense of belonging and less disruptions are better. In scenario 2, this narrows options down to 4 choices but I believe parents would still choose the school their children are at now, the one that their siblings are at and that is close to their home. I agree that solutions need to be found but having worked in different roles and in different schools one of the biggest issues I have observed is challenging behavior and this is a very real barrier to learning and achievement.
- In scenario 1, I think it would be very inconvenient and disruptive for the child to switch schools after K-2.
- In senerio 1 having kids change schools halfway through elementary seems cruel. Ripping them from an envirmnt they know. It could set the kids back.
- Inconvenience
- Instead of a scenario that removes children from the security of their school environment, after the disruption of the pandemic, find a solution which will not cause any more trauma to our kids. Our schools must be integrated, but what will happen with this is people with high socioeconomic status will leave Unit 4.
- Is there a way to combine finding across the schools (unify the PTAs for each school)? This would be less disruptive on individual families. I worry that the sister school concept will just result in bussing kids across town without increasing family investment in those niehborhoods.
- Is there really even a problem here, or is the issue to manipulate data for a report to look better at the expense of children? If every school has equal resources and support based on their needs, what is wrong with school of choice? Why not slowly transition to this model as a new incoming kindergartner who doesn't have siblings already in a school. There must be a better way than this plan to completely disrupt and effect the entire district all at once. The thought of being part of a particular elementary school for 12 years with four kids and only having two years left with the same teachers is very disheartening.

- It is disheartening that we have resources like International Prep Academy, and that those will be assigned by geography. This will be devastating for the current families attending that are not in the assigned area. This is disgraceful.
- It is too disruptive at drop off to take kids or bus kids to even more schools. It's better to have the same pick up or drop off time for the family and have support for their siblings. As a previous Carrie Busey parent, it will be sad to not have as much neighborhood participation at school. Schools are great from both teachers and the support that families provide to the students, volunteering, and PTA.
- It isn't worth disrupting 60-90% of the students for very little gain. it is possible that one child could be going to one school and a sibling to another school. This is ridiculous. Plus Carrie Busey and Washing are overcrowded in this scenario. You move to a neighborhood for the school and you may live directly across the street from the school and not get in. It breaks apart the neighborhood community by being assigned a different school from your neighbor next door. We need the sense of neighborhood community in our society today. Now is not the time to be disrupting our students who have just gotten back to in-school learning. Kids should not be uprooted from the schools they are in. What happens when a poor child goes to a rich kids birthday party with bounce houses, games and a fancy cake and his parents can't afford a small cake? How does that make him feel?
- It looks like a mess.
- It looks like some schools will be over utilized while others will be under utilized mostly in scenario 1, but also scenario 2. Also, making children change schools is unlikely to fix underlying problems of poor performance. It's more likely to just redistribute the problem and drive families who can afford it out of the public school system. I think extra support for those who need help would be more useful than uprooting all of the students from their current support systems of familiar teachers and friends.
- It seems as though this is being rushed at time when students have spent the last 2 and half years of disruption to their educational experience. In addition, you currently have a significant issue with busing. There should never be a scenario where our small children are put on buses for over an hour and sometimes almost 2 hours!
- It should stay school of choice children should not have to be forced to go to a new school
- it wouldn't be good for anyone if you changed schools for people it would change our daily routine and friends would get separated so don't do that
- It's unclear to me how clusters would help with ses and racial diversity any better than current approach. Perhaps it reduces distance of travel for some but it also limits choices for specialty schools. I'm opposed to having kids change schools mid elementary- disruptive on every front
- It's better to find ways to improve the school rating that are behind will reduce the minority isolation since more people will choose those schools for their children. In my opinion, it disrupts the rhythm of lots of students instead of bringing togetherness.
- It's clear to me that Unit 4 administration and the school board have an agenda and are trying to quickly & forcibly introduce a new system that disrupts the majority of students prior to school board elections. Unit 4 built elementary schools in Savoy (Carrie Busey) and southwest Champaign (Barkstall), but they don't want people who live near the schools to attend them... bizarre. [proper name] also cites math and English statistics from 2018 to drive home her and the school boards agenda, and I'm guessing current statistics (i.e. 2022) don't help their cause as much, otherwise they'd use current statistics, instead of dated ones. It also appears that Cooperative Strategies assisted Unit 4 and the school board with 'site selection' in 2013, which was presumably for the acquisition of farmland in north Champaign for a new high school. That was a complete debacle, and cost local tax payers millions on unusable land, so it's hard to trust Cooperative Solutions knows what they're

doing. I support neighborhood schools and neither scenario above.

- It's hard for some children to adjust to new environments, with parents schedules and work is another reason they choose their children's schools. Seems like it would cause more disruption than good and I believe won't solve the root of the problem.
- Keep switching schools is a bad idea.
- Kids have suffered enough so soon after Covid. Moving them now only adds to that stress. More taxpayer input is necessary to get consensus. More financial resources should support low performing schools. Smaller class size etc
- Kids should not be moved from their school, they need stability. Continuity and a senses of community. It would be so detrimental to their psychological well-being.
- Leave as is!
- Leave it the way it is
- Leave these kids alone! You closed the schools forced them to learn online. Time to let them settle into the school they are in. You can expect many more problems with these kids if you jerk them around to other schools!
- Lengthening the school day was supposed to close the achievement gap. How will we be able to accurately assess the effect of lengthening the school day if 90% of the students switch schools next year?
- Lets keep schools of choice. Just let more low income kids into Carrie Busey.
- Like the idea of cluster schools (#2) and having group of options to choose from, however I thought/hoped they would be more geographically in tune than what this map shows. Because of that, I am not in favor of this scenario - way too confusing. Scenario 1 is better, I like that most schools are (mostly) neighborhood based - but then some things seem odd and disconnected (Dobbins Downs going to Westview). Major discrepancies in utilization of schools is

concerning (some above 100% capacity, and others low 60s), and also some significant differences in free/reduced lunch numbers between the various schools. Are we just creating or shifting to a different set of "rich schools" in this scenario? But overall, I do feel #1 is better option.

- Maybe unit 4 should quit attempting changes for optics and start making changes that will actually help our most vulnerable.
- Moving children from a school where they are establish/ comfortable would be extremely counterproductive.
- Moving children out of one school and to another in the middle of their elementary education seems extremely disruptive and unproductive. Particularly for students who take time to "warm up" to new settings. Additionally, it is an added burden on parents who may have children in two grades that would be at different schools for one or more years. I would not support this without a significant amount of data demonstrating its effectiveness, which has not been provided as of yet.
- Moving families from schools where they are already established is detrimental to the children and their families. Reallocating resources makes more sense than moving the children. Focus on adding full time support staff in classrooms and give the teachers the resources and support they need!
- My biggest hope is that either plan would be phased in where existing students may remain in the buildings they were originally assigned and currently attend and new students come in under the new scenario. My slight preference for Scenario 2 is that it would allow for a phase-in option. Scenario 1 makes that impossible. Scenario 1 - Why were the two schools with the highest utilization of space elected to be merged? Will there be capacity issues/large class sizes at these buildings? Scenario 2 - You say "students will have a choice." Please provide clarity on that language. Will this be a ranking system again? Where the district will ultimately assign students. Will any preference for proximity be given? Will students currently enrolled in those buildings have any preference to return

or will we all be re-shuffled? Will siblings get to go to school in the same building?

Another concern with Scenario 1 is transportation. If I have one child at BTW and one at Busey I'm concerned about the logistics of getting them both to school. We will not be utilizing bus service provided by Unit 4. When we originally applied for SOC our selections were based on proximity to our home, our jobs, and our children's after school care. If Scenario 2 offered two options on the south end of town it would be ranked higher for me. I would also like to understand how both scenarios will impact middle school placement. My children are extremely attached to their school community. I think it is shameful that the board is considering a plan which could uproot children from the schools they have established relationships in. These children have been through enough in the past four year. They need stability. The rise of behavioral and social-emotional needs of young students has skyrocketed since Covid related school disruptions. I fear this plan will only exacerbate that need. Continuing to reshuffle will accomplish nothing. Without addressing increased access to early childhood programming, smaller class sizes, intense EVIDENCE based intervention, and mental health services there will be no increase in achievement for the students you claim you most want to help. If you want to help students achieve you need to address the barriers preventing achievement. This plan is the same old School of Choice program we already have with a new name. I would encourage the Board to instead consider how resources are allocated across the district. If there are particular schools where student need is higher make those class sizes smaller, provide additional instructional aides/interventionists, provide links to community resources, etc. Please value the voice of the parents and teachers in this district.

- My child comes from low income which is how she got into Carrie Busey I'm guessing (not our proximity). So if low income families are of concern, what would help my child is NOT being removed from the school she loves and the community she's become apart of there. The same way that if she went to Garden Hills to begin with, ripping her from there would NOT help. Children need to

stay put. Implement something new for incoming new students, sure, but don't disrupt their whole livelihood by ripping them from familiar friends, teachers, and surroundings just to have immediately improved statistics to show. I don't see how being removed from their current schools would help high income or low income, black or white, SES or not. Consistency. Better curriculum. More opportunities. Better staff. Allocate resources where they're needed (i.e NOT spending tax payer money on outside consultants on something that's the boards job to do in the first place??). Train your staff and teachers. Don't stick "lesser" teachers at under performing schools if that's what's going on. Hire more instructional aids (and start by paying them a wage to attain new hires) so kids can have more attention and teachers can teach. Don't disrupt our kids education for an abrupt change that fails to really solve any underlying issues. Kids won't magically perform better because they're at a different school, and if by some crazy chance they do, you REALLY need to take a good look at those under performing schools and who's teaching there.

- My child has established a routine in a dual language setting. I have concern about uprooting the students in general. But stripping kids from the program they are entrenched in is especially concerning.
- My child has just returned to normal after the pandemic (and it's not truly over yet). Both of the proposed scenarios will disrupt the progress we are finally seeing this year. I disagree with both of these plans.
- My child is currently enrolled and has a right to continue his education at his current school. I do not support any plan that requires any enrollee student to a different school.
- My child is in a very diverse school. Maybe address the specific schools that have a problem and disrupt all the other children.
- My children were in the schools during the consent decree period. The schools of choice were to rectify the SES; why was this not done each year at the district level, where is the accountability?

There isn't adequate transportation for existing schedules, this would seem to further complicate the issue. Coming off the educational/emotional stress of COVID that our children endured, this is not the time for such disruption. And not all of our children are "resilient" as a board member suggested. Is this survey provided in Spanish? The very population you are trying to help are not likely to participate in this format.

- My current 1st grader goes to Robeson Elementary School, the school that my oldest child attended for grades K-5. I am NOT OK with her being uprooted to a different school, different teachers, different classmates, and more! I know the school, I know the staff and I want my 2nd child to continue with where she is comfortable and thriving, which is at Robeson ! She already had to adjust to the changes that the pandemic brought and I don't think this is healthy for her and/or our family. Both of my kids have been through A LOT the last few years and they do not deserve this!
- My current 3rd grader will be in 4th grade when this change happens. To uproot children that have been in the school for this long is wrong. These children have suffered so many setbacks due to covid and the new model should NOT disrupt them in this manner. Too many children are dealing with delays educationally and emotionally and to throw this in there will be detrimental and cause further set backs. I am all for improving our district however the change should be for new students k-1 that have spent less or no time at the school. Please reconsider disrupting the lives of our children and asking them to be resilient. Yes they are but shouldn't have to keep proving it.
- My daughter has went through a lot in her schooling journey the last 5 years. The year of COVID online school with the craziness and issues from trying to teach 30 kids through a computer screen made her not want to learn and not enjoy school. We are finally to the point where she loves school again and is thriving. Uprooting her from the only school she knows would be detrimental to her education. It takes her a long time to adjust from change and feel comfortable enough to relax and learn.
- My daughter is in the Robeson FLS classroom. What would happen with these classrooms? I cannot yet have an opinion for our family without more information. As far as kids switching after 2-3 years to attend a sister school, this seems very disruptive for caregivers and children on so many levels. Haven't they been through enough disruption and chaos with covid? Now we are going to create another major disruption without having carefully weighed many angles? What about the families who do not have English as their primary language, for example? Is your survey in multiple languages to get fair feedback? Are you considering families, for example, that speak French and also tend to self select Stratton due to the support they receive there? Having been employed by Unit 4 for a short time, I'm not very impressed with how well we reach out to and communicate with non-English speaking families.
- My kids love their school and the diverse student body. This sister school proposal would lead to my kids being at two different schools and my youngest to attend 3 different schools.
- My only objection to the Sister School proposal is that it seems disruptive to children and families to change schools after a few years of developing a routine.
- My problem is not with the proposed scenarios but with the unrealistic timeline for implementation that does not provide families with time to plan for changes and removes existing students from their schools. Of particular concern are upper elementary school students (e.g. rising fifth graders) who would not be able to finish their schooling out at a school they have built long-term community with, providing additional stress as they prepare to transition to middle school. Note this group also has already had a disrupted education due to covid.
- My son is already in Bottenfield and he loves it.. changing his entire elementary now is not a good option. That will work maybe for my other kids who will join three year from now
- My son is in third grade at South Side. Based on these plans he would not be able to attend the same school for fourth and fifth

grades. To uproot him from his current school and force him to attend another school for his two final years of elementary school is devastating and extremely upsetting. South Side is a warm and welcoming school for all. I am employed at South Side and know that our teaching staff is outstanding. For my son to be denied these last two years at this school is unconscionable. PLEASE allow the students already attending these schools to stay and start the new plans with the incoming 2023-2024 kindergarteners. His kindergarten year was cut short due to COVID. His first grade year was online. Last year we had masking and social distancing, which was absolutely necessary, but was still a challenging time for students, family and staff. This is the first year that has felt normal. Now that we have gotten back to some normalcy, to have it taken away again by this is absolutely devastating. His elementary school years will be bookended by upheaval. I respectfully ask that you reflect upon how much stress, disappointment, and the profound sense of loss that this new process will have on students and families.

- My understanding is that children would be moved from schools they already attend, rather than this applying to new kindergartners going forward. Because of that I am against the plan. I am for integration and doing so with adjusting the enrollment of kindergarteners moving forward to achieve goals. Not the upheaval of kids who have already suffered from the disruptions of a pandemic and an inefficient busing system.
- Neighborhood schools are important. Communities have been formed, and are a place of growth and safety. The sister school scenario will rip children out of their schools after a time when normalcy is back, and further disrupt their education after the uncertainty the pandemic brought on. Uprooting children who have formed relationships with friends, teachers, staff, and administrators will do more harm than what your intentions are worth. Siblings will be separated and more chaos will be added for families. How were the sister school boundaries even decided? Savoy's area is giant. The fact that beside the two sister school options the rest of the schools will get neighborhood school

choices, which isn't fair. Scenario two again would affect both far north and far south neighborhoods the most. People didn't move to Savoy to have to take their children 30 minutes to a school far from them. The distance will probably negatively affect low SES families even more. Some will likely have no means to get to the school for after school activities or things like PTA, etc. Things that I think would make a difference. - offering low SES areas preschool at ages 3 & 4 - offering lower class sizes where there are higher low SES students. - giving them (students and communities) the financial resources they need to make improvements that will help the students. ie: tutors, class aids, more reading and math time. Finally, has the firm or board spoke with the low SES community? What do they want, or need? Do they want to bus their kids far away? Moving buildings will not change test scores. It will further spread the problem instead of solving the problem.

- Neither of these properly address the problem at hand and create/worsen other problems. Funding should be better distributed to focus on equity between schools, not students. Invest in the schools in underrepresented neighborhoods instead of disrupting the lives of parents and children by moving them around or forcing them to bus across town to attend a school for the sake of "equity". That harms EVERYONE, regardless of the school they attend. Additionally, there aren't enough bus drivers as it is and allowing students to attend schools by proximity (if they choose to) will lighten that burden as well as support C-U's efforts to make us environmentally friendly.
- Neither of these solutions will add any value to the district. The achievement gap will remain, and this will only serve to further disrupt our students. Neighborhood schools are the only path forward. Funds saved from the excess transportation costs need to be poured into helping our lowest achieving students wherever their schools may be.
- Neither one of these appear to be offering anything different than what we have now. I have not heard how this will make things in

the schools any better. Can not move current students out of their current schools, they have been through enough with COVID and that debacle.

- Neither scenario doesn't make sense to uproot my child from the school he loves and is finally accelerating in.
- Neither scenario keeps us at our current school (Kenwood) which is close to home and our preferred balanced calendar school.
- Neither scenario makes logical or even common sense. The motivation behind disrupting 90% of LITTLE CHILDREN to appear balanced statistically is ludicrous. The BORDERS that are drawn and the assigned school do not make sense. The school that my kids would have to attend literally makes NO sense - Other than statistical purposes- stats as the motivational factor is the definition of insanity. Do what's best for children not what looks better statistically on paper. Start the new system with kindergarten if you feel the need to "look better" statistically don't torture 90% of your district. Thanks for reading
- Neither scenario will fix the issues in this community. I'm tired of hearing that our children are resilient. They have had enough disruptions in their education. Please don't add one more.
- Neither scenario works at all for our family and our child. He is currently in 3rd grade and a change of schools at this time will not help him at all. Such a disruption to his learning, overall schedule and the structure of his education as well as that of the other 90% of students who would have to switch elementary schools is a radical change that will not enhance his or other students' learning. To make such a change solely for socioeconomic purposes is a great disservice to all of the students that the Champaign District serves. Our family followed the guidelines that you had in place regarding schools of choice when we registered our child in Kindergarten and chose Kenwood as one of our primary choices due to the educational curriculum that the school provides as well as for the balanced calendar and the school's proximity to our child's daycare provider. To make these drastic changes for currently enrolled elementary students is an injustice. It goes against everything that the district promised when we initially enrolled our child and is definitely not in the best interest of Champaign student in general. If you want to make changes, start with families who will be enrolling kindergarten students so that district can be up front with them and so they have an idea of what to expect. Making this radical change with all elementary students creates too many problems and issues for families and student alike in regards to learning, consistency, schedules, daycare, etc. regardless of socioeconomic status.
- Neither scenario works when you intend to shuffle around so many kids. These options really aren't a "choice" when people will not get their preferred school. Uprooting kids will nit solve the equity issue. Making sure ALL schools have resources and additional staff should be the priority. Not wasteful spending on more consultants.
- Neither scenerio is good. It would cause kids to switch schools after finally having a normal year due to covid. Also it does not address the underlying systemic issues in unit 4 and the community.
- None of the scenarios allow for students to remain with their current school families. It disrupts way too many students who have already had so much disruption in their young educational careers. The established relationships with peers and teachers are not honored or provided opportunity to thrive in these scenarios.
- Our children and families have already been traumatized and disrupted by the pandemic for 3 years. Removing current elementary students and families from their current established schools is more stress, trauma, and uncertainty. This breaks apart while established communities of school families and parental involvement.
- Our kids are finally having a normal school year after this horrible pandemic. We walk to school. We have only one car, so it works well for our family and this would be incredibly disruptive, financially and otherwise.

- Please provide ANY relevant evidence supporting the theory that low-income students will improve academic performance when placed with greater numbers of students from high-income households. Many students in Unit Four are just now experiencing stable schooling coming out of the pandemic and now will be required to move to an entirely new school, causing further disruption to their education. This is classic 'symptom management' and there is no evidence that this dramatic change will improve the education experience for anyone involved.
- Referencing both plans, I entreat you to not do this. The disruptions will be massive for our children, many who are already traumatized by the disruptions and uncertainty around covid and need stability. As an educator as well, I can say that these are both horrible ideas, that will cause more equity problems than solve. Consistency, routine, and strong relationships are vital for children's success in school. Not this. To address the disparity between different demographics, please start by equitably sharing grants across all schools in the district. Pay teachers fairly, offer sign-on bonuses for BIPOC educators. Pool PTA funds for use across district to equitably reach schools that have less privileged parents who cannot afford the time or money to contribute towards their assigned school. There are so many things you can try (and should have, by now). Restructuring the whole assigned system will NOT solve the problems in our district. What it will do, is drive out higher SES parents who can afford private school or home school. It will be a disaster. Please listen to your teachers (who are in the trenches and know their students, better than the board ever will) and parents. Heck, even ask the older students what they think.
- Regarding both scenarios, it is mentioned that the middle schools are based on address boundaries like the high schools but that is not true. Currently, the elementary schools are in clusters that feed into certain middle schools. I need more information of how the middle school assignments will be affected. Regarding scenario 1, how will this effect lower SES families that will need to figure out transportation with their children going to 2 different schools? That could mean 2 different buses and times. How will this be helpful?

Regarding both scenarios, was starting one of these plans with only new incoming families looked at as an option? That way change can be made but not disrupt so many students. Regarding scenario 1, My children are currently car riders due to the issues with the bus transportation and the scheduling of after school therapies. I will be forced to have one of my children be a bus rider with no clue at this time of how long their commute will be to travel to a school across town. I have a 504 student who does mental health therapy sessions biweekly and math tutoring twice weekly. I cannot be in 2 places at once trying to get one to after school therapies while the other is on a bus; I cannot have my child on a bus for 45-50 minutes in the evening and be able to fit in his scheduled therapies, plus homework, plus free time to play. I do not support either scenario given that I have a child with a 504 who we had to transfer from a school (which we would likely be reassigned to with changes) due to 504 violations, his anxiety regarding a shooting that happened right by the school grounds while he was outside playing, and his needs being overlooked because he has "good behavior". My son's test scores have gone up dramatically since being at his new school. It was a hard decision to move my children but the school was not proving to be a good fit for my autistic son with ADHD and anxiety who does not have the behavior of a child who needs extra help. This results in him being overlooked when his peers clearly need, and deserve, more support than him. We need more support for the students and teachers to help the children who are struggling. Both of my children are thriving at their current school that they just started in January of 2022, now they're going to be moved AGAIN??

- Scenario #1 would mean our daughter would have to switch schools in the middle of elementary school. That sort of disruption to a 7 year old is unacceptable. Also, we would have zero choice where our daughter goes to school. Our daughter has severe medical issues and special needs, and our current school, Carrie Busey, has the necessary services in place, such as access to extensive sign language instructors, as one example. A change in schools between kindergarten and first grade, and then between

- second and third grade again, would be devastating to our daughter and family.
- Scenario 1- As a parent, I would not want my children in 2 different grade schools. How am I going to pick them up if they have the same dismissal time? I also don't see how busing would work. I want my children at the same K-5 building just for the practicality of it.
- Scenario 1- doesn't look my address is in any zone. And if it is in a zone it would mean my child would switch schools and I am not ok with that. I choose Dr Howard for very specific reason and put it as my first choice due to being an under school as it is. Even with a beautiful new building, and the fact the time works for me to drop off on my way to work. And other reason that's are personal to me and the people who are helping my child become the best version of himself. Dr Howard is already a very diverse school and if you want to make it better stop making it a dumping ground for students. Stop putting incoming families in a school that is already full. Give them an option of the schools that have room for students. Then in the next year allow them to move to a school that fits their needs. Scenario 2- I need more information. How will this affect where my child will go to middle school or high school? There is also a chance my student would still have to move to a new school. Which I am not ok with. Where we currently live is within the boundaries of where I would like for my child to attend middle school and high school. Both scenarios are not work for currently enrolled families. Uprooting students who have already experienced untraditional school years at the elementary level, especially those who began in the 20/21 school year have been through enough change and need stability. Yes you can agree they don't know any better but that's not the point. Start with incoming families and see how it works. Just my two cents as a parent. You do not want my two cents as an educator and just how much harm this will cause. That was the nice version. I doubt anything will change nothing has in the 20ish years I have been involved with this district from being a student, a teacher and now a parent. You do want you want and ask forgiveness later.
- Scenario 1 has students changing schools halfway through their K-5 experience. Too disruptive to all students.
- Scenario 1 is absolutely a terrible idea. To uproot the kids to their sister schools will mean all the relationships they've built with the school administration, specialty teachers, older siblings teachers, building familiarity will be gone. This is why I voted for Scenario 2. Even though I don't love it, it ensures that kids stay with the same school for the duration of their time in elementary school. I would suggest, as a parent with older siblings in unit 4 and younger siblings who are not yet, that you would allow current students to finish off their school in their current schools, and furthermore, allow the younger siblings who are not in unit 4 yet, to also continue going to their older siblings schools. For me and for my younger kids, we have already built and invested in so much relationships with their current schools. I've known Kenwood teachers for the past 5+ years now and I trust them with my children's education and safety and happiness. If you're a parent, you will know that from attending school events and PT Conferences, the youngest members of the family often join and build those relationships even before they start Kindergarten themselves. My 3 year old already finds so much pride in Kenwood and Jefferson. Kenwood teachers already ask him every time they see him when he will be coming to Kenwood for Kindergarten. If my youngest has to go to a different school, my entire family will need to start building those relationships and trust all over again. I advocate that you give a choice to parents who have kids currently in unit 4 to either stay with their previous schools or go with the new plan. For new families joining unit 4, they can follow whichever plan gets put in place.
- Scenario 1 is far too disruptive to too many families that have made long term family decisions based on current school locations.
- Scenario 1 seems too disjointed and chopped up to be tenable for families. It also seems as if some schools are left untouched with this plan. Robeson and Bottenfield will still have low FRL (free/reduced lunch) percentages, while Kenwood's would be increased,

among other issues. Scenario 2 has more potential, but seems like each cluster differs too much in terms of FRL and capacity. Additionally, the same problems we have now will likely resurface *within* each cluster. Our family chose our current school because of its proximity and its diversity. I believe that addressing this problem is important and I do support redistricting in some form. However, I believe that creating a massive shuffle of 60%-90% students is very harmful to the students for some of the following reasons:

1. Social/emotional needs: COVID has created many hurdles in terms of social/emotional development in students due to the prolonged isolation that students have faced. Students in younger grades are finally starting to form bonds and friendships with their peers. Shuffling all students will force students to start over, which could be problematic on a large scale.
2. Special Ed/504 student needs: Students with IEP/504 plans already in place will be significantly disrupted by this. Many care plans and teams are already functioning and in place. Huge changes like the ones being discussed will cause huge disruptions, not only for the students, but the teachers, as well.
3. Teacher burnout: Teachers are struggling both locally and nationally in a thankless profession. Please remember that adding "yet another thing" to the plate of teachers who are already stretched beyond their capacity could have lasting ramifications and add to the teacher shortage we are already experiencing.
4. Lack of details/planning: How will middle school and high school be impacted by this? What will the actual execution of this plan look like? I also hope that other demographic information is being considered in addition to FRL information (racial diversity, language diversity, SPED/504 demographics etc.) Going from the planning stages to execution in a few months seems very rushed and problematic with so many unanswered questions. Having an idea on paper is the stage we are in now. Lots of planning and preparation is undoubtedly required to properly execute a plan like this. My experience is that this will largely fall on families, teachers, and building leaders creating more stress and upheaval for them. Please work out the details before putting this in place. I do not believe the district is ready to handle a disruption of this magnitude. I believe the only sensible way to move

forward with any plan is to *grandfather it in*. And that is assuming that an appropriate scenario has been developed, which I don't believe is the case at this point. Kindergarten is already a new experience for students, and having them start the redistricting process as new students makes the most sense. If families want to keep their siblings together (have the older students join the kindergartners' new school, for example), the district should strive to be somewhat flexible to work with families to this end. A district wide shuffle at this time will cause more harm than good. Thank you for reading.

- Scenario 1 will be hell for families with multiple young children going all different directions in town. Not to mention what happens when they get to middle school.
- Scenario 1 will lead to very poor sense of community, parental involvement, and student pride by having students switch schools after three years. This will also be very disruptive for families and students who lose familiarity and comfort with teachers and staff by having to move after several years. Stability is critical, especially during developmental years and scenario 1 will be detrimental and add unneeded stress to students and families.
- Scenario 1 would displace children's learning and strongly disrupt the sense of community a child learns as they grow up in an elementary school. In addition how would siblings be addressed in either Scenario? Having children at two different elementary school would take parent involvement level down significantly, there is only so much of time available to be volunteers and PTA. Scenario 2 is basically a smaller version of the choice program but with further distance to be bussed or transported by parents.
- Scenario 1: Sister Schools I don't like the option of the sister schools and having a K-2 building and a 3-5 building. I think this is just too disruptive for the children. Also, I have first-hand experience with these schools, and they have very different cultures. I don't feel that it would be beneficial to the students to negate the cultures of these schools, which I believe would happen if the students weren't able to stay in the buildings for all of their

elementary years. For example, BTW has an amazing program in February focusing on the students learning about famous African Americans that I haven't seen anywhere else. I think what they're doing throughout the entire school year is fabulous with amazing admin and teachers, and I'd hate for it to be changed. Also, Carrie Busey has the self-contained deaf program and sign language interpreters. This program is supposed to be a K-5 program. It's located in one building because finding sign language interpreters is difficult, and there are not enough to cover two elementary schools. It has historically been housed at Carrie Busey since the 1960's, so it is also a part of their culture. When the new Carrie Busey building was built, it was designed for students who are hearing impaired. Carpeting was added throughout, and great attention was paid to acoustic details. BTW, however, is one of the worst buildings acoustically. The classrooms each have one accordion glass wall that is very reverberant, and that wall opens to a piazza space that is a shared space. Acoustics were not considered when building BTW, and it would not be a viable space for our children who have severe hearing impairments. I believe that having the three clusters, as in the second scenario, would be the least disruptive option to the schools' cultures and climates. However, I believe a slower rollout of starting with incoming kindergarten students would be a much better option than disrupting all of the students and changing their schools next fall. I believe there is some history to doing it this way. When it was announced that Carrie Busey would be moving out to Savoy, they didn't change the make-up of the whole school. Instead, they just made changes with the incoming kindergarten students to allow Savoy students proximity. Additionally, after Covid, I'm seeing more mental health issues in children. These are beginning to dissipate this fall, but I believe forcing the children to attend a new school next fall would be traumatic for both the children and their families. I do think there would need to be an amendment to scenario 2 however. Many of my low SES students move frequently. Under the current schools of choice program, students who move are able to attend their same school. I think an amendment needs to be added to protect our low SES students

who move frequently. It wouldn't be beneficial for them to change schools each time they move. If there could be a rule that students remain in their initial K school, that would allow some of our students more consistency throughout their educational career even if they move frequently.

- Scenario 1: This scenario seems the most disruptive to the most students. Under this plan, my son would have had to experience 3 elementary schools. Scenario 2: I would like to understand how proximity plays into this model (if it does). The board meeting presentation mentioned that proximity would be a "consideration" but parents need more information on what that means. We live 0.5 miles from Carrie Busey. There would likely be more of an appetite for this Scenario if you were guaranteed a placement at your first choice school in the cluster if you live within a mile of that school. This would also ensure that the district is not utilizing bus resources for any student that is within a mile of a school. This approach also makes it easier to grandfather in students where it makes sense (5th graders for example). I don't see how any grandfathering would work with Scenario 1 as with the sister school concept 2 schools will not have all grade levels. It would also be helpful if there would be some sort of open question portal to submit questions in addition to this survey (as I imagine that you can only submit this survey once but more questions may come up after someone completes the survey)
- Scenario 1: Based on the description my child would be removed from the school she loves and placed in a new school for the remainder of the 1 and 2nd grade and then uprooted once again to move to a new school for 3rd-5th grade. Why is the Unit 4 school district so unreliable? I was not overly impressed with the school of choice, but this approach is nonsense. This approach gives no feeling of stability or school pride. The children become transient students. Scenario 2: Although this approach is better than #1, I think the gerrymandering of our community seems off. You have residents traveling across the city if placed in a school that is not proximate. We chose Dr. Howard as one of our top schools, but not our 1st because it is a far commute (for a city our size), really the

furthest that I intend to travel every day twice a day. If forced to go to a school across town I will just abandon the public school district and place my child in private. (this will be true for the absurd scenario #1) I want to support our public schools, I proudly advocate for them within our friend groups (which are majority private school families), but unfortunately because of decisions and leadership like this I find it hard to hold water for them. I truly believe all you will do is force more families like ours into a private school which will only create more of a perceived problem and gap in education. Find a better solution before you make an ok program terrible.

- Scenario one is a terrible experience for students forcing them to swap schools in the middle of their elementary years. For students involved in extracurriculars, these will be disrupted and force students to need to re-establish new friends and networks, and possibly even swap activities. Forcing further disruption of social circles and learning habits after two years of COVID challenges is incredulous, children need routine and structure at this moment, not more change and unknowns.
- School of choice was a great structure. It should be retained. Keeping siblings together in school placements was great for the kids and parents. We got to know teachers better and the younger sibling felt comfortable knowing teachers from the older siblings. Make the schools with a population of lower socio economic students more desirable to other families, like balanced calendar, uniforms, themes for learning and activities. Don't disrupt the school of choice model.
- Scenario 1 seems to be the most disruptive to people who are currently in locations, mostly listed in clusters where they would continue at the same school, unless they are IPA Families. I'm sure there are other things I may not be seeing but the cluster idea makes more sense to me. However, I'm not sure if that would change where students would go for Junior High or HS.
- Shifting 65-90% of students after 3 school years disrupted from a pandemic is not something I can support. Scenario 1 is targeting 4 schools only and leaving Garden Hills(the highest % of low income) with no sister school at all. Scenario 2 only shows combined percentages within the clusters. Please share individual school percentages in that scenario. The numbers for scenario 1 seem to just shift percentages from one school to another which doesn't actually help reach the stated goal. Averaging percentages in scenario 2 also doesn't help reach the goal, it just hides what's happening.
- Sister schools is completely unfair since it only affects people in those areas and not others. Having to change schools mid-way through elementary is disruptive and adds to our travel costs. With clusters, who decides which school my child gets out of the 4, this is concerning. None of this information mentions middle school or high school.
- Sister schools would have my kids at 4 different schools for multiple years. This would create hardship for my family and hard to be an involved parent. Cluster and sister schools would take my kids out of a school that they are thriving in and are currently getting extra help. With that said I think that if scores for kids are so low then there does need to be something done. However I don't think either scenario would do that. I see that you can make it "look" like high SES and low SES are balanced but I would like to know how kids will get the help they need by making these changes. I think an immediate disruption would hurt all the kids mentally and academically.
- Specifically, I am NOT in support of uprooting the students already placed in elementary schools.
- Stay school of choice
- STEM schools stimulate learning in children with the special interests. Uprooting young children from schools they have adjusted to is cruel. There is no adequate explanation or substantial evidence supporting these plans. These kids are being guinea pigs for the district.
- Stop disrupting the quality of life of our children. Build equity by

involving the community in the changes the board is proposing. Choose of choice failed and this will fail too. Taxpayers will no longer support a failing system, we will move and support other communities.

- Strongly not a fan of the sister schools proposal since I enjoy being able to walk my elementary-aged children to and from school, and wouldn't be able to do that in scenario 1.
- Swapping schools is a stressful event for students. Scenario 1 has that built in, and the rationale is unclear as to why. Scenario 2 is a forced choice, and I wonder what will happen if certain schools aren't selected by families, and they are sent to that school. How will that feel for those families/ students?
- The changes listed by either option above will affect up 3,500 children in the 2023 year. Uprooting students (both scenarios) and teachers (for the sister schools scenario) from their current school is unacceptable, particularly at this time when so many of our students and staff are just starting to feel some sense of stability. As these changes apply to all students at the elementary level (not just incoming students) both scenarios create unnecessary trauma and stress for the ~3500 children who have already been through 3 years of pandemic disruptions and instability. For scenario 1, there is no possible way to phase it in slowly as the current students move on.
- The changes listed by either option above will affect up 3,500 children in the 2023 year. Uprooting students (both scenarios) and teachers (for the sister schools scenario) from their current school is unacceptable, particularly at this time when so many of our students and staff are just starting to feel some sense of stability. As these changes apply to all students at the elementary level (not just incoming students) both scenarios create unnecessary trauma and stress for the ~3500 children who have already been through 3 years of pandemic disruptions and instability. For scenario 1, there is no possible way to phase it in as the current students move on. Although there is improvement in diversity, diversity alone does not improve achievement. There is no data to support that either plan will "increase rigor and narrow the achievement gap across schools" or improve proficiency test scores. These scenarios also don't take into account transportation issues and school access issues for parents, decreasing the ability for parents to volunteer and provide mentoring in schools. Lastly, scenario 1 has a significant impact on middle school education as well. The consulting company assumed middle school has traditional boundary lines to determine attendance, however this is not currently how middle school assignments work.
- The choice system has been miserable. It is confusing, disempowering, and bureaucratic. It does not support parents in how to support kids for success, instead concentrating their attention to which school. It leads to silly amounts of time and money spent on bussing. The three clusters plan continues that system in a new and weird form. Spend money on additional resources for families and schools that are suffering or struggling instead of on more bussing and confusing systems.
- The cluster scenario seems less disruptive and therefore might have more community buy-in. Community support is ESSENTIAL if any of these plans are to be successful. It is frustrating that Dr. Howard would not be an option for our family, even though we live within half a mile of the school.
- The cluster seems to cause the least disruption but I still question how they determined the mapping for each cluster (transparency needed.) Also, do kids really need to change schools or can this be phased in, as the school of choice program was?
- The concept of mixing students from different socioeconomic backgrounds, to improve academic performance doesn't work. Instead, resources should be implemented in the lower performing schools, like private tutoring, more staff, better pay for staff at the at-risk schools, and more support groups. Westview is balanced and its low SES kids are not doing well. To disrupt everything for the sake of diversity and not better academic outcomes feels like the priority is for the optics of diversity and not actually what's best for at-risk kids. What if the best thing for kids is to go to the school

that's closet to their home, regardless of SES and race? And if that leaves some school predominately lower SES, others higher, but the resources are what is adjusted based on need and not the students themselves - why is that not viable? What if instead of removing the low SES kids from that neighborhood, you give them the resources to improve their school and neighborhood too? This community at baseline is very diverse, as are the Champaign middle and high schools, so for elementary kids to be responsible for diversifying feels like an unfair burden to them - especially after 2+ years of disruption. I feel a change this massive should be gradual, or should not be in after their very first normal year of school since the pandemic.

- The current mix didn't work, why will these? Champaign will lose tax dollars
- The current system is my preferred choice.
- The current system is preferable. Students and teachers have been dealing with enough turmoil over the past two years. I fail to see any data that supports this level of upheaval being beneficial for students, families or communities. This change disrupts school continuity for parents and students. Many families would end up with kids in multiple schools and faced with long bus rides. Special needs students would be separated from the special teachers that they have developed a relationship with over time. I fail to see how these plans benefit anyone other than creating some equal percentages for a bar graph. All of these SES areas come together in middle and high school anyway. Elementary students should be able to stay in their neighborhood schools or the schools to which they have currently been attending.
- The fact that you can only come up with scenarios to disrupt the majority of students lives is sickening and not in good faith. Consultants who are not from this area should not have been hired before talking to parents. We are stakeholders in this community.
- The implementation of the scenarios is the most important. In particular, please communicate to the public how you will ensure

continuity for current students. A transition period that does not disrupt current elementary school students is particularly important: they have already had many pandemic-related disruptions. A plan to handle siblings for the transition period, is particularly important. Is there any research on how well "sister schools" work? In particular, for families with children who would be in two different schools as a consequence, this is a particular challenge. Feeder schools (how students will feed into How will changing schools and school allocations enable high performance of students? When you refer to an "opportunity gap" please be explicit: what opportunities are you referring to? "During the 2018-19 school year, only 9% of African American students were proficient in English language arts and 6% in math. These rates are unacceptable." I agree this is unacceptable. What will changes in school buildings do to change this? The presentation says that IPA as a magnet has not been considered; please ensure that IPA can remain a magnet and re-analyze! In the presentation "Impact on Socio- Economics" is not clear - does that mean "ability to diversify each school?" Please use clear language.

- The island scenario is a total chaos, we need to register one of our child in one school and the other one in another school. So going from one side of the city to the other side every single day twice to drop them off and pick them up. In both senario, my older child has to go through a difficult time of separating from her friend and finding new friend after 4 years being with them and trying hard to make her own cycle of friends. If we move to another state or city, the transition would be much easier for her than staying in a same city but changing her school. I am definitely against moving and separating a 9 year old. They already have gone through a lot because of covid. Please do not suggest any of these options to the board. Would you do this to your children?? My daughter just heard about this and crying all days and nights, because of fear of moving to another school.

- "The presentation plainly stated that the Board's goal is to reduce the clumping of "poor" and "rich" students at our elementary schools and thereby promote diversity and the achievement of low

SES students. We are told that the only acceptable alternatives are Scenario 1 (sister schools), which will have a "medium high" impact on this goal, and Scenario 2 (three clusters), which will have a "medium" impact. These conclusions are misleading at best. Start with Scenario 1 (sister schools). By almost every measure, SES diversity is the same or worse under this scenario compared to the baseline:

- Most Stratified Schools. Carrie Busey currently has 30% FRL students, making it one of the largest clumps of "rich" students. Scenario 1 fixes that modestly by giving Carrie Busey 38% FRL students. But at the same time, it gives Bottenfield only 21% FRL students, creating an even larger clump of "rich" kids. Bottenfield thus becomes the new Carrie Busey, achieving little.

- Min-Max. Similarly, the current min-max for the percentage of FRL students is 46% (the difference between South Side at 28% and Garden Hills at 74%). Under Scenario 1, the min-max becomes even larger at 51% (the difference between Bottenfield at 21% and IPA at 72%). Again, this achieves little.
- Standard Deviation. Moving to more sophisticated statistical analysis, currently the standard deviation of the FRL percentage for all schools is 14%. By comparison, after shuffling 90% of the students around, Scenario 1 has a standard deviation of 13%, only a single percentage point better. This smallest of improvements is surely within the natural variation that can occur from year to year, and so will not even register above statistical noise.

And this is the scenario with "medium-high" impact! Scenario 2, with only a "medium" impact, is likely to do even worse. The problem here, however, is that the consultants presented next to nothing about how this scenario will work. Whether it produces more or fewer clumps of "rich" or "poor" students will depend almost entirely on the rules that will be followed to allocate elementary seats. Without knowing what those rules are, the public can't accurately evaluate whether Scenario 2 will achieve its stated goals. Intuitively, it seems possible that if the "choice" rules are similar to those employed now (neighborhood preference, etc.), the result will be similar to what we see now, again achieving little. And in any case, the data presented for Scenario 2 is plainly incorrect. According to the consultants, every one of the three clusters has a FRL percentage

below the mean (12, 9, and 6 percentage points below, to be precise). That is statistically impossible. There is an error somewhere.

That is not the only error. The presentation states inconsistent numbers for the percentage of FRL students across all elementary schools. The "baseline" graph suggests this number is 44%, while the "Concept 1," "Scenario 1," and "Scenario 2" graphs suggest it is 52%. As a result, it is hard to compare these three scenarios to the baseline. This error may be indicative of other flaws in the data and its presentation, and should be corrected to better inform the public debate. The uncertainty about whether the proposed measures would have any impact cannot justify the massive disruption that would ensue if we move more than half of our elementary students to a new school. Thus, I encourage the Board not to rush to embrace such a disruptive change. Rather, we should find ways to make incremental changes to improve outcomes, such as devoting more resources to under-performing schools, tweaking the rules related to the current choice process (such as leaving seats open at desirable schools for late applications), or changing the rules only for new students and families (allowing existing students and their siblings to remain at their current schools). "

- The second option seems to be the least disruptive to current students. My fear there is the imbalance over time districting like this might set up. For option 1, I don't see how that helps with diversity or equity at all.
- The sister school idea is a non-starter. Are siblings supposed to go to different schools for elementary school just because of the K-2 and 3-5 division? That is an onerous burden on working families. I am strongly opposed to disrupting existing students' placements at schools. Why aren't any changes being phased in?
- The sister school plan is too disruptive. I don't know how you would expect parents to shuffle their kids K-2 kids at one school and their siblings at the 3-5 school. Both of these scenarios aren't addressing the real issue. Just be reshuffling students you aren't going to get improvement in academic goals. The students that are

underperforming need to have additional resources and tutor to help them achieve. Additional finances and resources need to be invested in these schools. Ultimately it is not the school districts responsibility to correct socioeconomic discrepancies in the community. Also, the schools district has worked so hard on improving lower performing students but has eliminated programs for higher performing students. That is not fair. Don't bring don't the higher performing students just because there are lower performing students. There needs to be an investment in both of these group.

- The sister schools idea is a good starting point, but it will be enormously disruptive immediately. It seems unlikely that there would be an equitable way to "grandfather" some current children into their schools, which means nearly all students would have quite a bit of upheaval. While I do believe these students are resilient, I would want to see more parental buy-in as parents can just as easily be the stressors to children when children hear negativity at home. Scenario 2 would bring less efficacy while also presenting less upheaval. It seems that, in order for scenario 2 to be effective, the historical housing segregation in Champaign would need to be addressed, which is obviously no small feat. I hate that this is our reality and that the school board is left trying to find a way to make a more just educational system within an unjust social system.
- The thing I DO NOT agree with is disrupting students' schooling by sending them to another school. We know that multi-year relationships matter. We know having consistency in our students lives matter. WHY IN THE WORLD would you think it was a positive thing to not grandfather kids in? Schools are communities and by doing that you are treating them just as buildings. I would be okay with the proposal if it started with incoming kindergarten but not if it means I will lose out on multi year relationships with students.
- There is no known data to support this claim that doing any of the actions discussed above will improve the appearance of diversity. Further, take a few moments to walk into most classrooms at Barkstall and you will witness the visual, mental and if you dig into it SES diversity. 40% of Barkstall families need reduced or free lunch - how is this not diverse enough. Our kids haven't had stability for several years (my child's whole elementary career this far) and this will cause unnecessary disruption.
- These are both huge steps in the wrong direction from the current system we have, in our view, at least insofar as it affects current students rather than future intakes. I think it makes more sense for future intakes, but I am writing as a parent with one child currently in the system. We are happy with the current system and are extremely happy with our child's placement in IPA, and the idea of moving him out of a dual-language environment is enormously distressing. Bringing in older students without any Spanish instruction makes no sense. Any changes would make sense to implement only beginning next year, rather than disrupting current students who are in a unique program which cannot be substituted by any other school.
- These are both ridiculous. So dumb to switch the schools like this. I really don't know what you think this will fix. This city is going down the drain anyways. My kids won't be here much longer.
- These are lovely thought exercises, and once more actual, concrete information is provided to the families and educators impacted by these decisions, then our community will be able to tell you which scenario will best suit.
- These are the worst proposals Unit 4 has ever seen. Totally only concerned re single issue balance. Not the good and well being of ALL families!!
- These Children are just coming off of 2 years of chaos the need stability!!!
- These current students have had too many disruptions the past couple years. It would be traumatic to pull them out of their current school. I understand wanting to desegregate schools but this needs to be started with incoming k students and not with current students that have not had a normal year yet.

- These plans would disrupt students who have already had so much loss and change during the pandemic. For our family, as a single parent, going to a distant school would make it much more difficult to be involved in the school, to pick up my child if she got sick, etc. Because of the language immersion programs and other great options I had planned to buy a house in Champaign and stay here (employed at the university) but now pausing the home purchase and thinking about Urbana, one of the smaller towns, or moving out of the area because the sudden drastic changes (long school day, moving kids who just returned after the pandemic) are so concerning. I would support a well-considered and we'll-communicated plan for equity in the community but not abrupt changes with little notice or evidence communicated. (My child hasn't started kindergarten yet)
- These scenarios are both bad. Uprooting 60-90 percent of our students NEXT YEAR WITH NO WARNING is completely unacceptable, and is a statement that the Board does not care about the mental health of the students they are supposed to serve. Our children have been through 3 years of chaos. They are behind academically and socially and rely on their school communities for stability. The Board has made multiple public and private statements that they don't know if this overhaul will work in its objective of improving proficiency among low SES students. We do not trust them to make this decision. Please STOP AND EVALUATE. Do not mess with our student's community and education with an experiment. The Unit 4 community feels blindsided and deceived through this process. Relations between the Board and the community, teachers, and parents is awful. We should work collectively to find a less disruptive solution that has evidence to prove it will work.
- These scenarios are not solving the root issues but are disrupting many families, and negatively impacting home values.
- These scenarios do nothing to alleviate the stressors on the community and the student population. You are still bussing kids across town and breaking up neighborhoods. These solutions are not tenable. Why is the school board set on making a sweeping change that will impact 90% of students? Students are still reeling from the interrupted years due to COVID. Show some understanding of student experience. If this board is so determined to ignore community input, at least start the change with incoming kindergarteners. Current students do not need to be uprooted. These plans are all a consultants dream, and a community's nightmare. The board needs to figure out how to listen to the community and actually do what they want - neighborhood schools like the majority of the nation's districts have. Champaign schools are the most messed up elementary plans I've ever seen.
- These scenarios will put enormous pressure on an already failing transportation system, drive teachers away from the district, and disrupt PTA's, teachers, families' and students' continuity. The district should only implement a system that starts with incoming kindergarteners.
- This all seems ridiculous. Put more effort into your staff and COMMUNITY OUTREACH AND PARENT EDUCATION. Don't penalize families and staff by changing their assignments. Jumping to that before bolstering the community and your hardworking, dedicated staff is downright ludicrous and irresponsible. Shame on you all for even proposing such an underhanded, tone-deaf, and asinine "fix". Shame.
- This doesn't seem to really address any of the transportation issues. If the district actually had a strong magnet program that drew families to Stratton, Garden Hills, and BTW, things wouldn't be so dire. There have also been curriculum deficiencies for years, as well as inequities in school buildings, despite the renovations. Disrupting school assignments for 90% of the students will not fix the systemic segregation problems in our community. Families with the means to leave will leave, as will teachers. And to do this after the first normal school year in 4 years is awful. And to say kids are resilient! We all bend until we break...
- This is going to hurt and upset our children who have already been through enough with covid

- This is just insane to do a complete overhaul of the school of choice!!
- This is major disruption to students who have been through so much in the last 2 years. Maybe if it is gradually implemented using new students only until all the current students have left the school. These both would be a lot of disruption for students whose parents move every year and possibly don't stay in the boundaries of the school they are currently attending.
- This is not going to have the desired effect. It's going to cause utter chaos and instability for children. We will feel the effect of this for years to come.
- This is not ok!! Uprooting students and teachers from their current school is unacceptable. * It creates unnecessary trauma and stress for children who have already been through 3 pandemic years. * There is no data to support that either plan will "increase access to rigor across schools" and improve proficiency test scores.
- This is not the answer to the already issue ridden system in place unit 4 and why so many are looking elsewhere for education. Maybe more information is needed but neither of these are good options. Way to much disruption to young children with having to change schools half way through seems like a very bad idea
- This is ridiculous! If it does roll out this way, it will add unnecessary burden onto parents' daily schedule. Most parents are already busy dropping off and picking up their kids as is. There's absolutely no reason to make it more complicated for them. On the children's side, constantly switching schools and classrooms forces kids to adapt which consume their energy. There are many other ways to help paving for education equality. This is not one of them.
- This is ridiculous. This will be too much change and very hard on all children! You need to take more time and listen to parents. Stop acting like you know what people and parents want. This will destroy our property values too!
- This is the worst idea. This disrupt kids currently established at their school. Taking kids who are under performing and putting them in a different school is not going to solve their issues. If kids from other neighborhoods want to attend a different school other than the ones that are close to their homes then parents should pick a different school. Maybe focus on current issues before implementing yet another change. These kids are not as resilient as [proper name] claims they are . Thousands of studies have shown that I, thanks to the pandemic. Stop using our children as your little science project.
- This is way to disruptive for kids who are already attending these schools.
- This isn't how the district fixes its problems. If you want to do this start with the incoming kindergarten students. There's no reason to uproot current students from their schools. My child has been sidetracked enough by starting kindergarten in 2020 during a pandemic. It's in no way beneficial to him to change his school & kids he's been in school with since day one, that would be a step in the wrong direction and as a parent I'm not on board.
- This survey does not make clear that these changes will uproot CURRENT students in 2023, not just incoming kindergarten families being assigned a school for the first time. This will lead to unreliable survey results. Forcing families into a different school after already going through the selection process and spending years building relationships with the current schools is just heartless. A "neutral third party" treating us like a bunch of numbers on paper is heartless. We need a community organization to make a plan, not some corporation who just sees numbers, some of which are not relevant and not in context. We just went through a pandemic for 3 years, and our families are exhausted from the stress the district has placed on us.
- This uproots my children who are in Dr. HOWARD. FURTHERMORE, we will be passing by Dr. HOWARD and going to another school!?! This is a terrible and ridiculous concept. How are we placed into schools FURTHER than where we live? Right by where I work? One reason We LOVED school of choice is because of it's location for us

and to respond to any immediate family concerns. ALSO, we want to provide the BEST opportunity for our children in an already diverse school. We were situated in a place with an excellent choice AND location. This is a NON-SENSIBLE political move that FORCES us to bypass our SELECTED/CHOSEN school IDEALLY placed for our lives!

- This was supposed to be school of choice. As a parent of sped children this is going to completely disrupted them. Also taking away the option for the school that has supported them. Strongly considering pulling them out.
- This whole process is going to be very disruptive for most families in the entire community. That said, I understand why it is important. The Clusters option makes the most sense to me. But, we are in a unique situation. We are a bilingual family who very intentionally chose IPA as our school because of its unique programming and the fact that ALL of the students in that school are learning a language at the same time that they are going through school. The other consideration was the fact that they now have a middle school to continue the Dual language immersion program. It was incredibly important to our family and something we did not go into lightly. The School of Choice process was very stressful when we went through it. I do agree it needs to change. It makes much more sense to change it starting with the next kindergarten class rather than disrupting every single family in this community. Start with kinder and within 6 years things will even out. That makes the most sent to us. However, IPA needs to keep the students that it has and the families that made that very intentional decision to put their students in that special program. We didn't choose it because it was the highest rated school, or it had the highest exam scores, or the most money, because it certainly doesn't. We chose it because it was meaningful to our family and our children's education to have a very strong Multicultural upbringing. Another important thing to note, is that you will still need to honor siblings benefit. You cannot be separating siblings unless it is a choice a family makes. That means that at the end of the day it may actually take longer than 6 years for the full new program to be in process.

By then, families will have had the chance to adjust and make their life choices based on the new process. I understand school of choice is a very broken process that only serves the wealthiest people. It needs to change. But both of these proposals leave out the special case of IPA, don't account for sibling needs, AND completely disregard the fact that families/parents work and cannot change their work hours at the drop of a dime if you force a switch of school. Some people need a school that starts at a certain time to work with their work schedule. These proposals prove that factor was not considered.

- To start, I would note that as a social worker at the high school who works daily with students falling behind and struggling to achieve that I am in support of devising a way to close the achievement gaps and make educational opportunities and attainment as equitable as possible. However, as a social worker I think disrupting placement will be hard for many students. This speaks to my understanding of many aspects of the proposed models. We are still seeing the ramifications of COVID in our buildings, yet the current proposal states that whichever model is chosen will be implemented beginning next year. However, we need to consider giving our kids more time post-COVID to relearn social-emotional and academic skill that was lost and a placement disruption of any kind will create a set back for many who are already struggling. Further to the point of placement disruption is my belief that the sister school model will create set backs for kids in the year post-transition. In the sceneries outlined if is hard to understand how the models would work to close achievement gaps. The models don't even feel like we are putting a bandaid on the issue they are attempting to address. Our community needs significant investment in early childhood and pre-K, more access to early screenings in areas of concerns and significant supports out into place far before kindergarten. In addition, our elementary schools needs to be equipped with enough staff to be able to fully support the needs of our students, for example some of our elementary schools have ONE social workers. One social worker must provide all minutes for IEP students, run groups for GenEd students, help

set-escalate students struggling with big emotions, etc. I can't help but wonder if we had more support staff (social workers and psychologists) if kids would achieve more because of accessibility of supports in the their buildings. I want equity, I want our students potentials to be realized and celebrated, I am even willing for for my own children to change schools if there is data to support that the model(s) being implemented will indeed close the achievement gap and increase equity, but that hasn't been made clear, yet (growth mindset).

- To the Unit 4 Administration and Board of Education, Our request is simple, we request no more disruptions to student learning. The current elementary students of Unit 4 have been forced to struggle academically and be resilient for multiple years. In 2019-2020, students lost months of instruction as the schools shut down in March 2020 due to the pandemic. In 2020-2021, with little notice to parents, Unit 4 was one of the only districts in the country to drastically cut instructional hours to a mere 2.5 hours per day. In 2021-2022, hundreds of students missed instructional time because they did not have a certified teacher and/or they consistently did not have a bus to bring them to school on time. From 2020-2022, elementary students did not receive consistent access to Unit 4 schools and they certainly did not receive the instructional hours they deserved. After years of disruption, the parents and taxpayers in Unit 4 are dismayed that the Board of Education and Unit 4 administrators are promoting a plan which will cause more pain and struggle for our children. You may not rip our children out of their schools. Our children have finally started learning, made friends, and formed a community at their schools. We request no more disruptions to our kids' education. We, the parents and taxpayers demand that you address the immoral opportunity gap in Unit 4 without displacing thousands of children from schools that they love. The Unit 4 Board of Education and administrators must allow current elementary students to stay at their school. You should solve the immoral opportunity gap in Unit 4 but not by burdening our children with the problems that Unit 4 has caused. Do not disrupt current students. Please, we are begging you to

please do the right thing. We will leave this community and district if these scenarios are pushed forward.

- Too much disruption. Students build strong relationships in their elementary schools. This should never be interrupted. If SEL challenges are extreme now, a drastic change like this could/would make matters worse.
- Transitioning children and families via sister schools places undue stress on them. Disrupting continuous school community via grade level transitions is an unnecessary form of trauma for children, families, staff, and the school Community. Families with multiple children could be across 4 schools in this scenerio (2 ele, 1 middle, 1 high school). I also want to say that keeping kids in their school regardless of where they move is a big deal. Once given a seat at an elementary school, a child should not need to move schools as this creates stress and trauma for the child-family-staff-other children. For families who move apartments/housing yearly and even more than once a year (once a lease is up), please keep them in a stable school rather than having them switch back and forth between schools in the district based on boundaries!
- Transitions can be very difficult for students, especially those who are neuro or physically divergent. The idea that some students would attend one school and then switch to a "sister" school is incredibly disruptive to many students, particularly the most vulnerable populations. Children need stability and you are proposing an intentional transition that could result in significantly harmful outcomes. The cluster option--I need more information. I understand you're trying to cluster lower and higher SES communities, but the clusters cause the same problem with busing efficiency (challenges with cost, funding longer bus routes for drivers, and long bus rides for children who have to travel across town from their homes). This also does not seem to be a strong solution. Although this would not impact my child, have you considered the harmful impact it will have to remove children from their current school under the choice program to redistrict them to another school? If you're 100% going to change this, could you at

least phase it in so that you're not uprooting children who have acclimated to their current schools? What about the IPA students who are committed to being multilingual? Now they potentially won't have those opportunities? I don't know what the current proportions are for IPA in terms of native Spanish speakers, but I know that many children from the same community attend that school because they feel at home. If there are more than 50% native Spanish speakers who attend IPA and feel empowered by attending a school with a multilingual curriculum, uprooting them and sending them to other schools could be very harmful both academically and emotionally. Many of the native Spanish speakers at IPA also live in lower socio-economic areas, so you would potentially be uprooting some of the more vulnerable students in the community.

- Under scenario 1, It will be more than disruptive to move kids from one school to another after 2nd grade. That is very antithetical to the goal of consistency, which the district owes the kids and their families. If the goal under scenario 2 is to promote diversity, the school district should be mindful of distance for kids and families. Finally, it does not matter whether you opt for option 1 or 2, if the kids and families you are trying to help do not see the need to do their part in the process, it all comes to nothing. Put differently, kids of color are not performing less compared to others because of school placement. Their performances are correlated to other things not related to school placement such as disrupting classes endlessly; not holding them accountable to what they should know; and the poor assumption that policy makers know better what they need among others. Why promote a kid to 4th and 5th grade when they are not able to read at 1st grade level? Give people incentives and they will respond. Hold people accountable and they will respond. There kids in poor regions of Asia who do well not because of school placement but because they are held accountable for their studies. We can do the same in Unit 4. Stop disrupting our children's learning and stressing families who have tried their bit to do right.
- Unit 4 should maintain the same process as we see all around the

country, where parents choose their kids schools.

- Unit 4's proposal to move up to 90% of elementary students to new schools not only fails to consider costs to parents and students, but also fails to meet its stated goals of decreasing the socioeconomic gap across school populations. First, the cost to parents: parents and families have developed relationships with teachers and administrators at schools over years. PTA leaders have worked tirelessly to initiate clubs and other school activities that are accessible to students from all backgrounds. The proposal disperses PTA leadership and will set these efforts back significantly. Second, the cost to students: the proposal displaces between 65% and 90% of elementary students. These are real human beings with a familiarity with a place and friendships that have developed over years. Students with special needs will be most severely affected. Is additional disruption necessary after the chaos of the past two and a half years? Last, Unit 4's proposal fails to meet its own stated goals of reducing the socioeconomic disparity across school populations. If you crunch the numbers provided by Unit 4's consultant, the overall variability across schools (measured by the standard deviation of each school's share of students receiving free and reduced lunch) will remain essentially the same even after reshuffling 90% of students. And this is the scenario with a "medium high" impact on increasing diversity! The "cluster" scenario (displacing 65%) is even more ineffective, achieving only "medium" impact on diversity according to the consultants. The drastic costs are simply not worth the benefits and these proposals should be decisively rejected.
- Uprooting children who have suffered for the last 3 years is not the answer. Shuffling all children around is not going to close the gap. Smaller class sizes and more support staff will improve the education gap in higher degrees than moving all kids around. Please listen to staff and the community.
- Very concerned about the "sister schools" scenarios- thinking about the separation of siblings and potential extra commute for families, not to mention the unfairness to staff to completely

- revamp their positions. Do K-2 teachers automatically move to another school, and vice versa? Or do staff members stay at their building and must take the positions available? Either way it will greatly impact morale and negatively impact the school community.
- We appreciate this effort, however the impact that this change will have on currently enrolled students will be drastic. Unless these changes are planned to be applied to new and not currently Unit 4 students, it is not a plan that will get our support.
 - We are so tired of driving all the way across town to get our children to school... the reason we live in central Illinois is to avoid a commute! Please choose Scenario 1 so that we can build communities instead of having our elementary students start commuting at five years old. I don't see how Scenario 2 solves anything... we're still driving or busing kids all over town, and still jockeying for limited openings at whatever schools are perceived to be "best." I say pick Scenario 1 and plan to adjust boundaries every 10 years or so (maybe grandfathering siblings in or something to minimize disruption) if wealthier people flock to and start gentrifying areas in "better" school districts.
 - We chose IPA for our daughter because we believe in bilingualism and the Dual Language Program. My daughter is in the 2nd grade & has flourished at IPA. I am not in agreement to uproot her from this program because of district concerns at other buildings. Please think about a transitional phase and not disrupt all of the students-gradually "equalize" starting with incoming kindergarten. I did not choose any of the schools in my cluster & do not agree.
 - We do not like either scenario. Our child has been diagnosed with ADHD and Anxiety. Disrupting her routine is not okay. For children without these issues, they can easily adapt to changes. For children with these issues it is incredibly difficult for them to process. We are also aware that it boils down to the fact that two of the schools in unit 4 have lower numbers of students and that's what you're trying to fix.
 - We don't support changing our kid's current school assignments. We support inclusion, and diversity but not at the cost of messing up with everyone's life. We would consider supporting one of these two scenarios for new kids entering our school district. But moving currently enrolled students from one school to other is a stupid idea in our opinion as it affects kids rest of family as well including where we live and work and how we commute.
 - We live a block away from Carrie Busey, the first year we were sent to Booker T Washington, we didn't go there and went private. The next year we tried again and didn't get Carrie Busey we got south side. We decided to give that a try and love it. Now our daughter will have to move schools again. That's 3 schools in 3 years and we've been at the same address. This plan, school board and district is a joke and keeps getting worse: all these options force people to move or go private and you still won't be able to manipulate the numbers in ways needed or put the kids and families first.
 - We love our neighborhood school and don't want our kids learning to be disrupted yet again.
 - We took our decision on school placement extremely seriously. We have a community at Barkstall and do not wish to move, even though this school is not located near our home. We may be forced to leave Unit 4 if we will be relocated to another school. I agree that there is an issue of segregation and something must be done to address the issues. Why must all students be moved now and not adopt this plan for future students? Do any of these families even want to leave their current school? I look forward to the focus groups and hope to be part of it.
 - We would need more information although we believe any execution of a new formula for assigning students to schools should only start with incoming classes as the transition starts so as to not uproot kids that are already accustomed to a particular school.
 - What is the point of this change?! Have our children not been

through enough the last several years with covid?! So many students are behind because of that why are we so worried about moving them around instead of getting all the children back to where they should be on the learning spectrum? Extremely upset about these options! I'll be leaving Unit 4 and taking my child of a private school.

- what is the real goal with the 2 scenarios? If the only goal is to mix SES families together then this will get the job done. However, in the email unit 4 sent out, it discussed how the students have low academic performance. It is difficult to understand from all the presentations and materials presented how mixing SES families together will help to improve academic scores. I strongly do not support this change since nothing has been presented that this new model will work other than being a huge disruption to all the students who for the first time is finally having a "normal" year since the pandemic.
- Whatever decision is made for how we move forward to provide an equitable education for all of the children in unit 4, removing our current students from their schools would be traumatic to the students, families, teachers and administration. It would be cruel to our kids who have already been through a difficult few years.
- While change absolutely MUST be implemented, this is NOT the answer. Why would such a sudden disruption be the answer, versus slowly implementing and adopting some of these ideas? It sickens me to my core to think this is the answer, especially as a parent that has a child who is already struggling academically after the pandemic.
- While this would not affect my own children as they are Middle School age, had they been in elementary school either of these scenarios would have been completely disruptive to our family and their learning and social networks.
- Why can't my kids stay at Garden Hills! They won't do any better somewhere else. I like schools of choice
- You are trying to interrupt 90% of students who currently attend elementary school after you kept them out of school for over a year and a half. Why would you not consider phasing this in? Students who have already been placed based on your previous mess should not pay for your mistakes. Do you even think parents who currently attend their neighborhood school and have for years would agree to bus or transport their children 20-22 minutes across town? And possibly have elementary children in multiple buildings. Is having children in multiple schools going to increase parent involvement for low SES families? Likely not. In fact, it would probably decrease more so than it already is. This is literal insanity to disrupt the entire district when this could almost seamlessly be phased in starting with kindergarten and transfers.
- You did not ask the community. You asked a firm who knows nothing about our community to make a plan for our kids. Our school board should be ashamed. You are willing to disrupt all of our kids for what? So you can feel better about yourself? I will guarantee that the amount of kids/families that leave unit 4 if you pass either one of these will have a much bigger impact on our schools than you think. Oh yeah you don't care. It is about your narrative, not what is best for our kids and community. Please do us all a favor and step down immediately before you completely destroy our school district with either one of these plans.
- You guys are clueless. Either scenario will drive money out of our town. It's self fulfilling prophecy to further damage the quality of unit four. You are pushing anyone with means out. And further damaging anyone without means. You guys are idiots.
- You really think this is going to work?? You'll be putting kids on busses for a longer. You said there is a problem w the bus system so this is going to help?? You said kids will adapt, what about all the friends they have had. Your going to do this to over 90%. How is this equitable?? Have you ever thought how this is gong to affect the teachers?? You ask more and more from the teachers. You have extended the school day. Maybe you need to extend your work day too. These children have a hard time just doing a normal day. You don't have a clue what these children are going through at home.

They need time to play and enjoy. Now you'll have them on a bus late getting home. You need to get out from behind your desk and SPEND DAYS IN THE SCHOOLS TO SEE WHAT REALLY GOES ON. NOT JUST A FEW HRS. YOU'RE GOING TO LOSE GREAT TEACHERS. THEN WHAT HIRE ANOTHER FIRM TO SEE HOW TO GET TEACHERS.

- You say you want to even out the social economic groups of schools, yet somehow Southside and Bottenfield get a free pass (even though they have the lowest percentage of student receiving fee much and are closer to Garden Hills and Booker T. Washington) A few years ago Barkstall was used to feed into Franklin, and for several years we drove kids past Jefferson to attend Franklin. Seems like Barkstall again is being asked to sacrifice for the district while others don't. I know many families who will leave the district if cluster one is adopted, as it is unjustly unfair to residents near Barkstall. Thanks.
- You want to uproot 90% of our kids as they are regaining balance and normalcy after a pandemic? No. Absolutely not. Expensive consultation. I wish we shared a zip code with a world renowned university. I wish we listened to teachers. I wish we supported families.

Results: Primary Concern– Student Achievement

- Any change in current school structure for students in class is detrimental to their progress. Any new model should only apply to new students.
- Any changes that are made should be done in an effort to minimize negative impacts on existing students. This would mean phasing in changes for incoming kindergarten students but not risking the damage to student learning inherent in reshuffling mist existing students.
- Any educator knows that consistency is key when ensuring the success of students. We are finally getting back into a consistent school routine, and now you want to move 90% of students out of their current schools? This is a mental health crisis waiting to happen. Students have critical supports at their current schools because everyone there knows them. Admin and teachers have developed a school community that will be destroyed by shuffling students all over town. Students will be separated from their friends and former teachers who they know and trust. There needs to be a gradual roll-out of this plan. Start with kindergarten next year, and roll it up from there. No student should need to switch schools in the middle of their elementary career. You are thinking about optics and how things will look, rather than how it will affect actual students. This is bad for kids and you know it.
- As a mother of two school-age children and a community health care worker, I do not support the proposed school assignments. I read that proposal that focuses primarily on equality and equity in education. However, education is much more than that. The quality of education is also important for children. Quality education should focus on multiple aspects of the child, such as social, emotional, mental, physical and cognitive development of children. This new proposal completely ignores these. Most children have to leave their familiar and stable neighborhoods and have to commute long (which means they have to sacrifice sleep time) to a new school, which will have a huge impact on children's emotional and mental health. It will increase their anxiety and harm their physical health. Please abort this proposal.
- As presented, the information does not indicate that significantly relocating students (up to 90%) would actually have the impact on achievement gaps. I am all for desegregating, but this seems like a large amount of pain for unclear gains. Even the schools with better racial distribution show achievement gaps, which indicates that balanced schools alone cannot make up the difference. And because of the SCOTUS color-blind requirements, you cannot even guarantee that a random redistribution will achieve perfect balance, let alone that it will ultimately result in long term benefits. If either scenario were a plan that would actually result in improving the educational opportunities of students in the Unit 4 district, I'd be in favor, even with what seems like a large amount of trauma inflicted on students who have already formed relationships with staff and volunteers at their current schools. Perhaps a phase-in could ease some of that concern. But even so, I'm struggling to see how this is anything more than window-dressing to say "see, we're addressing the racial gaps!" without actually showing, in any meaningful way, the means to do so. Instead, you handwave at "integrated schools are better performing" (correlation) without determining the underlying facts that lead to those outcomes. Ultimately, I cannot see the rationale for decimating school volunteer and staff connections on top of the trauma the youngest children have already faced with multiple years of Covid-impacted education. This is not the time; this is not the way. I recommend going back to the drawing board.
- As to Scenario 1, I do not think separating students into two different buildings by grade level is beneficial, and might actual be detrimental to students' growth and learning. Going through such a transition at that age could result in losses in social emotional and academic growth while they acclimate to their new environment. For this reason, I would prefer Scenario 2. I understand the need to make changes to make Unit 4 more equitable to our most marginalized students, but I do not think either of these scenarios is the answer. If the board decides to go through with one of these scenarios, I believe that it should be rolled out more slowly. Maybe just make the change at the incoming kindergarten level. Allow the

current elementary students to finish at their current schools where they have made friends, gotten to know the teachers, staff, and administrators, and know their way around their buildings. They have already endured so many challenges and disruptions to their education due to the pandemic. Why are we going to disrupt up to 90% of the elementary student population in hopes that this plan will help the intended students? My student in particular has been in and around her school since she was a baby when her siblings started at this school. She knows the building, the teachers, the administrators. She is happy and thriving. There is diversity in her school, and she loves and celebrates the differences amongst her classmates. When we were first assigned to this school, we had moments in which we were not completely satisfied, but we stuck it out in order to provide consistency for our children, and we are so happy we did! We have developed relationships with the school staff and other families. We have contributed time and money to help our school and benefit our kids and their classmates. It is our school, and we want to stay there until our child finishes 5th grade, and I am sure many other families feel the same way about their children and schools.

- As working parents living in Savoy, it is already extremely difficult for us to have our daughter attend a school on the other side of town (Dr. Howard). However, we have done our best to accommodate our placement into a geographically distant school despite requesting for three years to have her placed in our geographically proximate school (Carey Busey). Our daughter has already gone through so much during the pandemic and after, and to force ALL children to abruptly change their social and academic settings would, in my opinion, be counter-productive and be detrimental to the mental health of the students. I would understand the school district wanting to shift strategies moving forward for new incoming students, but it doesn't make any sense for the school district to force such young children to adjust unnecessarily. That being said, IF Scenario 2 would allow our daughter to attend a school close to our home (we are literally walking distance from Carey Busey), we would wholeheartedly

approve because it would be easier for her to adjust, make friends with locals, and make it easier for us, who both work and have a son who also attends daycare on the other side of town (Urbana). But it is under the condition that we have a guaranteed placement rather than a possibility or chance to attend.

- At a time when our students are still recovering from the past several years, to have this total upheaval of 90% of the student body at the elementary school levels is a farce. I urged the unit for board, the unit for administrators to rethink this plan. I feel that more money could be better spent and getting the help at the elementary schools when children and families are noted by the schools to need the assistance. Studies have shown that when the parents are involved a student will do better however changing the demographics of the schools will not ensure any more parental support. I feel to see why this is happening. There are so many other more important issues that are facing the district then to have total upheaval of these young men and women. It is very disappointing that our upper administration and our school board have seemingly lost touch with what is truly needed in our schools.
- Both children attend Bottenfield. We are an active duty military family that moves a lot and the possibility of needing to shuffle children next year is highly undesirable since they experience little to no stability as military kids as it is. Thank you for your consideration.
- Both of these "options" will cause nothing but educational interruptions, split communities, and negative end results for this ENTIRE community! Unit 4 continues to make decisions based on nothing but their own personal feelings and 3rd party companies that have no stake in this community. What you seemingly are trying to achieve is great, but this is NOT the way to do it. Just like almost every school district in our entire country, NEIGHBORHOOD schools make sense. I have watched as families who didn't even select Carrie Busey as their school of choice were forced to find ways to bring them back to events, conferences, or get them to and from a school 20 minutes away from their home. I have also

watched as families who you are supposedly representing did NOT get the school closest to them and instead were given schools 20 minutes from their homes, even after their other children had gone through that school--- where they know everyone and have support if they need rides or assistance getting to things- to involve themselves in the school- NOT just attend class. These are 2 different things and you're robbing everyone of the benefits of true connections with their schools, staff, friends, etc. Forcing kids to change schools (after what you did to this district during the pandemic???) is laughable! Unit 4 is continually slammed in every surrounding town... your job is to EDUCATE our children. It seems that this board and district continue to target Savoy and it's families as "rich" people who don't care about the community. I can assure you that Savoy is a diverse area with hardworking families who care about this community. Families who live in Savoy and have chosen PUBLIC school (especially here) are obviously wanting to instill something in their children that they can't get in private school or in towns like Mahomet. Yet you still target families for where they CHOOSE to live, for working hard to help educate their kids, and for being involved in their community. If you think that your plans to relocated these families will help with your NUMBERS, you're wrong- families here will MOVE, will switch to PRIVATE SCHOOLS, they will NOT be a part of your experiment... which will make it fail even more. Why do we have to continually be the laughingstock of this area?? Why do we have to justify staying in Unit 4 and not moving to Mahomet or St. Matthews? Why can't your experiment attempt neighborhood schools starting with Kindergarten in 2023 and take into account that some schools need more resources like after-school, before-school, tutoring, childcare, targeted interventions, etc.? You can't balance out the numbers like you think. Talk to the families in each of the schools and get their opinions? NO family wants to send their kids 20-30 min. away for school when they have one in their backyard. The answer is simple and your options are not it.

- Both of these options uproot and disrupt current students who have been through enough over the last 3 years already. On top of

that, no justification or data has been given that shows this would provide a meaningful improvement in performance or other benefit other than being able to say that arbitrary statistics are spread across the district. All current demographic data shows roughly equal performance across schools for underperforming students, so this can't be about helping them. The facilities have been updated across the board, so it isn't about equalizing opportunity. There is no reason to displace 65-90% of the students for no quantifiable reason other than the school board knows they are widely disliked and a majority will be voted out in the spring so they need to attempt to ram one more thing through before they are thrown out. The board admitted the last thing they rammed through (extended day) can't work without another drastic change to support it, but one bad decision isn't justification for another.

- Both of these scenarios would be detrimental to my children's learning and development. Please do NOT change the current school assignment system.
- Both options - causing current students to have to switch schools will effect them mentally and emotionally. Being separated from current friend groups and with all they have already went through (covid, distant learning, masks, lots of uncertainty) would just be wrong to do to them. Start it with incoming kindergarteners or new to the district students.
- Both scenarios make an assumption that the proposal will be beneficial for both the student and family members. This is not the case. My student is already upset that many of the kids he calls his friends will no longer be around. The social aspect of school is every bit as important to a child's development as the educational material. Neither plan accounts for the dramatic impact this will have on the mental well being of the students. The board is selling out my kid for \$\$\$. Bottom line.
- Both scenarios pose big problems for both students and parents. After COVID, most, if not all students suffered Academically. The stress and problems that COVID left should not be followed up with uprooting kids from what they are used to, friends, and the

relationships and familiarity of their school. I think it's cruel. There must be a better way. Slowly incorporating whatever path you choose should be greatly considered. My family, along with many other families will move from unit 4 school district if the result isn't favorable. A lot of us have our life situated around our kids school.

- Both scenarios will rip this community apart. There are so many other ways - BETTER ways - to do this without inflicting chaos on students, staff, teachers, parents, and communities. If you care about positive change, you would promote mental health, academic achievement, increased support for teachers and struggling schools, better after school programs, and MORE balanced calendar schools to engage students all year and prevent learning loss. This entire scheme is a joke and a disgrace. Have you done research on how changing schools impacts performance? Or how balanced calendar improves achievement in underserved neighborhoods? Have you asked these parents what they need to help their kids? Why have you driven this engagement period underground and tried to prevent parents from seeing it? You haven't sent home information or posted to social. Do you even care or is all of this for optics? With [proper name]'s repeatedly insensitive comments, such as "resiliency" I have to think none of this will matter and you will push your agenda through no matter what the Unit 4 community, Unit 4 teachers, and Unit 4 parents say. Shame on you all if that happens.
- Can we look at what supports child development in our community...not just what will raise test scores? Low test scores are not always an indication that there is something wrong with the entire district...or even with one particular school. Academic success can often be linked back to the parent-child relationship; therefore, can Unit 4 focus on parent support programs and put effort into providing tools for parents that support healthy child development? The parent-child relationship impacts how well a child learns as well as their motivation to learn. The parent-child relationship impacts a child's ability to grow socially and emotionally and we cannot ignore that data that supports that so in focusing on building more positive parent-child relationships, a

child's ability to achieve academically will naturally increase. Show me the data that supports the benefits to CHILD DEVELOPMENT in shifting EVERY child around to different schools and removing the unity, cohesiveness, sense of belonging, and community that is established by attending the same school. Not to mention the fact that routines are so important to children and shaking up routines AGAIN, especially after the tumultuous pandemic, and sending them to a new school after they are already used to a school can be devastating and could potentially negatively impact ALL kids when there are only academic issues with some kids. How will changing every child's school and routine impact the overall mental health of every student in our student population? That's a question to ask. Every child regardless of race, ethnicity, background, socioeconomic status, gender, sexual orientation, age, and ability level should know that their school district is fighting for their academic, social, and emotional growth, so let's make decisions that will be best for every student, including those who are succeeding, and get creative and innovative in ways to support those students who are not. Otherwise we will find families continue to move out of district or choose homeschooling. Yes, we want EVERY child to be proficient in reading and math skills that are helpful to life but reading and math scores are not the true measure of a child's intelligence. I want to know more about the children who are scoring these lower scores. Are they intelligent in other ways that cannot be measured by a test? Do they feel safe and secure at their current school with their current teachers? What is their attitude about learning? What are other factors that could be impacting their test scores? What is the state of their mental health? What is their relationship like to their parent/guardian? What was the testing conditions like for those students on the day of the test? Are there any test biases or cultural competencies that need to be examined? The truth is that more questions need to be asked and more needs to be done to support the parents and families of the students who are struggling because with kids who are struggling at home, it won't matter what school you put them in. Trying another strategy that involves shifting kids around to different schools sounds like using a similar

approach while expecting different results. I believe that whether we stay with School of Choice, choose the Sister Schools program, or the Clusters schools program won't matter, and we will find ourselves right back here in a few more years with MORE kids struggling--and not just with test scores but in all areas of development. Then we will wonder what went wrong and try to figure out yet another strategy to move onto next. If we spend more time now focusing on child development and putting more parent support systems in place in Unit 4, we might just start to see some real change.

- clusters seems to put the lowest income schools in cluster 1 so the academic opportunity gap and concerns of redlining seems to remain present. sister schools and islands - I'm confident Admin and teachers will be a collaborative team to implement best practices of building an inclusive community culture and climate. Great opportunity to start new traditions like buddy reading partners between classes and shared or mixed "special" classes. Incorporating text and activities that reflect student demographics, not just bought curriculum that caters to the dominant culture. Make such needs the MISSION of the sister schools, they can write letters to pen pals, and etc. - Best of luck
- Do not believe either scenario will change the test scores for the underperforming students.
- Either scenario creates an experiment where nearly all of the elementary families of Champaign move to a new town without moving out of their homes. Moving is one of the top life stressors. Why add this to the story of our current elementary school kids after schooling through a pandemic? Our two students have very different learning needs, but both have the same need for friendship. Our student at Bottenfield has a 504 to assist in their accommodations for dyslexia. Before their diagnosis we explored holding them back due to their low performance and ultimately did not so they could stay with their friends. Being in a classroom where they feel comfortable with their peers has created a place where our student can advocate for themselves. The other student

is a high performer and has moved on to Uni from Edison. They loved Edison - and this love came from their engagement in their peer group. Seeing the student at Uni transition into a new school gives a glimpse of what students would experience next year when all of their friends would shuffle. Our student is continuing to exceed academically; however, is weighed down emotionally about finding a friend group. Will staff be ready and trained to support the emotional needs of children who are feeling alone? May I suggest generously building up the staff and resources within the schools to rebuild from the inside out. Set up sister schools among staff between high and low performing schools to share knowledge and ideas. The resources our dyslexic student was in need of are not available within the school. One in four people have dyslexia. Could this be where the lower scores are coming from? We have invested in tutoring and occupational therapy in the last nine months and are seeing great improvements. How could a student's family without the financial or time resources provide this for their dyslexic student? We were that family utilizing Snap benefits only five short years ago. This is only one of I'm sure many missing resources students are in need of in the classroom. When the Unit 4 team as a whole can hold a standard of excellence in both teaching and emotional stability in the classroom families will choose to be a part of our school community rather than exploring a way out.

- Every household of children has reasons that they made preference when their kids enter their school. It could be locations, necessary distance from parent's work, kids' emotional support with the environment and etc. It is very nonsense just ignoring every family's decisions and their adjustments of their life just by changing school. I have heard some families even buy their houses closer to kids' school. If the academical achievement was not enough, school staffs' education to educate kids, enough staffing, and change of learning environment should change first rather than mixing up children because kids performance is just simply reflecting adults and environment. I think you only consider of kids that can have more chance to improve their academic level with higher level kids.

You also must consider that kids and families need extra time and effort to adjust to new schools. Especially, further location will make our kids more tiring from traveling which can significantly affect academic achievement.

- For my family I would prefer scenario 2. I have concerns with the sister school plan because I am unclear on how I would ensure two different aged kids would get to two different schools at the same time across town. I also have concerns about teacher preparedness in differentiating for all ability levels. While it is important to catch up students who are behind, what measures are being taken to ensure all needs are met? What has been done to catch up by 3rd grade, which is statistically the breaking point between getting caught up and never catching up for those students who are behind? What social programs are being put in place to meet basic needs of preschool aged kids so that there are fewer students that need to catch up? What work is being done in connection with the city to help facilitate this work? What information is being communicated or will be communicated with those moving to our community for U of I? When you purchase a home, the reasonable expectation is that your kid can go to the neighborhood School, but this will not and has not been the case. Are real estate agents being communicated with? Will clear information be provided on the school district website? How will you ensure my gifted child has their educational needs met if the priority is clearly to catch up those who are behind? What failsafes will be put into place for those at the opposite end of the spectrum to ensure their needs are also met? While it is important to teach ALL students, how are you planning to catch students up while advancing those who need extension?
- For the clusters, what will be done to ensure schools within each cluster are not overcrowded. For example, in cluster 3, you're at 107% utilization. What if every family requests Carrie Busey? How will assignments be decided? What will be done to ensure teachers have the support they need at 'busier' schools?
- Forcing 65-90+% of the students to change schools is not

acceptable. Please provide studies that show this will improve academic achievement in low SES communities.

- Given the virtual year due to Covid and the importance of elementary kids forming friendships and developing socialization skills, I am against forcing either of these two school choice models on current Unit 4 elementary students.
- I am extremely worried about both of the above scenarios meaning my children who are already in school will be forced to go to school across town after they have already been traumatized by the effects of the pandemic on their education. I would be in favor of Scenario 2 if it meant that all students who are already in a school can stay in a school and that their siblings who are not yet in school are allowed to go to that same school when they are ready to start school. Otherwise, either plan will have a very negative impact on my family and my children.
- I am in agreement that an opportunity gap for children of minority communities exists and schools should be a part of dismantling systemic injustices. However, the way that these solutions were presented under the farce of caring for students, full of inequitable practices, and sudden change that does not reflect trauma-informed practices and regard for specific populations and community needs is extremely disappointing. This change cannot be done in one year. Students and families are already traumatized by the pandemic. Many students have suffered from depression and mental health issues, made worse by the pandemic. What students need is stability and connection, not sudden change. Please consider thinking about the needs of students and families and a slow transition. Listen to the families.
- I believe Champaign unit 4 is just doing something that they believe will help the kids but in reality it's hurting them. We have to think about a different alternative on developing our students.
- I can't believe that any childhood psychologist would support a plan that alters our children's mental health in this way. As a teacher we have been focused on SEL for our students and I would

BEG you to consider the psychological and emotional impact this could have on child who are just on the outer edge of a global pandemic. When will we be doing more harm than good???

- I do not recommend the Sister Schools idea for the following reasons: It would be very difficult for families to have students across grade levels to navigate multiple buildings. Students would need to be picked up and go to multiple buildings which is challenging for working families. Long bus times would continue for many of the students. Negative social emotional impact - kids get comfortable/settled/trust and then just a couple years later they have the transition to a new building and start building relationships all over again (& for families having to navigate more school systems). Intermediate age students can't be role models for primary students. Difficult to manage intervention support and resources across levels, specifically for special ed and bilingual/ESL. Disconnect between collaboration between K-2 and 3-5 teachers. A lot of relationships between peers and staff could be affected.
- I do not support any scenario in which you are completely eliminating balanced calendar schools. I do not mind my student being switched to another school near my home if it's still balanced calendar. Our daughter thrives in this environment. I've also never seen so many teachers so happy every day. They aren't burn out, this has to help with that.
- I do not support either scenario because our kids are in a school they love where they are doing well academically, have wonderful staff support, and a strong focus on diversity and multiculturalism. After years of constantly adapting due to Covid, I believe changing their school would be unfair to both them and to our family.
- I do not support either scenario if the implementation is to happen in the upcoming academic year and has the greatest impact on current students. I fully understand that the SOC system has not accomplished the goal of closing the achievement gap between black & brown students and white students. In both models, as they were presented to the BOT meeting, there is no guarantee that either model will do that. Nor has there been adequate research or data shown from similar districts to show that even some progress would be made. In both scenarios, the information provided to parents, do not include any information about how the educational supports and processes will be changed. Simply moving buildings does not improve educational quality and close the achievement gap, especially if buildings are understaff already. In order to support any scenario, I want to know more about the staffing and what will be taught in the classrooms to close that gap. If I knew more of those things, then I would be open to scenarios that moved students. The other piece that I can not support is this happening to students who have already fallen behind because of COVID-19. In talking with my own children's teachers, they have share about how they are seeing great delays in all students. And these delays are then causing heavier caseloads for interventionist and specialist. In our building, it is apparent that it has been left up to the leadership to decide how to fill those gaps for students and to provide them as much as assistance as possible. I would like to see the district as a whole addressing those concerns as they think about these scenarios. I was alarmed when in the September BOT meeting, [proper name] reminded us that children are resilient. And while I agree in principle that is true. I do not believe we should create more situations that require them to call upon their resiliency as these scenarios outline. In all of this, I plead with this group to take into consideration the voices of teachers and parents, like myself, who are saying yes we want the same outcomes the board is working towards but the speed in which this is happening makes me unable to support this without the research and data to know it will improve and that the well-being of all children is being taken into consideration.
- I feel strongly that this is not fair to student currently enrolled in schools that were chose through school of choice. Parents spent a lot of time evaluating which schools would be the best fit for their children, with focus given to the academic missions of specific school. I strongly feel this new system should only be applied to student moving forward, not currently enrolled students.
- I have heard from some not in favor due, yet I support the

reasonings shared and see it firsthand with the large number of low-ses and the impacts that has on the building, staffing, turnover, behaviors, SpEd increases, and more than anything, the students themselves. I am in favor of mingling it to better support ALL and provide better outcomes in many areas, including academics. I don't like the way some schools seem segregated from other populations.

- I like the idea of attending the closest school to my location. This would be most likely for me under scenario 1. However, the sister school concept doesn't make this possible for people living in those areas. Scenario 2 seems similar to the current system where I have to pick a school and may not get into the school closest to me. The main issue for the district seems to be the academic performance of the students, and I am unaware of why it matters which school students attend. Please do more public outreach to explain why any of this matters for student performance.
- I love the idea of moving back towards neighborhood schools. However, I believe that we need to make sure that we provide equitable resources to our struggling schools. PTA should be a community PTA and distribute it evenly through the schools, co-teachers in those schools that have higher discipline and lower academic concerns (Garden Hills) Im curious why GH isn't given a sister school??? Also, parent need to be told, how assignment to middle schools will be completed? Currenly they are feeder schools, but the report stated they were assigned by boundaries.. they aren't
- I see the focus is on the "free/reduced" .. isn't education/academics more important for schools? Focusing on the "free/reduced" group will drag your rating to another lower level.
- I strongly DO NOT support both proposed scenarios. This goes against the very idea of school of choice because we are being locked into schools within a specific area. If a family lives in a neighborhood without very good schools then they have no option of taking their children to better schools. Based on our address, both scenarios will force us to take our child to a lower performing

school than Barkstall. This feels very rushed and being forced down our throats! Why the rush? If they were indeed good plans then there would be no rush. Bad plans are rushed.

- I think both scenarios aren't fair Each school has different needs for each different student learning experience for them as well & if you do scenario 2 at least have a little more options of school for parents and kids to match what child would need not all schools are going to fit every child needs
- I want my kids to go to school close to our house! There is a chance that will not happen in both scenarios. Why cant we spread the resources in a way that is proportional to how well the school is performing? More resources for underperforming schools.
- I'm curious to know how the scenarios were selected and now these scenarios will help close the achievement gap. I also want clarification on how this will impact or help those that are academically above grade level as the current integration system is not working.
- I'm nervous about my student going to a lower performing school. Even in 5 years, will our lowest school really make that much growth where my child will receive the best education?
- In both scenarios my child would be uplifted to a different school that she's not familiar with and isn't established at and for these reasons I don't support a drastic change for all students. I would rather see a grandfathered approach. This would be such an upheaval for families who have chosen these schools for specific support reasons. Additionally, my child has developed relationships with staff and teachers at the school she currently attends. We made a choice to go to our school and we'd like the option to stay.
- In both scenarios, our school will be unchanged, but early all of my daughter's friends will be removed to other schools. She current has friends who are Indian, West African, Argentinian, Canadian, African American... I will be extremely sorry for her to lose these wonderful friends who enrich our lives with the diverse experiences and cultures they bring.

- It is deeply concerning that the district is considering such a change following the dramatic upheavals brought on by the pandemic, which continues in reduced form today. It will take years to adjust to the educational losses of 2020-22. It is ludicrous to attempt to assess K-12 outcomes based on data from 2020 through 2022. We are just beginning to see progress in our daughter's emotional well-being and academic progress. Ripping her from her school community after the emotional and educational chaos of pandemic dislocation, is unconscionable and deeply disturbing.
- keep the current system to maintain the stability of student education.
- Moving underachieving kids around to different schools is not going to fix disparity in academic success among minorities. Academic success stems from a number of factors including support at home. A more successful approach would be to look at how to increase support at home, and if that is not available, possibly more after school options or mentoring options. Making kids attend schools far from home and spend more time on busses or making parents drive them does not make sense.
- My daughter (3rd grade) has struggled to re-assimilate to school after Covid. Last year was terrible, but she is doing much better this year. Moving her now would be another blow to her progress
- My kids been going to the same school since kindergarten. And plus my kids being forced to move schools will have a significant negative impact on there education.
- My oldest child attended Carrie Busey elementary for 6 years, and now my youngest child attends first grade there. I absolutely do not want him to go to a different school. Switching schools will impact my child in only negative way. We have connections with teachers, staff, children, and other families in the school. We support our school in various ways, we live within a walking distance from our school. I do not believe scenario 1 is an appropriate option for anyone and believe that it will not benefit children. With scenario 2, will the children actually be given a choice of what school they will be attending? Or is it another one of those scenarios that is only titled "school of choice", but in fact not school of choice whatsoever? If it's a choice, then my choice is for my child to continue attending the school that he is currently attending. How would these proposed clusters benefit my child? I strongly believe that the proposed scenarios are not beneficial to children and therefore can not be adopted.
- My strongest urging is that we do not move existing K-4 students from their schools next year. David Sturtz even acknowledged the negative outcomes of instability for students, in his presentation to the Board of Education on September 26: "...you do not have any students staying in one place for very long and being known by those adults for very long, and we know the challenges of transitions on students..." (See timestamp 2:12:03 here <https://vimeopro.com/champaignschools/school-board/video/754413914>) He was referring to a discarded scenario — but his comment stands true for the current K–5 class. These kids have already had enough transition. They had over a year only seeing their teachers and classmates through a computer screen, then a year with heavy masking and limited school activities. This year is finally feeling like a return to normalcy where students have a sense of belonging to their school. To pull them away from their teachers, friends, and classes would set SO many of them back socially and academically. I'm certain that a slow rollout would be very complicated to implement (e.g. only incoming Kindergarteners follow the new scenario). But if we don't do that, we're sacrificing the well-being of a generation of elementary students, just to be one-and-done and move on. If we're actually serious about equity, about student success, and about putting our community first, we must do better. Thank you for asking for feedback. You've said you plan to take our concerns into consideration when making a final recommendation, and as two parents who feel like our world has been turned upside-down, we hope you will follow through.
- Neither scenario makes sense. You continue to dumb down education to bring everyone to the same level. Improve all education. Provide more opportunities for all skills.

- Neither scenario will be effective at improving inequities. They will make things worse. If some schools function more effectively than others, then figure out why and repeat it. Putting students in a lottery to see if they will have a decent education is not equitable in any way. It will increase inequities based on where you happen to live. Families with more expensive houses will have a disproportionate opportunity to attend a higher performing school.
- No real data or pilot trials to support the validity of the outcome. Will it work as expected? Will the kids have very negative emotional shocks when forced to change the schools they are attending? Will that have a negative effects on the grand goal of "bridging gaps". A lot of concerns are not addressed.
- None of the colors on either of the maps are labeled appropriately to understand where my children may or may not be attending school. This is terribly confusing. Whatever plan you come up with you need to realize the hardship that you will be putting on the poorer communities that choose their proximity school. If you are bussing kids from the garden hills area to Carrie Busey do you really think that is going to be better for those families? Having to put their children on the bus at 630 am and not getting home until after 4 pm? This is hardly creating a better opportunity for them. Whatever plan that you feel you need to put in place you should probably use a gradual approach. Wherever the child is currently enrolled, they should finish their time with that school. How mad do you think parents will be to find out that their 4th grader after 5 years at the same school will now have to send their child to a school on the other side of town with no friends and no knowledge of any of the schools staff or structure? Instead if a child is enrolled in a school they should stay there until they "graduate" to the next level. With all incoming students you can then implement your new school of choice selections. This would be the best way to not upset all of the current students. Also in scenario 2 you are automatically refusing us to not be allowed to send our children to our proximity school. What sense does that make? I understand that strictly proximity schools does not achieve the goals that you are after for this upcoming change, however, for many people in the district, the proximity school is the best option for many reasons. And looking at Scenario 1 again (trying to understand all of the unlabelled colors) the likelihood of sending my children to our proximity school is low, albeit not zero. Both of these solutions seem to be unacceptable in many ways and I'm afraid that you will lose many children from Unit 4 if it proceeds in this fashion.
- None of this will work. Pour this money into tutors and social workers at each school, regularly!
- One of the goals for this project (although not outlined clearly in the presentation or the emails sent to us) is to help provide more opportunities with those that are underperforming in our current school system. The data provided to us to support this was limited and only cited the worse case scenarios. It doesn't show us any comparisons to other children in the same schools which have this underperforming demographic. I believe this is important as both of these proposals remove balanced calendar. The entire premise behind balanced calendar is to help students better retain and use the education they have. It would be interesting to see the number of underperforming students in those balanced calendars schools as opposed to those with a more standard school year. The reasons cited for removing balanced calendar are simply for increasing choice and don't provide any information on their success or performance at educating children in these poorer performing demographics.
- Our family relocated to Champaign in 2019 mostly because of the school of choice model. In both scenarios our kids will be moved to a new school and our younger kids won't go to the same middle school as our sixth grader attends now. It's disheartening. I also find it sad that the school district feels like it needs to take responsibility for social issues that are obviously a community problem first and not a school district problem.
- Parents make the choices that are best for their family. The school district can't know all the factors that go into those decisions. They need to focus on making all the schools good for the students and not on making them look good by moving students around to fill

quotas.

- Please consider reviewing the research in this area. Simply mixing up schools by socioeconomic status will not change outcomes. Resources and additional supports for those in need will! Additionally, you will lose so many families to private schools or surrounding towns which will only continue to perpetuate the issues. Many families chose unit 4 schools because they have similar beliefs related to public school, diversity, and community. However, these decisions don't value those ideals for all and will just create a divide. Please be smart about this and use the research. It is not the school's or children's responsibility to end segregated neighborhoods. However, it is the school's responsibility to target change where it's most needed related to academic growth.
- Please focus on education, not desegregation of the city, not UNIT 4's responsibility. Please use your time and resource to increase student's study time, hire more tutor etc.
- Rather than using social engineering to achieve the unattainable goal of equitable outcomes, how about using the money to increase the number of aides in each classroom? The problem isn't that students come from low income homes, it's that many of them aren't reared from early childhood in homes where they have enriching experiences that teach them to value learning. They enter school already behind their peers who have had those enriching experiences. Teachers can't be expected to bring these children up to speed on their own. It's obvious that the schools of choice program hasn't closed the achievement gap; how to we expect the proposed approach to have any more success?
- Rerouting kids after their first normal school year (for some they've never had a normal school year) in years would cause significant damage. The problem lies at home not spreading our different income levels.
- Scenario 1- combines grade-level centers, which has potential of staff certification issues and moving 50% of staff between schools,
- which, if staff do not want to move could cause a staffing shortage and traditional boundaries- which decreases diversity. Scenario 2- cluster model "same or slightly better demographics" and "likelihood of similar choice selection outcome". That reads to me that there will be minimal impact on diversity goals while upsetting 60% of children.
- Scenario 1 seems like it would cause unnecessary interruptions in student learning since students will have to get used to a new school and staff after three years. I think that stronger relationships between students and staff will be made if students stay at one school for their entire elementary career. My daughter is a 5th grader and loves to go see past teachers and has even volunteered to help with younger grades levels. I don't think she would do this if she had to change schools and not build those relationships.
- Scenario 1 seems to have the highest positive impact on the greatest number of kids in our community. I'm tired of the stress & drama schools of choice creates - the system only "works" for upper SEC status families with the time & resources to navigate it. Community schools CAN work, and I like the addition of sister schools to address the segregation that exists in Champaign. Since the adults can't seem to desegregate themselves, I guess we have to start with the kids.
- Scenario 2 is very similar to our current school of choice model. Students will continue to flood into better-performing schools and avoid choosing worse-performing schools. The same can be said for staff. Scenario 1 at least balances things by geography and encourages staff to apply and teach at schools on the north end of town.
- Scenario of sister school: more fluidity for students and parents in the sense of working along with all category of students in needs or not. Scenario of clusters : kind of discrimination to students in needs. they need to be with others to prepare them normalize in community
- School is a place for kids to focus on learning. What if schools offer

longer time for kids to study more of the courses they're not good at?

- school of choice is always great!
- Since the consent decree, which aimed to support marginalized groups and Black and Brown students, students have consistently failed to meet the academic standards and rank much lower than similar schools within the state. Reading and math proficiency had steadily declined and current rates are unacceptable. We need a magnet school that targets those that require more support and give them the help they and their families need. I don't support either of these proposals! It would be a further detriment to our students and families while appearing to support staff and administration of the district.
- Stop hiring outside agencies to waste money. Schools can only control at most 10% of student outcomes. That money could be used for early childhood intervention
- Stupid ideas. Do you really think that children's education level is naturally increased by just swapping schools? Absolutely not! Kids are like a sponge, they can absorb everything without judgement. Some low-level kids can be affected by high-level kids. Of course the high-level kids are also affected by the low-level kids. Instead of doing this stupid thing, review the current education programs, figure out why some students have less achievement, how's there environmental conditions around both at school and at home, etc. This will give you better solutions. If some students have not enough achievement, just let them study after school. Make environment and atmosphere to study for them. That is what adults need to do.
- The ability to choose a school that fits our children best is strongly desired. They have started a path with the educational focus our current school provides, and we strongly wish to continue that path.
- The assignment should apply to new students entering Unit 4 in the academic year 2023 or later. Current students should not be reassigned.
- The differences in educational outcomes across races in unit 4 are not going to significantly improve unless the social determinants of health of Black families are addressed. This is a waste of tax dollars and you are creating more stress for parents, students, and teachers with these changes. Stress will only exacerbate health and educational disparities.
- The district has shared very disappointing numbers about the performance of students in under-served groups. I fail to see how either of these plans is significantly different from the current model or will address systemic inequality. Rather than focus on how we can move children around in a district, I think it would be far more productive to invest in additional resources. Provide extra support for students that need it. This will be expensive but if we want to foster success for these students I think drastic measures need to be taken.
- The K-2 and 3-5 split is not good, overly complicated. More likely to split up siblings and add commute time for parents. Need to keep it simple. Need to maximize number of parents who can get their 1st choice. Most people (including higher & lower income) want to send their kids to the closest school. People may decide to send their kids to private schools when they can't get their 1st choice or are forced into their last choice. The perfect balance of student body can never happen when kids get taken out of Unit 4 system.
- The proposed solution will not fix the literacy rate of select SES demographics. The population imbalance in near Carrie Busey is one thing, but other schools are comparable as well. We completed school of choice in Feb 2020 and chose our proximity Kenwood. We chose this due to balanced calendar as well as them specializing in STEM and coding. I'm an engineer, and I personally believe that coding sets up a base in decision making, logic as well as world wide universal language. A lot of the children in school come from split families, so if the board thinks that either of these two plans will help based off current Custodial Guardians, they are

wrong. The other parent can register children for school. I would encourage the board to reject both proposals and seek out new ones.

- The same system of 8 years provides failure results and how this new update will be better. Simply upgrading a Mac will not make it PC. Presentation weighted on diversity, how diversity will improve MAT score? or "Champaign Unit 4 Schools has always tried to provide excellent education opportunities" if this is the goal then unit4 should combine mid-range MAT score school with high range MAT score school this will be a better way to improve the score. However, the goal of this change is about diversity than being honest and presenting the proposal as it is.
- The scenarios do not remove the real problem of ensuring each school is of high quality for all students. The scenarios do not include students with disabilities many of whom rely on routine and consistency. The scenarios also do not consider the two years these students lost due to Covid. The scenarios impose more turmoil and uncertainty to students who have already experienced that for two years. The scenarios do not consider that more teachers and families will leave this community if this passes.
- The scenarios do not take into consideration if the children are fully bilingual or not, therefore sending children into English only schools that do not have the ability to properly gage the student current grade. In other word, if the child is coming from a Spanish speaking, the child should be place based on his or her academic abilities in their native language. The current proposal will be sending kids to the wrong schools that will place them in the wrong grades.
- The scenarios presented will cause more families/children to move to private schools or outside of the district. They do not provide a solution to the issues that have continued at Unit 4 schools for years. Theses solutions will not fix the SES and equity issues. The amount of families who have moved out of district the last year is concerning.
- The School Board needs to explain how the proposed alterations of student assignment will improve academic achievement, especially for low income students and students of color. Champaign Unit 4 has been using complicated assignment scenarios for years and achievement for low SES students and students of color has never been worse. Simply moving children to different elementary schools isn't going to change the outcome.
- The school district's primary focus should be student education. Neither of these scenarios improve student outcomes. This whole process is a waste of time and resources the district should be focusing on its students, especially its most vulnerable.
- The SES rating for the Cluster scheme is disingenuous - giving an SES score for a cluster of schools rather than individual schools fundamentally changes the metric. You can't reasonably compare the current scores to the proposed scores - they're apples and oranges. In practice, the student population at each school would likely have similar demographics as now (e.g. students who live near BTW are unlikely to commute down to Carrie Busey and vice versa). The schools in the same cluster have no real relationship to each other beyond the choice period and thus there is no good reason to group them for measuring SES statistics except to pretend that you've diversified the schools more than you have.
- The sister schools model would be tremendously difficult for families with children across grade levels. The cluster model would alleviate some of the stress of choice, but I'm not sure it would achieve racial balance. Why not just go back to geographic boundaries and give each school what they need??? Why not elevate our schools with high poverty and trauma? FOCUS our resources on our historically neglected populations.
- There is a balanced calendar school in two of the three clusters. You could add a balanced calendar school to the third cluster so that parents would have the option of continual learning as in balanced calendar schools which would help in closing the achievement gap

- There is absolutely no evidence presented that either scenario will improve student achievement levels.
- There is no evidence that balancing schools by economics status improves outcomes. Please stop this experiment on my children.
- These children have been through enough with the pandemic. I have 3rd graders who are in my daycare that only has a half year of kindergarten and no 1st grade. Virtual learning for 2 hours a day does not replace in person. Let's do a survey of how far behind the current 2nd graders are? The other MAJOR problem is busing. I have children that go to school 7 minutes from my home. They have to catch the bus at 6:20 am and so not arrive at school until 7:45 ish and coming back to my house, they get on the bus at 2:10 and do not arrive back to my house before 4pm some days. Other days there is no bus at all!!!! Let's fix the problems we already have before we keep stirring the pot more!
- These solutions do not taken into account the emotional impact of changing schools, nor does it take into account that inequity in schools are almost always the result of larger systemic issues. Material assistance for struggling communities—food, computers, medical / dental treatment, clothing, programs—would likely go much further toward alleviating inequity than shuffling schools, which would be throwing money at a problem that will not be solved in this way.
- This change would likely not affect our family directly, but I do not believe these changes will impact our black and brown students(3 of whom are my children) positively. We need more resources poured into our lower SES areas, we need more and better training for our teachers on teaching kids from different racial and cultural backgrounds and on kids who are dealing with trauma.
- This does not address the core issue of lack of resources. Who approved yet another outside consultant? The self serving school board needs to go
- This is a waste of time, resources, money and will not help the students learn.
- This is not going to assist in closing achievement gaps. The issue is a lack of funding to ensure schools are provided with effective and evidence-based materials for instruction, teacher aids and assistants and tutors.
- This is only to bring down all of the schools
- This is pure insanity to bring in an outside consulting firm with no record of academic achievement. My daughter went through a year and a half of virtual learning and now you want to move her from her school which is two blocks from our house. I will do everything within my power to make sure this proposal does not go through. You should all be ashamed of yourselves.
- This is ridiculous, as a former teacher at one of the schools with lower SES, I can tell you this plan will do nothing to improve performance. Unit 4 shame on you, you know what will help these students - pre k for all, smaller class sizes. And actually supporting your teachers who are the ones actually trying to make a difference. Also, thought extending the day was the answer.
- This not an inclusive approach!!! It is enough what our kids have been through during Covid! They need to have some consistency in their education
- This problem is huge. The city is failing our children. The level of disorder in the low income schools is hindering the learning of all students. I will be moving my child to private school because the bad schools are just too bad.
- Timing is everything in the successful implementation of any plan. It is TOO soon after the cancellation of inperson instruction due to Covid to be considering moving students to another school. Students need the stability of their current school placement to develop security and a sense of community - one of the foundations to insure student success. The district should focus instead on improving the quality of instruction at all their schools instead of using the movement of students to meet their goals.
- Too much chaos with violence in the school last year and pandemic

academic losses - these kids need no more upheaval

- We chose our current school for good reasons, one being that it is k-8. In scenario one, our children would attend 3 different school k-8 instead of 1. Our oldest child struggles with transitions and this would be a nightmare for him. We already made our choice for him and it seems completely unacceptable for the entire system to be changed for those children who are already established. You can make this change for children brand new to the district, but do not change things for families that are already established. We have the means to put our children in private school and will do so if we are not allowed to have our boys attend the school we have already selected. We believe strongly in public education, but this feels disingenuous to the process we already went through. Please, please, please don't do this!!
- We need to return to neighborhood schools, with ruthless tracking in each school, with one exception: one section in the best school for the very best students from the other schools ... determined entirely by standardized tests of academic ability.
- Where does the actual education of students fall on the district's list of priorities? You all waste so much time and my tax money chasing an impossible goal. Why not start focusing on what you can control: providing a quality education to our children.
- While I don't understand the "island" concept, I love the concept of sister schools. Sharing resources and bussing between two schools could address a lot of what is wrong in our currently segregated town and school system. People won't like their children being sent to the "wrong" side of town, but this - without choice - has to be done to ensure equity. It isn't right that the best teachers want to teach at Carrie Busey, for example, and the Garden Hills has constant turnover and Stratton has no PTA. Can more schools be paired than are currently listed? But again, the resources have to be shared. Will the teachers work together? Can they share a PTA? Will there be more funding for aids and social workers? Otherwise, this won't actually solve much. For the four clusters, I like the idea of reducing choice, but segregation will still happen this way.

Results: Primary Concern– Timing/Phasing

- 1) For either scenario, the new change should be implemented for incoming students only. Please do not make all elementary age children change to a new school. 2) I would like my children to walk to school, and proximity to a school should ensure this. I do not wish to bus my kids across the city when there are several schools within walking distance and the new cluster system actually removes schools that are walking distance from our home. 3) please ensure that siblings can attend the same school. 4)
- Any solution that does not phase in the change starting just with the kindergarten class will be extremely disruptive to the existing students for no reason. The sister school provision of solution 1 is also disruptive for families with multiple children, forcing families to have to deal with two schools as they tradition the grade 2/3 boundary. Choosing between the two schools and starting in one for the whole k-5 tenure is more appropriate.
- Anything that any involves uprooting current students is a huge NO from us. Especially when we are barely recovered from a World Pandemic. This makes zero since at this time!
- Begin new assignment with which ever Scenario only with kindergarten, and with each additional new Kindergarten year. That way students in present schools aren't disrupted to new schools, unnecessarily.
- Both scenarios are indicating a going in plan to over utilize some schools while leaving significant excess capacity in other areas. The timing of the programs is not included in the scenario considerations - given the recent impacts of the pandemic and the considerable statistics available regarding the negative impacts of school reassignment, it seems prudent to consider a phased approach to minimize impact on students.
- Both scenarios are UNACCEPTABLE!!!! You can not move my or any child from their school. At the least this should apply to new students but you are still f**ing with property value
- Both scenarios would have my daughter moving schools. I would much rather have her grandfathered in and have her younger sister attend a different school if one of these models will be used in the future.
- Children that have been at a school for four to five years should be able to finish out their remaining years.
- Current elementary students should stay in their schools until middle school; to change would be detrimental to their education
- Current students need to grandfathered at their existing schools.
- Current students should not have to move schools. This is not practical and not logical. It does not have a student first approach.
- DO NOT HAVE CURRENTLY ENROLLED KIDS CHANGE SCHOOLS. BOTH PLANS ARE BAD. If implemented, it needs to be effective with incoming students and line of sight communicated 2-3 years out
- Do NOT RIP CHILDREN OUT OF THEIR CURRENT SCHOOL.
- Does this change affect new incoming kindergarten students or will student currently enrolled be redistributed?
- Either scenario: Please do not mandate moving our current students and siblings. I feel like I can get behind a change in our process but not moving student's abruptly unless they choose to do so. Our school day and our school family is the most stable and steady thing in many of our lives. I could see this leading to more truancy and disconnect if done abruptly. This would be such a burden on our teachers, office staff, counselors, therapists, administrators to have to say goodbye and establish rapport with a new set of kids. I like Scenario 2 over Scenario 1. If we could simplify school of choice and have schools cluster together their PTAs and resources that would be amazing too. Would each cluster go to a certain middle school? So in a neighborhood/ area there could be 4 different buses instead of 12+. However, there may very likely be a "favorite" couple schools in each cluster and then how does that change anything? I'm not clear on the end goal.
- Either Scenario: It has not been made clear if this would apply to new, incoming students only. This should apply to new, incoming

students only.

- For scenario 1, it would be burdensome to students and families to switch schools halfway through elementary. Plus, with the fixed geographic areas for the majority of the schools, the inequity seems very likely to persist as those with the means to move will move near schools they want, and those without the means to move get stuck wherever they are. Scenario 1 at best offers a few years of diverse schools.
- For the sister schools option, this needs to be phased in over time, ie over the course of 6 years (rising K students). For the clusters option, proximity and siblings should be the MAIN criteria for which school kids get to choose.
- Having heard that this impacts current and incoming Unit 4 elementary students, I am concerned how both scenarios impact current students and the relationship/community that they already have in their current schools. We know that relationships are a key in education, and I am concerned about the negative impacts this restart will have on many children, parents, and teachers.
- Having the children change schools during the k-5 may not be bad but some kids may not adjust to that change very well especially at first.
- I 100% support the change and understand the reason for the change. I 100% reject your intent to cause more trauma to current elementary students. Sort new, incoming students. Leave our kids alone.
- I agree school choice needs to change. Both scenarios lead to my 5th grader (sy 2023-2024) moving schools and not continuing to the Middle School where his sibling went. I think this change should be rolled out gradually with K choice and not cause older kids to have to move. Sister schools model will potentially disband teaching relationships. This is tragic. Stratton has 90% teacher retention. Moving half the staff is an unacceptable solution.
- I am appreciative of the school administration. I fear In the current

climate, lack of teachers, buses, and continual change, if either option were to happen immediately it will cause more families to move to Mahomet or unit 7. I would Advocate for either scenario if any student that has currently started at a school is allowed to keep going there and a realistic plan for busing was proposed. Ultimately to make a decision like this 5-6 months before enacting it will traumatize our students.

- I am concerned that this is not a good time for students to experience another upheaval in their routine after Covid.
- I am in favor of the prospect of keeping rising 5th graders at their original schools.
- I am in favor of working to make Unit 4 a more equitable school district, but the idea of implementing either of these plans next year and reshuffling a huge proportion of students into a new school is absolutely ludicrous. I also strongly believe it won't achieve the stated objectives as students from disadvantaged backgrounds will still experience issues connecting to a community, getting to school in a timely manner, etc. And ALL students will suffer if they are forced to move to a new school midway through their elementary education. A more phased approach to option 2 seems like a reasonable first step to changing the enrollment process in Unit 4, begin with kindergarteners and allow enrollment to shift over time. I can say unequivocally that a change in school would negatively impact my own child who has taken a long time to find a group of friends and feel comfortable with the teachers at his school. Especially after experiencing the displacement associated with COVID. I am eager for Coop Strategies to provide actual data suggesting an "all at once" approach that uproots the majority of kids in a district is successful in addressing an achievement gap.
- I am not in favor of a plan that will require our students to move to another school. Any changes should be phased in, so students are able to maintain their current home school.
- I am NOT in favor of forcing kids to change elementary schools at

this point if they are already established in a school. If this is going to happen, it should be implemented with incoming kindergartners

- I am seeking further clarification that if the new boundaries could be rolled out to incoming Kindergartners and then roll out annually as kids move up. This would prevent the severing of friendships and relationships with students and staff.
- I believe it would be better to start either plan with Kindergarten and grandfather it in
- I chose scenario 2 only because Our school would not change. I want to make it clear that I do not support either of these proposed changes in the time frame you are suggesting. I am a physical therapist working in early intervention in addition to being a unit 4 parent. I know how important consistency, routine, and strong relationships are to early childhood development. To not phase this in and grandfather in current students is absurd and against best practice. You are so abruptly pulling so many children from the familiarity of their current schools and separating friendships that they have been developing for years. This is a group of kids still very impacted by the pandemic and you are adding more change to their lives at a time when consistency is needed. I am so disappointed in the roll out of this. To not phase this in slowly would be so traumatic for so many kids. Please consider who you are actually making these changes for.
- I could support if it only affected future classes and not the current enrollees.
- I dislike the idea of students having to switch schools as the move to 3rd grade. The idea of community and wrapping around students is enhanced by attending the same school K-5.
- I do not agree with either scenarios. My daughter will be in 5th grade next year and to possibly transfer her to another school, on the other side of town is ridiculous. My other child, whom is in Kindergarten this year, has Autism and the change in schools can have serious impacts on his ability to except change again to a new school.
- I do not like the idea of students having to change schools for K-2 and 3-5. This is really hard on parents and on children. Additionally, there are different start times for each school. In Scenario 2, parents have some options of school start times that can fit with their work schedules. Families also have a say in learning more about each school and which schools seem like a good fit for their child. My very anxious daughter needed a smaller school like South Side to thrive. She did thrive there and was able to make the transition to Edison really well. West View, the school we would have been assigned in Scenario 1 would have been challenging for our work schedules and we would have needed to pay for more after school childcare.
- I do not mind the idea of K-2 buildings and 3-5 buildings but to force students to move away from their schools and their friends can cause more damage than you may realize. This is something that needs phased in. Are you expecting to move staff? I feel this is being pushed out on families without hearing about it first. Unit 4 has had a lot of changes lately, plus Covid, plus early out days, plus extending the day..... do our children really need more change.
- I do not support moving current students out of their schools. It would be a hardship for my family to have to change schools. It not only affects my children but my childcare after school and how I would get my children to school.
- I do not support Scenario 1 because it would move my son from his current school (Westview) and give us no choice but to move him to Garden Hills. Scenario 2 would still move him, but at least we would have a choice on where he goes next.
- I do not support the sister school scenario as it sounds like many of our current students (and my own 3rd grade elementary child included) would most likely be unwillingly removed from the only school they've ever known JUST after finally having a "normal" school year. I need more information about the cluster school scenario. Would current students that attend schools within the cluster be moved to other buildings or would this be phased in? I

do not support moving any students/families who do not want to leave their current school community. I believe it is extremely detrimental to their mental health and either of these situations should be phased in, beginning with next year's Kindergarteners and NOT pushed through all at once NEXT YEAR.

- I do not think either scenario should effect current students but should be implemented for incoming students to elementary or new to district
- I do not think forcing kids to a new school will fix the "problem". I don't agree with making kids who have been going to a school, who love their school, made friends in their move do to something they can't control. Issue is low test scores? That is a result of 1 of 3 things.. student, teacher or parents. I think this is just trying to move the issue and not solve it.
- I do not think that either of the scenarios are conducive to my students goals within unit 4. This is our second year in the district and we purposefully bought our home where it is so that our kids could hopefully go to Barkstall elementary. While I am happy that the district is trying to find the best way to help all of its students and become the best it can be I don't think you can do that with the children that are already established in the schools they are currently attending. If the district decides to adopt one of these scenarios I feel you need to grandfather the children that are already in their current schools the option to continue on their current course or join the new version. I think it is ok to make it mandatory for new students to the district but not for students who have already started in the current system.
- I do not want my 4th grade to have to go to a new school for fifth grade and I do not want my 6th and 8th grader next year to go to different school
- I do not want my child being taken from the school he is currently in.
- I do not want my child to change schools halfway through elementary. We moved into our current subdivision so that our child would be able easily walk or bike too the school she currently attends.
- I do not want my children to be forced to change schools in the middle of their elementary career. We love our school we PICKED our school when we had to for kindergarten.
- I do not want my kids to have to go to a different school.
- I do not want to drive/have my children attend school at Stratton. This is possible for either scenario.
- I do not wish for my children to move schools. Neither of these plans work. None of the kids need to be uprooted.
- I do think that children already settled in an elementary school should be able to finish at that school
- I don't agree with a situation that forces some kids to switch schools midway through elementary school. That doesn't seems conducive to their education at a young age.
- I don't feel like either one of these scenarios will be effective. Unit 4 needs support systems. The children do not need to be removed from a school at which they have grown relationships. I will never be in support of this.
- I don't like going to two different schools for K-2 3-5. Makes it hard to build relationships & maintain them with students (I'm a third grade teacher and see a huge difference when I get to know the 2nd graders before having them. I like the second option.
- I don't think children should be moved from where they are currently going to school. All changes should be made to incoming kindergarten students
- I don't want either scenario, but if one of them is implemented, I hope there's a delay (our kids have experienced so much turbulence during Covid and don't want to see drastic change again so soon)
- I don't want my child to be removed from the school he's used to and from the friends he's made so far. I feel these current students

have been through enough as it is with going to school during a pandemic. I'm afraid this drastic change will effect my son and other students negatively.

- I don't agree with making these changes. As a parent, my child is happy going to his current school and I am upset about these changes. I think, instead of sending kids to different schools, parents whose kids are not doing well should get counseling sessions at school to learn to spend time with their kids and make their kids study to improve their grades.
 - I don't believe that the answer lies in just putting two groups together. You are rushing these changes.
 - I don't like kids splitting up their elementary years between 2 elementary schools. One is all the way across town compared to proximity. I think if either of these is implemented, please give strong consideration for grandfathering students into their current school and phase this process in. Thank you.
 - I feel more positive about Scenario 2. But would like more information. If Scenario 2 is put in to place, and my children already go to a school that falls in our cluster based on our address, will my child get to stay at that school?
 - I feel that if the school board believes there should be a new way of assigning schools, it should be implemented for new incoming students. Personally, I believe that this would be detrimental to my child. He has already formed bonds with staff and students at his current school and a change of an entirely new school would cause emotional distress to him.
 - I have a 4th and 1st grader. I want to know how this will all work for my 1st grader if the 4th graders will be grandfathered in to stay at their current school. I do not want my children at 2 different elementary schools.
 - I have major concerns about the sister schools option. One is that it shows both BTW and Carrie Busey overcapacity. BTW is way overcapacity. Where are they going to put those extra 50 students?
- At the same time, other schools are shown significantly under capacity. If this plan goes through, there needs to be changes in the distribution of students to also balance out the overall numbers. My other concern is that a current 1st grader would switch schools for next school year in 2nd grade, then be forced to switch schools again the following year, when they're in 3rd grade. The cluster school option, is showing cluster 3 (which again includes BTW and CB) as overcapacity. Cluster 1 is only about 3/4 full. According to the baseline chart, we currently only have one school in the district that is overcapacity. If we are changing schools for the better of students, we should not be forcing the overcrowding of more schools when there's unused space in others. With any scenario, I would like to see a more detailed transition plan for how the district plans to help students with this change. It's very hard to think about leaving a school that we love so much!
- I have strong concerns about implementing plan 2 in the timeline given by the district.
 - I have two children and I do not support having to drop them off at separate sister schools of one attends the K-2 building and the other 3-5.
 - I hope my children stay where they are at. No at all a good idea having big changes right after we are coming out of a two year pandemic. Stability is important.
 - I like the 3 clusters better than the current system. However I prefer the sister schools. With a child that starts kindergarten next year I would prefer he be in a building with only K-2 and then move to another building for 3-5
 - I like things the way they are. I feel strongly about not saving spots for certain schools for people who register late. I do think there should be more outreach to families starting kindergarten or people with first time students in kindergarten because that process can come quickly. Kindergarten parents are not thinking about registration at the beginning of a calendar year. I do think

that we should not be bending the rules to accommodate late registration. I understand that it is not the child's fault that the parent registered late, and each child has the right to the same education, but I do not think that late registrants should be catered to - that's literally telling people that rules and deadlines do not matter. As far as both of these maps go, my children would not be in any of the schools they are in if it were up to these maps so I would not be a happy parent. I do believe in structure and consistency so as far as children switching schools half way through elementary, I think that's a bad idea. I don't see the benefit of going k-2 somewhere and then 3-5 at a different school - that would mean that you're breaking siblings up sometimes at the bus stop. I depend on my older siblings to get their younger sibling on the bus but if my 5th grader was going to a different school, my 1st grader would be waiting for the bus by herself and riding home by herself - terrible idea.

- I need details about how these changes would take place.
- I need to see a geographic proximity as more important indicator. It's important for relationship building for my kindergartner. She will be able to go to school with kids in the neighborhood. Parents are able to form tight bonds seeing them in the pick up line as well as in the neighborhood. Time spent commuting will be limited for both drop off and pick up. What is the timeline for this change? What are the middle schools pipelines? Do not reinvent the wheel. Show us parents the studies that support one option or the other.
- I only want a scenario where my kids have certainty in which school they will attend, and can attend the school that is within walking distance throughout their elementary school career. Neither of these scenarios support this idea.
- I prefer scenario 2, but only if we do this for future Unit 4 students. Our family is vehemently opposed to changing schools for current elementary students. These students have already been forced to be extremely resilient because of Covid, let's not add more collective trauma to their childhoods.
- I previously filled out the survey thinking it was for incoming students. For incoming students I see potential for scenario 2. I am not in support of any plan that requires students be removed from their schools. Due to covid these kids have had so much disruption and deserve consistency
- I recognize the need to diversify our schools and solve the bus issues and appreciate the district for trying to do this in an effective manner. My concerns are not that the models would not be effective, but rather about the speed in which we are moving to implement the changes. We could do a gradual release to allow for students and parents to adjust to the changes.
- I strongly believe that a transition to be positive would need to be slower. It feels Abrupt and jarring to consider switching schools next year, for both the students and teachers. With that said, I am looking forward to changes that will increase diversity across our elementary schools.
- I strongly do not support either scenario 1 or 2 to the extent their implementation means moving current students away from their current schools, friend groups, and comfort zones against the wishes of their caregivers and the students themselves. Treating students like their actual connections to friends, classmates, and school personnel they've come to know, like, and trust aren't worth preserving when weighed against treating them as avatars for or representatives of larger social groups (SES and/or racial groups) gets the ethics wrong. Such a change leads to real downside in the unnecessary break up of communities and social groups for speculative upside. My wife is a SPED teacher at Stratton and I spent two years as an 8th/9th grade teacher in a charter school, so my opinion that students benefit by knowing who their future teachers will be and from consistency in the educational environments is informed first-hand experience. Further, and not as important but still relevant, we chose our school largely because it is 5 blocks from our home. On most days I walk my two sons to school. This is amazing. I'm certain there are many other parents both in low and high SES neighborhoods who value this. My

children are Latino and we speak English & Spanish at home as it is my wife's first language and we love the diversity of our sons' friend groups and when this issue came on my radar a few days ago I checked out the demographics of the school on IllinoisReportCard.com it was clear that the school is incredibly diverse by any objective standard as it has no racial majority (plurality white) with large cohorts of Black, Asian, Latino, and multi-racial students. It is a real loss to break up good relationships forged over years between members of these different racial groups (and of course within racial groups) to change the racial balance by a few points and/or the SES balance by a few points. To do so would be to have the wrong priorities about what matters for the current students at my sons' school. To the extent the implementation is phased in beginning with new students, I am relatively agnostic, though based off what I currently understand I'd lean towards the current system if I had to vote on it today. I've seen your presentation on the two scenarios and from what I can tell I'd be ok with either assuming it was popularly chosen by the families of the district. I haven't seen stats so I may be incorrect in my assumptions, but my understanding is that the vast majority of families have their students assigned to one of their top 3 choices, and often times their first choice. If this is true, it is giving the district a lot of information that families are largely happy with the results, and this should matter a lot. Undoubtedly some people will always be unhappy, but having a system that takes into account relative demographic parity WITH choice/agency for families. Something of a brief tangent here, but do lower SES students succeed at higher rates at Carrie Busey, Barkstall, and Bottenfield then they do at the other schools? I'm not aware of this data being publicly available. If this data is known and available and indicates that low SES students perform better at these schools it would be some evidence that more SES balance leads to improved tests scores for low SES students. If such evidence exists, I hope the district shares it. That said, while it would be a plausible interpretation of that evidence (should it exist) that being in a classroom with a certain percentage of high SES classmates helps lower SES students, it wouldn't be the only or even the most likely

interpretation. Given the current model of choice within the District, there would be potential family attitude differences regarding the importance of academic performance between low SES families who select and pursue the elementary schools that have higher perceived quality (and, in fact, higher test scores typically). So while unlikely to be determinative, it would be something to counterbalance the loss of not having the neighborhood school (convenience and joy of walking children to school/strong community feel). Reiterating, I think such evidence may make the two scenarios presented reasonable things for new students, but don't appear to come close to justifying unwanted changes for current students. I have a third son, who is one year old, and while I'd prefer to walk him to school and allow him to attend the same school as his brothers, placing him in another school and letting him create relationships and an identity there is simply a different situation than beginning anew. Finally, and thank you for reading this far, I want to express a fear I have. I am already seeing anger about this potential change from many of the parents in the District. Personally, I think there is no reason for anger at this time as much is unknown, including community sentiment, but the anger is here among many, especially those who don't want to feel like they have no voice in their children's education. If this process leads to community sentiment that doesn't favor a change the board should follow it. If not, then we could easily have a situation with more segregation than already exists in the community as increased amounts of high SES families could easily send their kids to private schools, or in the medium term, Savoy could move toward creating their own school district. This would be a very bad outcome from the perspective of those of us who view diverse, integrated schools as a good thing (I'm a Champaign Central grad and we chose not to live in Mahomet for a reason) and could easily accelerate if the board ignores popular sentiment.

- I support changing from School of Choice by phasing in change through the incoming kindergarten class. I am strongly opposed to both scenarios that disregard and disrespect the essential relationships that have been built in elementary schools.

- I support the dismantling of the choice process but not at the detriment of the families and students currently attending unit 4. Relationships, the foundation of success in schools, will be destroyed.
- I think a slow roll out would be beneficial to students, teachers, administrators, and staff. Why not implement scenario 2 for kindergarten & new families to the district next year? Moving 60-90% of your students to new schools will only damage your relationships with parents who send their kids to the district. Also, this type of [expletive] and lack of any trust in upper unit 4 is exactly why we went private.
- I think redistricting is important but NOT for students already established at schools. This should apply to incoming kindergartners.
- I think students should stay at schools they are currently at and this should start going forward with new kindergartners moving forward
- I understand there is a disparity between our schools in champaign. I support any plan that will address these issues or equity, diversity, and racism. I would support either plan, even through my kids will be directly impacted. Is there a way that kids that are at Edison (or a particular middle school) can also have their siblings go to that school? So sort of like being grandfathered in, this is a question I've heard a lot and get parents upset with all the driving and arranging of rides.
- I would be likely to support clusters if current families are grandfathered in. We already went through the SOC process, picked and attend one of our proximity school. If I were a new parent, I think I'd like the 4 options in a cluster knowing there would be a diverse SES representation in each of the 4 schools (though logistics is a major concern for many families due to work obligations).
- I would be open to some new models such as the two presented if they begin with kindergarten only and slowly start adapting the new model as that first kindergarten class advances in age, but if this results in moving any kids from their current schools, I do not support it in any fashion. Also, once a child has been assigned their grade school there should never be a annual process of choosing or applying for their grade in the years following unless they petition to move on their own accord. This would result in constant uncertainty and anxiety for the kids and seems to me would be very detrimental to their mental health and social life. With kids on devices more and more, tearing up the fabric of their current establish social structures of friends and teachers is a very irresponsible approach to the objectives and goals of diversifying school populations.
- I would like to know if, under either proposed scenario, students currently assigned to a school will be forced to move to a different school or if it only has an effect going forward for new students.
- I would support if you were not removing kids already in a school. This should be a gradual process.
- I would support the first scenario if you took out the sister schools. I feel that bussing kids to opposite sides of the city when other kids get to stay close is a disservice. The cluster scenario leaves so much uncertainty and still one of the options for my 'neighborhood' is so far across town.
- If either of these scenarios go into effect, my rising 4th grader (who spent the end of kindergarten and all of first grade remote, with classmates who are just now getting back on track) will change schools at the end of her elementary school career, ruining so much hard work and dedication of all of her teachers, school staff, and friends, to rebuild community. You are throwing all of that work in the trash, building schools of strangers at the most critical time. Don't be so careless. Implement your plan for incoming kindergartners and beyond. NO ONE supports this plan. We will also know that you are lying if you claim the community supports this.
- If either scenario occurs, this should apply to future/new students.

Children already established in their schools should remain.

- If I'm forced to choose which school my kids are going to I don't support because I have went through the lottery and I sign my children up early so that they can be at the school of choice. It's a lot of us parents in the community who work hard to do things in a timely manner and should not suffer for the ones who do t like to handle business accordingly. Some of are kids has been in there now school since they started school and to snatch them out because of district will definitely cause a drop in scores and mental health they are now comfortable with pears and teachers and as hard as it is already to get children to open up I think this new law is terrible idea.
 - If my kid starts in a school he and his siblings should be grand fathered in through 5th grade. Get as close to neighbor hood school as possible, why should I pour money into a school/PTA if you can shift them out of it. I want to be vested in my school. Option 2 is an easy hard no.
 - In building climate and culture in schools, it is crucial for the students (and teachers) to stay longer than just a couple years. By switching students mid- tenure, I worry it will negatively impact climate and culture. I may just need more information on how the sister schools will function and how those staff in each school will develop relationships across buildings so students feel safe to learn. I very much appreciate that either scenario returns to some kind of boundary system so parents at least have some kind of reassurance about where their child will attend school based on their location.
 - In scenario 1, the schools are on opposite sides of town for my family. We chose schools closer to where we live to be able to be apart of after school functions based on our current work schedules and activities my children are in. When both of my children are school age, I will have 1 at each sister school. What will start and end times look like? How will childcare work if I have 2 at different buildings across town? With scenario 2, the cluster model, I work at Stratton and we have a dual language program and a magnet.
- How does this figure in with current students? You can't place kids in a dual program if they didn't start in Kindergarten. Also, being a magnet limits families from all of Champaign to join our school.
- It is concerning that an outside firm was hired and proposed these options without any input from the community until now. If there is an emphasis on the social emotional needs of children, I do not see how splitting up friends and other familiar school staff is healthy. Children have suffered over the past few years, and my child entered Kindergarten when covid hit, they are only now feeling a sense of normalcy in school. My children will be beyond devastated to leave their school. Why not a gradual change, starting at the K level?
 - It is difficult for children to readjust to new schedules, routines, places and faces/people. All this moving around is a lot. I am not completely against either scenario just the immediate implementation of it. If you were to move forward with one of these options but start with next year's kindergarteners only, I would be in full support. I am in full support of trying new things to decrease the education gap, decrease the wealth gap, decrease the health gap and decrease all racial disparities in our community and nation. I am slightly more in favor of option scenario 2 as it does give some choice to parents but also keeps students in their "own" school for more time allowing them to build a "home" there and allow teachers to develop and keep positive supportive ongoing relationships to build into their students' lives.
 - It is unclear if this assignment is for new students or students currently enrolled. If it is also for current students, can this strategy be implemented for new students who enroll and be optional for other students?
 - It states students would have a choice - hopefully this will happen. Hopefully students who wish to remain in their present school can do so - I feel very strongly about this.
 - It would be helpful to know the impact on middle school placement of either scenario. Gifted strands currently in progress

(5th only next year) should be allowed to finish at their schools.

- It would be like a volcano if you move so many grade school students. Students would be ripped away from friends. The public and the parents have put their souls into improvements of their schools, and that is where they will put their allegiance.
 - It would be very difficult for children to change schools in the middle of their time in elementary school. I do not support sister schools and would strongly consider removing my elementary school kids from Champaign schools.
 - Kids with low test scores need more teacher time, time with specialists, and smaller learning environments. We need to start with those at risk at preschool age! Moving students around just creates chaos for all and does not directly address the real issue.
 - Let me start by saying that we care a great deal about diversity and equity. We also oppose these measures because the entire process by which they were designed and proposed is ass-backwards. It is precisely the way that the district messed up its COVID strategy at first: you all get together and consult everyone but the teachers and parents, come up with a stupid plan, disclose it at the last minute, then face a backlash. At this point, it is inexcusable—the lesson should have been learned and imprinted on the institutional memory. Even if these approaches - and not any number of other measures, like increasing/equalizing school funding - were the best way to accomplish the goal of increasing diversity, there is zero information about whether our esteemed consultants factored in any other considerations: how would it affect the logistics of busing, academic achievement, will there be flight to private schools, etc. I need to see data about these factors and any mitigating measures before I am convinced. I also want to see real world data from other districts where this has been tried. Otherwise this is just numerical simulation. I am strongly opposed to both measures because even if they are the right call, the process by which they were selected is completely unacceptable and I want to send that message in the strongest terms. It was so bad that it convinced me that any other actions taken to implement these well
- intended policies will also be executed without input from the community and teachers and will be handled incompetently in execution. Finally, if by some monstrous failure of democracy, these measures are actually carried out, they should be phased in and studied on an ongoing basis to identify costs and benefits and, most importantly, existing student assignments should be 'grandfathered.' Our daughter struggles with change and making friends and a new school assignment is literally the last thing she needs. We recently bought a house and I changed jobs—all under the assumption that she would be in a public school very close to our home.
- Maybe instituting such drastic changes would be ok for any incoming students or new to the area students, but kids who already attend an elementary school that they and their parent are happy with should be left alone.
 - Moving students currently in schools will cause immense problems for children who know their school, friends, and teachers. Any plan that does not grandfather in current children and their siblings is unacceptable.
 - My 4th grader has been at Robeson since Kindergarten, I really do not want him to have to switch schools for his last elementary year.
 - My children will be displaced from a dual language school that has been building their knowledge of a second language and culture since kindergarten. The program was designed to have students start early and build through their elementary school years.
 - My daughter is happy in her current school. Also, GARDEN hills isn't in the best area.
 - My kids shouldn't be forced to switch schools because of supposed diversity concerns.
 - My son is currently in first grade at Robeson where his dad, uncle, 2 sisters, and 2 cousins went. We are very happy with Robeson and my son is doing very well and has made many friends. While I'm not opposed to this change for incoming students, I don't feel

existing students should have to change schools, which my son would have to. If the sister schools is what happens, my son would have to change schools for one year then change schools again for grades 3-5. Honestly, if this happens and my son can't stay at Robeson, we will most likely move out of unit 4 school district.

- My son will be a 5th grader at Robeson. I will have a 6th grader at Jefferson. I prefer he ends his elementary education at Robeson where he is familiar. These kids have had it bad enough with COVID. They need some consistency
- Neither of these two scenarios will keep my children at their current school. I want to stay at their school. I would like to know how changing the elementary school would affect middle school. Elementary schools each feed into a middle school right now—I want to know if this will change. And how this could affect kids going into middle school next year 2023/2024? For the sister schools—is the K-2 school going to start early for example and the 3-5 grade school going to start late? How are parents expected to get elementary age kids to school if both kids start at the same time (for example)? Or parents who work at 8am like myself and can't have a child go to a late start school.
- Neither scenario takes into account that school is about more than numbers and curriculum. We've rightly focused on social-emotional learning recently, and these proposals completely ignore this. Kids learn best when they feel safe, when they are with trusted adults and a community, when they feel known. Didn't we learn this during COVID? Shuffling this up suddenly will destroy these relationships, and will set back our children's learning. PLEASE consider phasing these in over time. If this would be phased in slowly (ie all incoming kindergartners instead of ALL kids), I would be in support of the plan. I am NOT in support of completely changing the district plan so soon after COVID, after our kids are finally recovering. If you move forward with this plan for the next school year, you will only succeed in driving the higher socioeconomic families to Mahomet or private schools.
- No information is provided for either plan that explains how

students will be assigned to middle schools, based on their elementary schools. Plan 1 would place one of my children in a different middle school than my other two children, based on the current feeder program. That is not acceptable. Neither plan allows accommodations for current students to stay at their current school, which is also not acceptable. Given how poorly Unit 4 handled the pandemic, and the recent contract negotiations, consistency for our children is absolutely necessary. In plan 2, it is unclear how choices are handled - are we guaranteed to receive our first choice? What factors are considered when placing students?

- No scenarios should apply to current Unit 4 students. Scenario 2 would be ok for new/incoming Unit 4 students. Applying any large scale change to current students is asinine.
- No way! This should be grandfathered in ONLY!!!!
- Only hesitation would be to not move existing students from current school
- Option One would be more harmful than helpful. Having students split between 2 schools during their elementary education is an unneeded and potentially damaging. Students need consistency and option one proposes introducing students to a new building and teachers half way through their education.
- Our students should not have to move schools if they are already established in a school.
- Our two children moved into Champaign and only had two months of in-school classes before the pandemic began. They are barely back to normal with friendships and feeling at home at a school. This change would be extremely disruptive to their emotional well-being. Whatever benefits could be gained by these changes would be undone by destabilizing impact of it happening so soon after the pandemic. Please wait on such a significant decision.
- Phase in starting with new kinders. Fix issues within schools first - staffing, class size

- Phase it in if you wanna try it. Can't change the world in one unproven idea
- Please consider other scenarios. Please dont mess with students placements. Families have been dealing with so much. Why this now?
- Please do not move my kid away from what she has built relationship with for the past couple years.
- Pulling students out of buildings that they know and are comfortable in is the absolute worst idea. If you have to make changes in the process, then grandfather it in and roll it out as new students enter. But after doing EVERYTHING we're supposed to do and getting our first choice on elementary school, this seems cruel and will be very unpopular. After COVID and everything else, these kids have been through enough. I plan to fight any outcome that results in my student having to change buildings.
- Rediculous that youre starting next year rather than phasing in.or giving the public the whole plan rather than just two scenarios. Who is grandfsthered in?
- Regardless of the scenario, I feel these changes should be phased in rather than uprooting students from their current schools. I would likely move my child out of district if he is forced to change schools. We have remained in this district specifically because of how happy we are with Kenwood and its staff and with the balanced calendar. If he is forced to switch schools we know longer have any reason to remain in the district.
- Scenario #1 would be a nightmare for families that are forced to switch schools after a few years of getting settled in. In addition, for a family to have multiple children in the system, it would be very difficult to manage having schools across town. It is a forced measure that wouldn't be well received in my opinion.
- Scenario 1- I do not like the split school with K-2 and 3-5 Being in different buildings. It is inconvenient for parents who have multiple children in different grades. If all schools are not going to go to the structure it should not just be these 4 schools. Whatever decision is made sibling should be going to the same school and not split up and current students should not have their current school changed. With COVID-19 these kids have gone through so many changes and things are finally gotten back to normal that it would not be fair to then ask them to switch schools.
- Scenario 1 is okay if it's phased in over a couple of years only with incoming kindergarteners and students new to the district. You have to consider that people moved to or purchased homes all over Champaign thinking their child would be able to continue at their current elementary school. It is totally unfair to spring something like this on all of us, especially right after the traumatic nightmare of the pandemic. Please let us breathe for a few years—students, teachers, parents, everyone. Please let students stay with the friends and teachers they have grown close to. It is downright cruel to consider moving children to brand new environments after they've all endured the social and academic devastation of the pandemic. Leave us alone.
- Scenario 1 provides for a mess of difficulty for dual working parent households. Older kids make multiple school attendance center situations much easier than younger-child scenarios. A single attendance center for single families is much easier until children are in middle school and capable of spending shorter periods on their own or getting themselves into or out of school and home. Moreover, both options, implemented immediately, likely retraumatize children who are already suffering effects of the trauma of having to live through a pandemic. Kids need a safe and reliable place right now, and to take them from those safe spaces will create new trauma that will need address.
- Scenario 1 would result in added stress and trauma to students whey they change schools. Scenario 2 is slightly better as long as families can list schools in order of preference in their cluster. We prefer no change. We planned our life and built a home based on the current school of choice program and now that is being pulled out from under us. At a minimum, currently enrolled students

should be grand-fathered in to their current school and any changes moving forward should apply to incoming kindergarten and new students only. If scenario 1 were implemented, we will move out of the district. Thanks for the opportunity to comment

- Scenario 1 would split families to have children at different schools and pull students living within blocks of a school unnecessarily to the other end of the city. I do not like that families that are responsible and register on time are penalized while families that choose not to register on time get preferred locations. I find scenario two almost as distasteful by yanking students away from their home areas. Schools should be grouped by location and not by islands dropped into locations.
 - Scenario 2 offers more options for my future student while keeping my current student at their school
 - Scenario 2 seems easier to understand. There is some school choice provided and less switching between elementary grades. The three zones are fairly well balanced, though zone 3 at greater than 100% utilization doesn't make sense. There is no room for population growth.
 - Sister schools would split up siblings- hard emotionally on younger kids and a logistical nightmare for families. Timing of this impending change could not be worse. Pandemic-era elementary kids already had a rough start, are just getting back on their feet, and now the rug is going to be pulled out from them again. I highly support that changes apply to incoming kindergartners only.
 - Sister: This is ridiculous. Cluster: I would consider only if current students were not moved and it only starts with rising K students and then is assessed each year. It doesn't really rebalance anything or change much so I think other solutions should be considered.
 - So much upheaval for current students. My minority child would be removed from his school in BOTH these models. So another kid with a different address but same demographic information can have his seat? This is crazy. Change the model for incoming students and take away busses from children out of the boundaries.
- Do not tear children from their home school. Be trauma informed.
- Strongly recommend starting this process with kindergarten next year and phasing it in each year through kindergarten; not displacing 90% of the students. If you have a fourth grade student now, and they have to be moved to a new school for fifth grade. They would have one year at that school. trying to make friends, trying to fit in. This could also bring in fights with students. Making the behavior issues even more impossible in the schools.
 - Students already established in schools K-5 in 2022 should be allowed to stay in their current schools. This can be a new initiative for incoming Kindergartners to begin a new cycle. Also parents should never be forced to split up siblings in K-5 between multiple schools.
 - The idea of sister schools provides too much student mobility: students need to not be changing schools and need to have the time, especially in elementary, to grow and form relationships with staff over time. School clusters, implemented starting with K only, would enable for increasing diversity as the years go on. But, starting with all grades would remove relationships and growth from their current buildings--students need to stay with their current school/have the option to stay at their current school.
 - The kids have been through so much these last few school years. Why take away their school from them and make them go to a different one. Both scenarios: The schools are really far from our house. We don't have the option to stay at our current school Kenwood. I think current kids should be Grandfathered into system and keep their current school. Our after-school childcare is right across the street from Kenwood (and my kids love it there) and now we will have find an alternative. All of this is very upsetting.
 - The main question is regarding students who are already enrolled. Will those students be required to possibly have to change their school?
 - The only good thing I like out of both plans is Scenario 1 splits up K -2 and 3-5...for the area I live in at least. Can this idea be

incorporated into Scenario 2 so K-2 aren't with 4-5th graders?

- The past few years have caused trauma that we have only begun to see the effects of, and forcing most of the district to resocialize after all that students & staff have been through is unbelievably misguided. Either scenario will only "fix" equity issues in a superficial way. Your charts and graphs will look better, but you will be upending the lives of students from all backgrounds, and we know that educational instability disproportionately affects low income students of color. Start with kindergarten and scale it up. That is the only equitable solution.
- The scenarios should begin with incoming kindergarten students. To move around all elementary students would be too detrimental to their emotional development. We already saw the effects of the last two years.
- The Sister School scenario seems idiotic. How would flipping the students' schools after a few years fix anything. I have no opinion on scenario 2. I do think that any changes should take affect for new students without shuffling existing students around. My child is a 4th grader and only has 1 year left in her current school, I don't see how it would help anyone to remove her from her current school for 1 year.
- The Sister Schools option sounds terrible to me in that it forces a change in schools half way through elementary school and does not give a choice of school. The cluster option is not clear whether students have the option to remain in the school they are accepted to initially or whether there will be a follow up uncertainty where the student will end up each year. Also, there is a risk much bigger risk of a far ute for students to schools on the other side of town.
- The worst part of all of theses suggestions is the notion that you will reassign children already enrolled in the schools. Please consider a phased in approach to whatever you choose and allow students already attending to finish out their time.
- There is no information on transition timing, impact on parents work schedules, ability to have community based events in the new plans, times spent on buses to and from schools, access to before and after school services for working parents, impact on middle school options. This is not a complete plan showing all impacts.
- This should only impact new incoming students. Both are good ideas if started that way. Of course that won't result in an immediate flux in the intended and important integration, but it is still a big step...just measured to ease in for the sake of stability for current students across the board. To help in the meantime, we need significant financial investment in struggling schools to get kids more support and resources asap.
- To distrust this many families' lives is absolutely ridiculous. At the most this should only apply to incoming Kindergarten families and then begin the process from there. I hope that the board will actually LISTEN to what the community wants! And this is NOT it.
- Very unfair that kids would have to change schools and lose the familiarity. Garden Hills and Straton would have many below poverty kids while Carrie Busey would be the other end of the spectrum. We chose Dr Howard because it was a brand new school with an early start time. Changing school and start times would severely impact everyone involved. Terrible plan. Poor communication. School of choice means choice. I selected the school based upon what works. Kids are already behind emotionally. Now they lose friends and teachers they love. Do better Unit 4.
- What about a student has attended 5 years at one elementary school and will have to get moved to a new school for 1 year?
- While I support efforts to desegregate our schools, and I support equity work to diminish the opportunity and achievement gaps, I do not support these solutions at this time. Our children and schools have already been enormously challenged by Covid over the last three years. We are finally in a place of semi-stability after so much turbulence. Having more than 90% of students change schools, which will fracture important peer and adult-child relationships and eliminate existing school culture, is detrimental to our teachers, students, and families. I cannot imagine asking my

child to go through another huge transition after the number of transitions she has weathered over the past 3 years. I cannot imagine asking our teachers to do the same. I do believe that Scenario 1 or 2 could be adopted in a more gradual way by having it start with new kindergarteners. I would allow students who already are at a school to stay there. I would also allow younger siblings to join their older siblings at their existing schools. Then, I would use the new method of determining schools with families and kindergarteners who are new to the district. Finally, we cannot expect that simply desegregating schools will achieve equity for our students. There must be additional work within the schools and the community to raise the standard of living and learning for underserved kids.

- While I understand the need to arrange children into different schools, I strongly disagree with changing the children's school midstream in a K through five scenario. If a child has been going to a school for the last 2, 3, or four years, that child should still be allowed to go to that school. We recognize the anxiety impact on children on a daily basis, and having them change schools after two or three years of being in the same school, would be traumatic for many children. After all the recognition of mental challenges with children, having behavioral issues from Covid, and isolation, I would think this would be a strong reason to allow kids to continue in the schools they've been in. They need consistency. Traumatizing them unnecessarily doesn't seem to be a good solution for anyone. It also would be imperative that children in the same family group attend the same school, or otherwise it would be a nightmare for parents running all over town. Having a child attend one school in 1st grade while his sister attends a different school in 3rd grade would put a huge burden on parents and a potential trauma on the children.
- Why move kids midway through elementary school? That means families will be separated. I really don't want my kids in 2 different elementary schools. Just put half in in one school and half in the other. Do it by lottery, socio-economic status, whatever, just don't split up families.
- Why not phase this in slowly for new students rather than upheaving the entire community. Also, right now, if everyone has a choice for where their kids go, and desegregation is "ideal" for the community, why aren't the schools already balanced? Maybe people prefer their community schools regardless of SES. Lastly, forcing a reshuffle for kids that just went through the pandemic will likely not "help" anyone's metrics of "success" but doom them to be set further back. Why implement this sort of traumatic event on kids who just finally got back to their schools? Where are the data showing that by desegregating our schools, that those with less access have benefited from access granted through the school choice program. Seems like you would have data to answer these questions before you implement such an extreme plan.
- With 1 I hate the idea of switching schools after just 2 years and especially a school that's on the complete other side of town. I would be willing to pay a fee to send my kid to the school I wanted.
- With either scenario, there needs to be some sort of "grandfathering" if that is what parents want. I do not think it is a good idea to move students who have already established themselves in a school. But I do think that should be an option for parents of current students.
- With Scenario 1: Sister schools, my youngest child would have to attend 3 different elementary schools in 3 consecutive school years (1st grade at current school, 2nd grade at sister school 1, 3rd grade at sister school 2). We need a consistent placement for our children, and would love to see this change implemented in phases, in any way that would allow families to stay with their current elementary schools, and allowing students to stay with peers and teachers who have supported them through a pandemic and some of the most challenging school years. Also, our family will not only lose our home school in the sister school model, we will also lose our after school child care. Our community based child care picks our children up from school and cannot accommodate picking up children from two different schools, in locations that are not near each other. In this community, after-school care is difficult

to arrange. This is a big deal. I could only support scenario 2 if current students were allowed to stay in their home schools. Again, major choices were made when families choose elementary schools -- our work schedules, our after school childcare, even the location of where to buy a home/property. This timeline is rushed, and is giving families not enough time to rearrange so many parts of our lives to accommodate changing schools. I would like to see the scenario 1 implemented in phases-- start with the new Kindergarten class, and add in sister schools when those students reach 3rd grade. Or keep schools of choice and start the sister school concept with current students of those schools-- at least then students would stay with their peers and at least some of their teachers. We didn't choose either sister school for our students, and hate the idea we'd be forced to attend two more schools for elementary- neither of them being schools that met our family's needs and wants for an elementary school.

- You are rushing implementation and “messing with” the youngest of our students
- You want to cause mass upheaval for 6 years worth of children by changing how the schools are aligned. You will be forcing kids to end friendships that they have developed, learn entirely new teaching and school staffs, and a bunch of other things that go along with changing schools - and you’re insisting on doing this just a couple years after Covid lockdowns already caused long term academic damage to students of all ages. Choosing to implement either of these plans at this point in time will cause a second forced academic trauma on elementary children in Champaign in less than five years. You are crippling the academic potential of every elementary child in Champaign by forcing this move so close to COVID’s lockdowns. You should wait to do this until those children affected by Covid lockdowns have prompted into middle school OR you should phase this in starting with new kindergarteners while allowing existing students to keep their assignments.

Results: Primary Concern– Neighborhood School

- I find the information provided to be difficult to understand. [proper name]'s letter is written for colleagues, not parents and students who are concerned about their school choice. Verbage and abbreviations used in her letter and presentation aren't common knowledge to your target audience of Unit 4 families. Who are you trying to reach? Also, the group of students whom you are concerned, have you reached out to those parents? Do they want to bus their children to the other side of town- they don't now, why would they in the future? I have never liked the school of choice process. I have always wanted the schools in the community to offer the same education. Don't all parents want their kids to go to a neighborhood school - given they are all comparable? Under your proposed scenarios - Different age children in 1 family will be going to multiple schools? Teachers/communities in a school will be uprooted - dismantling the relationships you claim to be so important. I have a feeling you will be dealing with a teacher exodus, one we can't afford. Many teachers and families purchase homes close to their schools for convenience, now you move them all over the district? and what about transportation costs and transportation for these kids who already some are on the bus at 6:00 a.m. to get to their school?? Finally nothing you propose changes the fact that kids are split up all over the district for elementary schools but when they get to high school, traditional boundaries are used for placement. This has its own sets of issues for students and families. We can't be the only district that deals with disparity - which I agree unit 4 has. There just has to be a better way then uprooting 90% of our students and teachers. Please keep reviewing.
- I would like for my child to be a neighborhood school. I do not want to worry about my child (or any child) being on a bus for extended periods of time each day. This school year has proven that we do not have the capacity in our district to provide adequate transportation in a timely manor for our students and families, so how will that change with either of the new scenarios? The district should be able to provide rigorous education at all schools without having to ship students all across town. This did not help the achievement gap through school of choice, so I am not sure why you feel it will help resolve the achievement gap with either of the new scenarios. These plans do not help any of our students thrive within their own communities. Students will achieve more if they are comfortable in their surroundings with smaller class sizes. Students should not be expected to be on school buses for a good chunk of their day so the district can "improve the appearance" of a school through SES or race by transporting students into different communities other then their own home schools. Please take this back to the table and try again. You can do better Unit 4!
- #1 Home owners have purchased homes in proximity to schools. This plan will lower property values. What have been identified as the root causes that Low SES students have lower proficiency in English, Language Arts and Math. And, how does attending schools with Higher SES students improve that proficiency. Is it fair to disrupt schools and sacrifice the quality of life that attend schools that are working. How does this affect the boundaries of middle and high schools. These plans destroy the sense of community around all of these schools not just Carrie Busey and Barkstall.
- (1) I am a strong supporter of cohesive neighborhoods. Scenario 1 provides better cohesion. (2) School "commute" time is a problem. Scenario 1 will allow more direct commutes with shorter times on the bus, for parents driving, and even allow more children to walk to school.
- As a 2020 grad, when I was in elementary school we were allowed our top 5 picks. I wasnt even assigned to one of those. I went far from school which was hard on my working parents. Having school by the childrens houses will help them in the long term with being social with neighborhood friends. In college a lot of their hometown friends went to school with them and lived in their neighborhood. While all the kids on my block went to completely other schools.
- As a mom with 4 kids, 1 who will start 3rd grade, a day 1 who will start K next year it makes me so sad that neither of them will ever

be in school together. I was counting on 3 years of them together. We are in a sister schools boundary and they would never been in elementary school together which also means I will have 4 kids in 4 schools for many years.

- As a parent of future Unit 4 students I do not support the cluster model. Given that this drastic change is occurring because school choice is not working, I don't understand how a "light" version of school choice will have different results. Parents will still lean toward choosing the "best" school in their cluster, the number of families NOT getting their first choice school will increase, and family uncertainty in school placement in Unit 4 will remain. This model will also have a much larger proportion of students not going to their neighborhood/walkable school. While sister schools may not be the best option for some, particularly with students moving between two schools over the course of their elementary education, this model would mean that nearly all students would attend their "neighborhood" school for at least part of their education.
- As parents with children in private school, we'd like to feel good about the option to attend Unit 4 schools. Neither of these scenarios accomplish this. For sister schools, while our address would not be impacted, I would not support this option for the upheaval it would cause by having children attend 2 different schools. We can see IPA from our home & neither scenario would allow our children to attend the only Unit 4 school we've considered due to proximity.
- As the parent of my children, I should get to choose where my children go to school and I will be choosing where my children go to school. If that means moving out of unit 4 district if you decide to choose where my children go to school, we will be moving. We have a great sense of community with our local school and have chosen to live where we do greatly based on the proximity to the desired school. Again, if you decide to change that, we will be moving elsewhere. Period. Please respect the parents choice for their children as first priority when making this decision. Thank you!
- As walkers and cyclists, we chose our school based on transportation safety, and our choice is no longer available to us in either scenario.
- Barkstall has more students of color than white and still the test scores for low income families are lower. Barkstall imo is the model school for what you are trying to achieve with either of these scenarios, yet we still have the problem of lower SES students underperforming. Why? That's what you need to pay the firm to figure out. Maybe it's lack of parental involvement? I want my kids to go to school with the other neighborhood kids. They have formed friendships with them and bonds with the staff at their schools. They live 5 houses away. I have kids in kinder and 2nd. I don't want them riding busses this young and I don't want them at different schools. Barkstall is our school. We will be devastated and frankly may just choose to homeschool if our kids cannot continue their education there.
- Both are very misguided attempts to solve an issue that cannot be solved. If the past 24 years have proved anything, it is the fact that the state of schools in unit4 is the way it is because that is how the citizens want it. Why were neighbor schools built if not to allow students to go to school close to home with the people they are most familiar with. Leave it alone and let the students in this community have the security of being close to home and have the security of knowing that they will not be used as pawns for some social experiment that is doomed to fail just as the last one did. Comments attributed to board members point to the fact that even they do not have faith that any of these ideas can succeed. Leave it alone!
- Both of these scenarios do not appeal to me. We live very close to the school my children attend. I think such a huge change will impact my children and they will not be as energetic to go to school. If these changes take place I will homeschool my children.
- Both scenarios are brutal for Carrie Busey students. Our 5 year old just started kindergarten there and he loves it and is thriving. Walking to school with him everyday is a dream. Please don't rip

that dream away for a plan the MIGHT accomplish your goal, but likely won't. The study fees like our children were reduced to data points and no consideration for how it affects them always taken. It seems like you're trying to "fix" low performing schools by just moving students fork high performance sling schools there to boost the numbers rather than actually trying to address the issues of why certain schools are underperforming (more staff, smaller classes, universal preschool options, etc.)

- Both scenarios are making the current situation worse, not better. There should be more choices for small kids to attend schools close to their home. Forcing small kids to change their school and to add a commute to their daily lives is detrimental to everyone. Pairing good schools to bad schools will destroy the few good schools that we have. Ripping off small kids from their friends and communities and depriving them from much needed sleep in the morning is just terrible.
- Both scenarios have too much uncertainty. Use neighbor schools approach. The school board should not be responsible for the demographics divides of the community. It should insure a quality education for all students by making all schools strong. These ridiculous plans just support the continuing growth of private schools in our area.
- Both scenarios involve to much transition for our young children. My current child has adjusted to his school. It would not be emotionally healthy for him to change. I have 2 additional kids starting next year. I don't want them going to separate schools either.
- Can we just make funding equal at all the schools and have separate but equal schools and all kids go to the neighborhood school? We already tried school of choice, and while we like Dr Howard, we didn't get any of our top 5 choices. Choice doesn't work. Neighborhood schools. End of discussion.
- Children should not change schools. Period. In both scenarios my child would have to change schools. We are currently at our

PROXIMITY a school. I do not want him to leave. He has friends and amazing teachers. He will be crushed if he found out he would have to switch schools. Come on now. We can do better than this. I honestly have lost sleep and have felt sick about this possibly happening. I am all for change and helping our community, but I will not be switching schools just because you think it will better diversify our schools. Our schools are already diverse and amazing! If you want to say "we want to raise test scores" then say that. Pay teachers more, offer more after school help, mentors, big brother big sister programs. Kids love to learn given the right opportunities. Let's give that to them and not rip them apart.

- Close proximity is the the best in interest of children
- Either keep as is or let kids go to school nearest home
- Elementary school students should get a chance to study at their nearest school. Thats it. Some kids in our neighborhood walk to school but we have to drive. Why are you discriminating us?
- Equivalence of faculty, resources and environment has more effect on educational success than balancing students by race or socioeconomic criteria. Young children are most secure with the familiar, their own neighborhood. Time spent on bussing is a negative education, and money would be better spent on early childhood education at neighborhood schools.
- Every parent has the option to fill out the paper work to be part of school of choice. Our children should not be punished and moved around because people choose not to look into schools and pick the one the suits you. The way I see this you are now going to have a bunch of underachieving schools. You can not make people care about the quality of education their child receives. But it feels like those who do care are being punished. This district has enough disaters in its high schools and middle schools. Look at trailers sitting outside of high schools while money is being spent on a huge addition to International Prep. This district has lost its way. I have already started looking in outlying areas for my new home. I hate that my children will loose diversity. But love they will be

educated and safe. I choose to take the time to make sure my child's school is in a safe area, not one that is locked down. These plans will not solve your problems.

- EVERYONE WANTS NEIGHBORHOOD SCHOOLS!!! Why are you trying to complicate things! The School of Choice was for a handful of people who were unhappy. Not the community as a whole. And now you're doing it again! How about you give the teachers and schools more support instead of giving all this money to overpaid "specialists" who don't know our community! Make the schools better and you won't lose families to all these small towns and private schools!!!
- First and foremost, I do not want my child switching schools at this point. She asked about it the other day and was near tears thinking she'd have to leave her current school. Second, I would like to have both my children at the same school when possible, but even if my older child was grandfathered into her current school, we'd likely have a different school for our younger child with either plan, which means two schedules, two drop-offs, two sets of conferences and school events to navigate. It would be very inconvenient. I could perhaps accept this, in the first scenario, but I absolutely could not in the second if my younger child was placed at Garden Hills (as that is one of the 4 schools in my cluster). I have no problem with the SES or racial makeup of Garden Hills, but I have incredible issues with the minimum 20-minute drive it would take to get from my house to Garden Hills and I can't even imagine how long a bus ride would take for the same journey. Additionally, Garden Hills has had a terrible time retaining teachers and even filling open positions, and this seems like a systemic failure from the leadership there and in the district. If we were placed at Garden Hills, I think we would have to consider alternatives to public schooling, unfortunately.
- For scenario 2, wouldn't we just end up with neighborhood schools?
- For scenario 2, will you set the proximity priority to school? As we moved to the current house because of it, I would strongly like you to set the proximity.
- Given the poor investment in the middle school facilities, neither model addresses the economic neighborhood imbalance that has been created. Families with means are being recruited to move into neighborhoods that are assigned to Edison/Central while Jefferson/Centennial based neighborhoods are being penalized.
- Having the sister schools would increase driving time and or bus time for families that have children in multiple elementary grades (ie: one in kindergarten and one in 5th grade).
- How does this effect siblings who already have an established school? For example, next year we will have a kindergartener, third grader, and a fifth grader. Will they be grandfathered in to attend the same school? This is in reference to the cluster scenario.
- I am happy with #1 because my child will be at a school close to our home, but I think it is a hardship on families and the students to have them traveling all over town. #2 is not ideal (if we got one of the schools in our cluster, we would be driving 20 min in the morning and afternoon for pick up and would be passing 5-6 other elementary schools)
- I am in support for scenario 2 as I feel that it still supports the ability for families to decide what school might be best for their students. I also believe that either scenario, while beneficial in the long run, could be detrimental to school communities in the next year as students are shuffled from one school to the next. As a teacher, it is incredible to have a school community where teachers know students at the school and the students know they can go back to teachers for support that they have had in the past. By implementing either strategy at the kindergarten level (incoming students) and not to all current students, this school community wouldn't be destroyed for the current students who have already gone through so much change in their lives.
- I am not in favor of any scenario that involves displacing students from their current schools. Until the district can guarantee no students will be moved from their current buildings (unless they

choose to), I will not support any scenario.

- I am one of those people that goes with the flow and never fills out surveys. However, the fact that unit four is even considering this is making me lose total faith in the unit 4 leadership. Honestly, this is making you look like a bunch of idiots. The idea that it is a good idea to bus students across town and that Will improve their scores is absurd. Also, it is reasonable for families who buy a house next to a school to expect that if you live next-door to a school that child should be able to attend that school. Have you even looked at the busing scenarios? It is not right for children to spend between two and four hours per day on a bus (And yes I am aware it is illegal for children to spend more than one hour at a time on a bus but we all know it happens). It is also shameful that the "consultants" are recommending to get rid of the balanced calendar options given that that scenario is better for learning for children. I cannot believe a group of consultants was paid to basically recommend another school of choice scenario that is not going to work. Families that can afford private school will not allow their child to be bussed across town and instead will elect to send their child to a private school that is closer. I also suspect many families will instead elect to move to nearby communities due to the ridiculousness of these recommendations. Did these "consultants" even consider the busing times or the likelihood of families to go private or move to Mahomet if their kid was going to have a one plus hour bus time?!? Also, what is the plan for Garden Hills?
- I am supportive of the clusters program, as I would prefer my kids to attend their neighborhood/local school. The sister school program is interesting, but I have some safety concerns about some of the neighborhoods some of the schools are in, and would not want my children switching out partway through elementary school. I would also dislike switching from walking/doing a short drive to school for drop off and pick up for k-2, and then switching to a school that is further away for 3-5th grades and needing to do a longer drive.
- I believe Scenario 2 will be an easier adjustment for most Unit 4 families, still giving families an option of four schools and the ability for all siblings to attend the same elementary school, making it easier for those driving students to school.
- I believe that Administration at Windsor have to up their support to the Elementary Schools. The biggest issue for low income families is the importance of school. Attendance is low for many low income families. Windsor needs to educate the community of the importance of going to school everyday and on time. Students should not be promoted to next level if they have missed over 30 days of school and have no medical issues. If a student misses 30 days every school year, by 5th grade they have missed 150 days. Almost a whole school year. They are behind and hate school. Windsor Administration needs to put more Social Workers, parent liasions, trauncy officers and Administrators at every Elementary School. Students need to be at school for teachers to teach them. If families are not taught the importance of being at school everyday all the busing and scenarios will not work.
- I can't imagine that removing students from their current schools will in any way help improve their math and reading literacy. The cluster scenario is essentially the same as our current schools of choice.
- I can't really even see the sister/island map and what it would imply. Generally, I think that set up could be very stressful to families. I also am unclear if the majority of the schools would be left as-is? Like are Dr. Howard, GH, Kenwood, Robeson, Westview, SS etc. all left out of that model of a sister school? Integrated schools are certainly a good thing overall and I think there's a lot of social learning that happens in these situations. However, I don't think bussing kids all over town is necessarily in a minority students best interest. I've heard from some black families that also don't want this, they want the choice to keep their kids in their neighborhood schools. I realize that may go against what the board or admin wants, but think it's worth noting.
- I do not feel that separating our children across town would be beneficial for anyone in the Barkstall/Stratton sister school

situation. Logistically, getting my older child across town and my younger child to the neighborhood school will be a nightmare. I feel strongly that kids should be kept in the same building k-5

- I do not support Sister Schools. Being a working parent time is very important-home to school timing, and school to home timing. This factors into my school decisions. I also do not like the idea of a mandatory school change mid-career.
 - I don't support bussing. Let the children attend their neighborhood schools and work to bring them up to par. We have a strong volunteer base to this community and a University. Many parents with means are driving their kids to school. Throw in all the bus routes and any of these plans is wasteful with fuel and money. For a University town, we are being incredibly unkind to the environment.
 - I don't feel like splitting up elementary schools for different grade levels is smart, I feel like that will be really annoying. Clusters make more sense. ***ALSO, I would like to add that regardless of which model is used, if there is currently a student attending a school, every effort should be made to send any siblings there as well, instead of assigning the incoming sibling to a different school based on geography***
 - I don't support the 1st Scenario due to the fact it's only gives us 1-2 options and can be over packed plus can be too far for other families even within region I do somewhat support the 2nd scenario I see what you guys are trying to do with having more diversity! Which is great for those parents that want a good school for their kiddos but I did wish you kept the school in choice in mind but I honestly rather have the 2nd scenario happen then the 1st just because it give us more ranges on what school fits certain students and a little bit more of ranges of it ! So if this does happen I do prefer the 2nd option at least !
 - I favor a plan that allows the highest percentage of students to walk to school. Dr Howard has become a logistics center and I witness it every day. Any plan that drives more students to Countryside, Judah or any other private/home school is a different form of failure.
- I grew up in Champaign and attended Garden Hills because it was the neighborhood school. We all walked together and every family/kid in the neighborhood was associated via this school. I now have my own children and really bemoaned the "school of choice" concept because it broke up these neighborhood associations that were so integral to my early education and community. I understood and agreed with the rationale, but it seemed to create so many more problems associated with the demise of that sense of community. I, for one, am thrilled that you are rethinking it.
 - I have an elementary school visible from my residence. To send a child on the other side of town for schooling is not an intelligent option.
 - I have two kids and understand at some point they will go to different schools between elementary, middle and high school. Changing to sister schools will effectively eliminate any possibility of my kids going to the same school at the same time putting much larger strain on us, the parents.
 - I honestly think that for continuity for the students, it would not be helpful to have students attend K-2 in one school and 3-5 in another school (Islands with sister schools).
 - I like the idea of neighborhood schools and I hope that the islands would not be a hardship and would have reasonable bus service (not too long of rides.) I might be open to the clusters, but I don't really understand how they would work, or potential issues.
 - I live five doors from my son's school (Carrie Busey). My daughter did all 6 years there and I moved here to be able to walk to school and live near their friends. My son did Kindergarten through Covid. This is his first year of normalcy in 2nd grade. Moving him would make me home school.
 - I prefer the long term relationship between two geographic neighborhoods in the sister school concept.
 - I really do not like either of these ideas. while there are certain

aspects, I miss of neighborhood schools- knowing the kids and families in your neighborhood because you went to school with them everybody being able to walk home together. Knowing the families who surrounded you, those were great parts of my childhood however, I feel like the neighborhoods are so segregated in Champaign, and there are schools placed in neighborhoods that not only are low income, but are also very high crime, and although we live in a safe neighborhood, our school is one of those neighborhood schools where it is unsafe. while that will not affect my son personally as a former educator, I do have sympathy for the community. The school is not in a neighborhood where kids from my neighborhood could walk home together. I think this would actually drive a lot of the families in our neighborhood out and I think there would actually be a lot of moving around the city as a whole, if not parents pulling out their children to attend a private school or move to one of the small communities, so they don't have to worry about the safety of their children. Also, if children who are in second and third grade get switched to another school after all of the chaos they have had for the first few years of school due to the pandemic. That is just another really big change for them.

- I think it is important to be able to walk to a school if there is one in walking distance.
- I think it is very important that neighborhood children go to school together. It is a social issue that has been plaguing Unit 4 since school of choice started. I do not agree that someone living a block away from a school gets assigned to a school on the other side of town. I also do not agree with the current situation that children living next door to each other could go to different schools.
- I think it would be nice to have the kids going to Bottenfield live close together, so they can develop neighborhood friends. Currently at Bottenfield the kids come from all over, so my kids don't know/ play with neighborhood kids bc they go to different schools, so I vote for geographic boundaries, however I would not want my incoming kindergartner to go to a different school than

my 5th grader. luckily, the 2 scenarios presented would not affect our preferred school and closest school, which is Bottenfield. I think the 2 ideas presented are good ideas though. School of choice worked fine for us also.

- I understand what Unit 4 is trying to do, yet this is really frustrating that my child might not get a neighborhood school that would be a block away. I would prefer private schools if that happens.
- I want my child to go to school in my own neighborhood.
- I want my son to only go to barkstall and where he lives shouldn't be decided if he can go there or not. He loves his school and it's to late to try and have him go somewhere else so he can act out and have trouble making friends.
- I would appreciate my child going to school with her neighbors. This would be the case for us in scenario 1.
- I would like to see an option to grandfather this in and allow current students to continue going to a school they are familiar with. While I understand the need to make changes and that the school of choice model is not ideal (we received our 5th choice school even though we can see our first choice from our porch), I feel that familiarity and consistency is incredibly important for young children and giving families the option to choose to finish out their time at an elementary school their child is already doing well in and loves attending should be given consideration. I fail to see how a model that proposes moving 90% of students seems feasible to any of you.
- I would prefer schools to stay as such for example balanced calendar and year around. I enjoy my children being in tear around school. I have an STRONGLY AGAINST THE SISTER SCHOOLS SENARIO 1
- I would want my children to go to their neighborhood school and not be bussed across town
- I've hated the way the schools of choice is has been over the years. It was a struggle to get my kids to three different schools every

morning. It will NOT help any parents or students to illuminate the remote possibility of being able to attend a school close by. There needs to be more intervention for those struggling not just think taking them to different schools. Also taking children away from a school they are doing well in is inhumane. Give them a choice to change or not. If you do this do this over a period of time.

- If my child(ren) we're still enrolled in elementary school, we would be shopping for homes in unit 7, st Joe and mahomet
- In both scenarios, I could be forced to send my child to a school located in a part of town that is traditionally unsafe. As school Of choice has been a sham all along, I do not believe even the "choice" would result in an acceptable option as I'd only choose to send my child to one of the schools listed.
- In neither scenario do we give our children the ability to build community. They can't walk to school with kids they know. We do not know our neighbors because our children do not share the same school experience.
- In regards to Scenario 1: I bought a house in my neighborhood AFTER our school was decided by Unit4 schools so that my daughter could walk to school every day and we could avoid the Unit4 bus horror stories. I understand you're trying to reduce the strain on schools and bus services, but this isn't the solution. I played by the rules, I waited until my daughter was placed, saved, then bought a home in the area of the school. Feels kind of like a kick in the teeth to even have this proposed. Scenario 2: Is the best option of the two provided.
- In scenario 1 I don't support students switching schools between 2nd and 3rd grade. This is when they are getting more acclimated to school and becoming comfortable and moving them to a different environment would start that process all over again. Personally, I like being able to choose a school no matter where we choose to live and I'd hope that if/when this changes current students would not be moved around. That this would only apply to new students.
- In scenario 1, I am not in favor of switching buildings halfway through the elementary years. In both scenarios, I am not in favor of having to travel to a school that is across town. Promoting neighborhood schools helps families feel like they are part of the school and the neighborhood, creating stronger bonds in each area. Children also have the opportunity to develop friendships in their own neighborhoods.
- In scenario one-I do not support because then my two kids who will be K and 4th next year will have to go to different schools. Also we love BTW and don't want to switch schools!!! It is OUR school and my kid loves it.
- It has been hard on families not to have a neighborhood school. It affects carpooling, kids walking home and going to school with your neighbors.
- It is important to have students stay in a familiar and comfortable environment to learn more effectively and efficiently. Moving students to new schools after 2nd grade might cause anxiety of students and will take students time to adjust to the new environment which can cause learning interruption. It is more efficient for school and parents' communicating if students attend schools nearby their residents, especially for emergencies. Bus services are always short as it is, and many accidents already happened such as dropping kids off at wrong spots, picking up students late, etc. If students attend schools far away from their residents, it will put more stress to school and parents.
- It is important to have students stay in a familiar and comfortable environment to learn more effectively and efficiently. Moving students to new schools after 2nd grade might cause anxiety of students and will take students time to adjust to the new environment which can cause learning interruption. It is more efficient for school and parents communicating if students attend schools nearby their residents especially for emergencies
- It's unfortunate that children can't build community with their neighbors by attending the school nearest to their homes. Children

make friends in school and when they get home they find themselves not even knowing their neighbors because everyone is attending a different school. Then they go to middle school and once again, they are placed with new classmates and after leaving their old friends they have to make new connections and they are still not able to build community within their own neighborhood. Lastly, they are once more separated from their friends by attending high school and if they are lucky they get to connect with old friends or current friends, but often times they are once again separated and forced to make new connections. It's not conducive to the students' mental and emotional development as they keep being moved away from their friends often. By having students attend a school far from their neighborhood, students don't make solid connections unless their parents have the resources to take their kids to play dates and/or meet with the classmates somewhere to have children okay outside the school.

- just reserve more seats for free and reduced lunch kids at schools that don't have enough of them! That way, everyone in Champaign can still have schools of choice. We don't want only 4 schools to choose from. We want to choose from all the schools
- Keep it simple and do proximity schools. Scenario 1 is too chaotic and complicated. Scenario 2 is better but could be simplified further.
- Keep neighborhoods together. Keep their kids together. The physical facilities in the district are pretty much equal. The problem therefore lies in the quality of teachers and the need for equity for the underserved children. Don't punish everyone when a few are struggling. The district already has a busing issue. Not enough bus drivers, too many places to go. Both of these solutions only exacerbate the problem. Do better.
- Kids need to go to school where they live to form neighborhood communities. These kids have had too much stress already. This is not the time. Take a vote on what the lower SES communities want. Go by test score.

- Let's keep our children in schools in their local communities.
- Location should matter most. Quit dragging our kids through this mess!!!
- moving kids away from familiar friends and staff is not a solution to any of the district's problems.
- My child will be entering kindergarten in 2023. She is the type of child who thrives on consistency as most children do. Regarding Scenario 1 - sending students to a different school after grade 2 seems exceptionally counterproductive for all students and their families. I do not understand why this option is on the table at all. Until now we had been tentatively planning on attending Robeson ES because it is our "proximity school" but now it seems that will be completely off the table?? This is a lot of information to take in for someone who is not in the Unit 4 system yet and also I had to go track down all of this information myself - why has it not been distributed widely to the community as a whole yet? This is concerning.
- My daughter is African American and attends Barkstall, we like the school and close to our neighborhood. We don't want our daughter to ride the bus and it will be difficult to get her to school on time in mornings and make it in time to my job. This is absolutely ridiculous. The disparities have to do with what's going on at home. We help my daughter read and do math homework at home. Her dad and I both work busy jobs. I work in healthcare and he's a federal probation officer. My daughter is behind in school bc of the pandemic. She's struggling and we're trying to help her. This isn't going to help anything but make our lives more difficult.
- My daughter started at Westview following her older brother and older sister. It would be ridiculous to enforce this change to any current students at a school. If one option has to be chosen it should be the cluster option 2.
- My son is in 3rd grade at Bottenfield. He is thriving and has finally gotten back into a routine after Covid and the upheavals that were involved. To move him or any of these kids from schools that they

feel comfortable and safe at would be a huge disservice to them and would cause unnecessary stress and confusion at a very integral time in their lives. They need routines and they need to feel secure and safe. They need their friends and the staff that they are familiar with. They do not need statistics and "findings" saying they should be yanked away from what they know and love. My son knows almost every staff member of Bottenfield by name and they know his name also. To say that these kids would take this better than the parents is an absurdly false and ignorant statement considering you do not know our children or how they would react to these "plans."

- My wife and I agree that neither of these would create diversity in schools. They would further create more pockets of higher socio-economic populations. They would drive more families into neighborhoods of their desired school to be able to have proximity choice. Either that or more families would move out of the school district, opt to homeschool or join private schools. Families of sister schools away from the actual school would mandate kids travel further distances to get to their schools. That is a long drive time or time to be on the bus. This creates more challenges for families for before and/or after school care with parents who work. On top of that, with the past almost 3 years, children need stability. This immediate and dramatic change would not benefit any children or families who have built communities and friendships within their school, class and communities.
- Need to know if child is guaranteed spot at closest school.
- Neighborhood and schools of choice are better.
- neighborhood school is the best solution for the kids, less commute time, more bonding with the school and friends, mentally and emotionally stable etc
- Neither are good options. We live in savoy and already didn't get Carrie Busey. So far Robeson has been good for us. If we get moved to BTW we will be moving out of the district. Kids should not be spending over an hour both ways to school on buses. My

child could walk to school and he may never get that option.

- Neither of these could create diversity in schools. They would further create more pockets of higher socio economic populations. They would drive more families into neighborhoods of their desired school to be able to have proximity choice. Either that or more families would move out of the school district, opt to homeschool or join private schools. Families of sister schools away from the actual school would mandate kids travel further distances to get to their schools. That is a long drive time or time to be on the bus. This creates more challenges for families for before and/or after school care with parents who work. Their if these choices are feasible. On top of that, with the past almost 3 years, children need stability . This immediate and dramatic change would not benefiting any children or families who have built communities and friendships within their school, class and communities.
- Neither one of these options offers the best proximity school for our home location.
- Neither option will be successful in stated objectives and forcing kids away from nearby schools is neither a way to promote community nor fair to students living nearby
- Neither scenario makes sense to me. While I agree some schools are not as diverse as others, I believe it's the lack of investment by the district at underperforming schools. If all schools were performing well, this really wouldn't be an issue...because people would be happy with their neighborhood schools. The real issue is not diversity but qualified staff to teach students. Are we saying white kids from good neighborhoods get a better education than black/brown students from poor neighborhoods with a lack of qualified teachers? If there were more white students in the underperforming schools and more black/brown students in the higher performing schools, you would say that evens things out then? Is it really the diversity of students you worry about and are using that to cover over the failure of the district to provide quality education to all students and this is just the easiest way to cover up the ever widening gap of underperforming schools?

- Neither scenario poses a compelling alternative over the current system. Both eliminate parent choice. Both seek to solve socioeconomic disparity with districting, when this could and should be solved instead with resource allocation to disadvantaged schools. The “sister schools” option is particularly unappealing. My family would be affected by this and it is likely we would choose not to send our child to Unit 4, were it enacted. Asking some families to attend two schools in elementary years while others would be able to attend a neighborhood school for K-5 is unfair and inequitable.
 - Neither scenario puts the school that’s in walking distance (Dr. Howard) as an option. It would make sense to have that as an option.
 - Our child was placed in BTE in Kindergarten and she was extremely behind afterwards. It took two years of private tutoring to repair what they did. She had five teachers in one year who didn’t do anything. Also, the school didn’t notify us of the change. She was bullied, racially discriminated against, and ignored. I would rather move to Mahomet than let my child go to school at that horrible PoS school. We bought our home in Savoy specifically so our child could attend a good school. Let kids go to school near their homes! This is the dumbest idea I have ever heard and believe the adults are more worried about statistics for demographics than the wellbeing of children.
 - Our children are already suffering so many consequences of the pandemic. My son e-learned for K. 1st wore masks and was hard to make friends. 2nd he finally feels like he belongs. And now he would have to leave his community? I am devastated by this. We just moved to Champaign and the school of choice process was stressful and now to not know where my kid will attend school until right before school again is unacceptable. Children need to stay where they are now. Implement this for new students and kindergartners and there will be less issues. I really don’t have the time to be involved in this fight but will be attending board meetings now in opposition of this for the good of my student.
- Again, new students going forward, I absolutely support whatever is best for the masses. But what’s best for the masses already in place at a school is to leave them be.
- Our children should be allowed to attend our neighborhood schools. No support for either of the new scenarios, or the current school of choice plan.
 - Perhaps instead of spending thousands of dollars on a consultant, you could have used that money to redistribute funds to the lower SES schools. We live within 5 mins of Barkstall and Carrie Busey and I’m appalled that my daughter might have to spend a large amount of time on a bus or driving 20 mins each morning and evening if she is assigned to a further away school.
 - Please consider the effects of homogenizing the age of students in a building. Grade-level centers take away opportunities for younger and older students to benefit from cooperative learning opportunities. The relationships that staff are able to build with students long term is minimized. The relationships that staff are able to build with families is minimized. Relationships between siblings opportunities of different age groups and affinity to their shared school is minimized. Among many other things. While this may be a step in a good direction for one reason, it will impact other areas of the culture of a school.
 - Please return to neighborhood schools
 - Remove ALL school of choice and crazy bus schedules. Go To neighborhood schools like a majority of the U. S. Where we can build a community around the school and take pride in our neighborhood and watch out for each other’s kids instead of dividing and weakening the school system.
 - Ripping children from their home schools is beyond cruel. Any new plan should be rolled out gradually as it was when school of choice was introduced. You’d have to be insane to think reassigning 90% of kids isn’t going to have traumatic effects on them, ESPECIALLY on the coattails of a life-altering pandemic. Many people I’ve talk to are strongly considering moving out of Champaign to give their

children a normal life.

- Scenario 1 could alienate students. If you are a student being bussed across town as a "sister neighborhood" student, you are suddenly the "other" in a school that is otherwise comprised of proximity students. Is there any evidence to support that either of these scenarios will be successful? What is the benchmark? To do better than we are now? If bussing students all over town via a complicated school of choice program is not working, why will bussing students all over town in a marginally less confusing school of choice system going to solve the problem? Are either of these scenarios desirable for communities of color currently being marginalized?
- Scenario 1 I do not support for multiple reasons. The first being distance to btw. It would be an added 30 minutes at least a day to drive my child 2 and from school. The second thing I don't like is that I have 2 children so there is a possibility that I will have to go to different schools for drop off and pick up added to the drive time stated earlier. Thirdly we specifically moved to savoy is hopes of going to Carrie busey and my child loves it there. He is the type of child who had a hard time getting used to change and he is very happy now and I think him moving schools would be devastating to him mentally. I don't like sceanio 2 for similar reasons. The reason I like this one somewhat better but not really that much is that he wouldn't have to split up his elementary years and go to a sister school but I wouldn't want to go to btw at all because of distance and the fact that that's an option doesn't sit well with me. My time is precious with my kids and you want to add an extra 30 to 45 minutes of drive time when I only have 5 right now and have more time for quality time with my family. Please leave existing students and the siblings that follow them where they are
- Scenario 1 is an interesting idea but having to travel across town to Barkstall or Statton for 3 years of elementary school is not ideal. It also looks like there would be an abundance of enrollment at those schools vs. Robeson and Westview which would be at 2/3 capacity. I am sure there is reasoning behind the boundries and the sister schools so I hope there is a plan to tweak the plan so that there is more even distribution. Scenario two seems like overall a better option but I fear that it will not do enough to balance out the Socio-Economics of the schools nor help make the district more equitable.
- Scenario 1 is the worst. As demonstrated by the old SOC, people of all races seem to have a strong neighborhood school preference. So in spite of previous failures you will re-heat the failing strategy for political gains.
- Scenario 1 is very difficult with a family with multiple siblings of varying ages. Plus I strongly support continuity of education at the same location. Switching schools at such a pivotal grade would be detrimental to both students and parents. Scenario 2 removes us completely from the school where I have become accustomed with not only the teachers but the principle, vice principle, social worker, special ed specialist, and psychologist. My son who battles from behavioral disorders has utilized all these individuals' services. With this scenario I do not even have the chance to re-register to this school since it would not be in my "cluster". As an African-American male I registered my two adopted African-American children and got our 9th out of 12th choice for school . We did not get our proximity school where the presence of my children would have helped with the issues of segregation and the racial gap. So similar to the school of choice process, I fail to see the benefit of this scenario as well. However we are blessed to be in a school that is very racially diverse with very high quality educators and we wish to stay there!
- Scenario 1 would move my daughter to a new school for next for year 2nd grade and move her again the following year for 3rd grade. Plus, it has us driving all over town to get there. Carrie Busey is way too far from where we live and work and is also an early start school with a long commute time. BTW starts over an hour later than Carrie Busey, 45 minutes later than our current school, which will cause us to have to pay more in childcare to cover a before school program. Both scenarios remove us from all of our top five

schools and eliminates us from Jefferson Middle School which was a key factor in picking an elementary school. Cluster 3 that we would be in has none of the schools I wanted for my child. I am very unhappy with how both of these scenarios would effect our journey through Unit 4 and am angry about how the changes would upend our daily lives.

- Scenario 1 would require me to pick up/drop off my kindergartener and fourth grader at different schools. Scenario 2 would separate my kids from their established friends and the families that we have built relationships with.
- Scenario 1: Why would I want my child to attend 2 separate schools? What about families who have children similar in age. I am expected to send my children to 2 different schools? And it is feasible for my children to attend a school over 4 miles from my house? When I have a school less than 1 mile from my house? How does this solve a bus crisis. Scenario 2: this is school of choice all over again. If I didn't get barkstall, I am stuck sending my children to schools that are not near my house. How does this solve any problems?
- Scenario 1: Carrie Busey/BTW kids would have to add another school transition to their educational experience. In both situations, it's likely that we would pass a minimum of two elementary schools to get to the school assigned to us. It makes no sense to move students who are blocks from a school and can walk to another area of town when busing in town cannot accommodate the current need now and is extremely understaffed and unreliable. I'd like to know for sure that a major change to the system is going to produce results rather than find out 25 years later that the process implemented did not work (SoC), especially if 90% of the students are going to be moved to a new school.
- Scenario 1: I could potentially have two children in different schools bc of the grade they are in. This would NOT work for my work schedule/morning drop off and pick up Scenario 2: These schools are farther away from my house
- Scenario 1: It is incredibly difficult to build a community for students when they are leaving. In turn, it's also difficult to establish relationships when you have students flipping to a new school. Additionally, this would cause having siblings at different schools. It's easier to have kids at different schools when they are older, but that independence doesn't come at such a young age.
- Scenario 1: Makes no sense to divide up a child's time in elementary school between two different schools. That's hard on the kids to switch schools every few years. Children need an established school that they can call "home" for all years they attend elementary school. Scenario 1 & 2: Both make no sense to send a child to a school that's 20 minutes across town. That adds to the commute time for every one who's involved. Kids should be able to walk, ride bikes or bus (if they choose) to their neighborhood school. This gives them a sense of community, and more willing/likely and able to attend school events. Send kids to their neighborhood schools. It's as simple as that. Don't make things more difficult than they need to be.
- Scenario 2 - smaller version of what we have now. If making a big change, just go for it and assign schools by address. Choice is not working now and I doubt it will work later. Scenario 1 - people would know what school their kids are going to. The unfair part is BTW kids are going to be bussed the most. I understand why but all those schools in the middle of the map are basically going to be able to walk. Changing everything for everyone all at once makes the most sense. Good luck!
- Scenario 2 creates the expectation that students will get the school they choose and most parents will choose the school closest to home which will cut out the diversity angle.
- Scenario 2 is preferable because it provides families with a choice to stay with their neighborhood school if desired. Scenario 1 seems undesirable because it will force more families to go to far away locations, leaving their community and requiring kids to travel farther.

- Scenario 2 makes the most sense and even seems to be an improvement to the current choice system. Having a choice of 4 options is far less stressful than 12. However, after such a tumultuous 3 years with covid, we want consistency for our kids. We went through Choice with open minds and hearts and ended up getting our neighborhood school. It was stressful, to go through that stress again is gut wrenching after our child is thriving and happy with her new friends and teachers. If a new system is in place it should start with incoming kindergarteners where the transition to something new is natural and new for all in that situation. I know it may mean a slower uptake for the change we are looking for, but it takes into account the wellbeing of the students and families that are happy in their current schools. Their feelings should matter too. I believe this is the compromise that can get the most people to support and back this new initiative to see long lasting positive change in the community. We wouldn't want to go through all of this and have it all changed again with a new board next year. If we compromise with the roll out starting at incoming kindergarten I believe you will get the most support from the community and have a lasting positive impact on the community.
- Scenario 2, We are not comfortable with our child go so far away from home. When we chose a place to live, schools in the area were considered and now that is being taken away and our child could go somewhere we do not want. Scenario 1, my child gets comfortable in a school and makes friends in K-2 then they get moved to a different school, we are against that idea all together.
- Scenario One has an advantage, as students actually go to the same school as their neighbors due to geographic boundaries. That sense of community has long been missing in Champaign. Families of means are going to light their hair on fire for either scenario. Do it anyway. You're bringing in consultants to assess and take a lot of the heat was very smart. Some of you will lose your seats over this. Do it anyway. It's the right thing for our community.
- Scenario two appears to be pulling children from random parts of the city together into what's described as "clusters" but don't have anything in common with each other.
- Shorten the time to go to and from school because you attend a school near your residence
- Sister schools - Forcing children to attend a school SO far away from their home is ridiculous. Asking them to attend one school for k-2 and then another from 3-5 provides them no consistency/ stability. Distance and short times in the building does not give families enough time to feel part of that schools community equalling less family engagement. Scenario 2 - zones are more appealing but not when zones includes schools on the other side of town. I can see CB from my home and my child/family would be heartbroken to be able to continue there. Again, attending a school not near your neighborhood and community will cause less pride and involvement from families.
- Sister Schools - we have a neighborhood school and will not make our kids get on a bus for that long. Our kids are far enough behind from COVID that we don't need to keep changing schools and displacing them. You guys already can not get the busing part figured out. Without going into more details about the schools why are we not spending more money on teachers and educators then consulting firms? We all know that facts and data can be manipulated however we want. Look at different research project that involved SES. Bottom line is we need to find a way to educated kids and not by displacing them all over town. Funny how it takes 2 years to get longer school days but this research can be implemented quickly. You have to sign up and do an essay to be able to speak at a forum? Why can't we get more funding for a PreK up by Garden Hills? Why can't we retain staff at Garden Hills. In any profession you need to take a hard look at why something isn't working and usually starts with people on demographics. We are coming out of a hard time when you want to make a drastic change? This isn't in the students best interests. Let's take a hard look at the education system and not the demographics....do you believe in a sense of community? Way to disconnected and need to

find a way to create pride in a neighborhood not a displaced city. These model will increase the need for private schools and you will continue to lose people that help right now in schools. Don't pass either of these options. Sorry you guys wasted so much money on consulting.

- Sister schools: children shouldn't need to change schools simply because their grade changes. Separating friends and familiar supports is not beneficial to a student. Clusters: this looks like a good idea combining choice and neighborhood schools.
- So you just want to treat kids like statistics and say hey we throw in some white kids and now it is all good? Maybe listen to how people like their schools we are not numbers. We have grandma by our school. Our kids are doing good. People are pawns on a chess board to get some number on a plan. We chose our school and now you just want to take it away. No!
- Splitting the elementary years between two different schools puts an enormous burden on the students and removes their sense of "home" at school. The sister schools seem to be selected to be as far apart geographically as possible. It is a terrible idea to bus students from savoy all the way to north Champaign and vice versa. Option 2 is only acceptable if families actually get to choose and students who live close to a school (such as Prairie Fields) are given priority in their neighborhood school.
- Students should be able attend the school associated with their neighborhood. Not bused out or forced to attend a school elsewhere to support segregation laws.
- Students should stay within their neighborhood for their schools. That way parents have better access to who their children are hanging around with and get to know their parents. Form a community.
- Terrible ideas! You actually paid someone to come up with this? My child is NOT switching schools and riding a bus across town. That's why I bought a house in the subdv near the school she walks to.
- The biggest problem in the schools is lack of community. The kids and families do not know each other. It creates a weird and detached school community.
- The border intersects our street. The school (Dr Howard) we are physically closest to is not an option in either scenario, but even crossing the street we'd be considered. If change of school is required I find it hard to think that closest proximity still wouldn't be option.
- The cluster schools make no sense as to the grouping. In one group you will have 3 schools in close proximity and then the 4th school is miles away. This doesn't help with the bussing situation.
- The concept of bussing students does not work! Go back to neighborhood schools asap! Build a sense of community and invest in low SES schools to create positive outcomes. Nobody is able to provide hard data on test scores prior to the consent decree and now which tells me school of choice is not working. The definition of insanity is doing the same thing twice and expecting a different result. This is not working. All it does is drive people with means to private schools or to move out of Unit 4.
- The current choice program is a mess. It's highly stressful to parents and the kids suffer from a lack of neighborhood and support where they live. Families that do not get their choice send their children to private schools or relocate to Mahomet. We selected private school for our kindergarten and have a child at centennial. Both of the current options still break up the neighborhood kids by then potentially be sent to different schools and force the kids to have long bus rides or parents to be driving across town. I would like to see the district zoned in a traditional fashion and give parents the option to apply to a different school if they would like. I believe the scenario we should be talking about is how we can bring up the level of education in the lower performing schools. Mahomet's population is growing over 2% a year while Champaign is near 0%
- The current system works. We moved to be closer to the school and most of our decisions n family planning was done accordingly

- The data from the presentation was out of date. The city is actively looking at reforming zoning codes in the city with an eye on liberalizing them/removing exclusionary zoning. I feel like that would have a big impact on desegregating neighborhoods. How would increasing the number of schools we have to drop off our kids actually help us? These plans were developed without community input, we need to postpone these plans and get the parents involved in identifying the solution too. We have an extremely smart and talented group of parents in Champaign, it is ridiculous that their input was not asked for much less actively avoided. Finally, our kids just had to endure two years of COVID school, doing stuff virtually and not seeing their friends. Now we are putting them through this?!?!?
- The elimination of balanced calendar (researched backed practice) is enough to be dissatisfied with both options. Having up to 90% of students shuffled around to neighborhood schools after establishing roots and identity within the school they are already in is detrimental to all stakeholders. Being in a two unit 4 teacher household (the same for others in a situation like ours, as well as single teacher households), it is important that staff members will be given a way to keep their own child at the school in which they teach at. This will help with the struggle to afford childcare, as well as scheduling fiascos with meeting days and early outs.
- The first scenario might work, but the parents of the sister school might not want their kids bused across town. Scenario 2 at least gives students more choice but the inequality of SES to neighborhood schools will still exist. Why not focus on improving the schools programming, class size, aides, and other teaching strategies rather than just moving students. The low achievement will just be more spread out, but the same district wide.
- The schools of choice are a better scenario.
- The sister school model would break up our kids, and we chose this school so our kids could be together and have the benefit of attending the same schools. This would mean too much upheaval for these two schools and long bus rides for kids. Please do not do this!!!
- The solution is worse than we the problem. K-5 kids should be able to go to school close to their home without having to worry about new problems every year.
- There is very little information about why Cooperative Strategies is recommending getting rid of schools of choice entirely. The choice algorithm could be adjusted to meet diversity goals while still allowing parents to have some choice over what school they attend. The three clusters is no better than schools of choice, other then it will mean that white parents have to go to their 4th choice rather than their 8th choice in order to meet diversity goals. Those of us that live in the center of the district will have fewer close by schools to choose from. Sister schools is moderately better, in the sense that those of us that do live in diverse neighborhoods are able to go to our community schools. But the fragmented catchment areas are odd and I suspect it will be difficult to actually maintain balance with fixed boundaries.
- These choices are an improvement to the current system but I would still prefer a neighborhood school selection.
- These don't solve the basic flaws that exist only make them worse. Provide quality programs in all schools, minimize busing and let kids go to neighborhood schools where the parents are more likely to be involved. Prioritize kids and learning not data and demographics. Kids shouldn't spend 1-2 more hours on a bus and parents shouldn't have to drive 5-6 miles.
- This is not the time to make radical changes! We are dealing with COVID fallout and families and children are fragile right now! The other issue that significantly impacts both scenarios is access to schools. Families that attend Carrie Busey that are bussed from areas not close, can't access the building if they don't have transportation. The village of savoy will not allow MTD buses to come into the neighborhood that surrounds the school....this must be addressed to allow families ACCESS to school.
- This is one of the dumbest 'solutions' I have ever seen. This is not a

solution, but merely moving parts around to look like you are addressing the problem. If you are worried about kids missing the bus, then have community schools where the kids have easier access to their actual school in their neighborhood and stock the 'poor kids' school (as was stated in News-Gazette=gross) with lots of financial funding and support positions to allow smaller classrooms, a true COMMUNITY school that parents will know their peers and can rely on them for support if needed (help getting kids to and from school since they are probably neighbors and going to the same school). The \$150k you spent on the manipulation of data could have been better invested in staff support. Getting rid of these stupidly ridiculous bus schedules would drastically cut down on financial burdens, too. You can do better, U4.

- This looks like a nightmare for anyone who has to change to a school that is not their proximity. The bus system is a joke and we are fortunate that this doesn't affect us. Based on our address we will stay a kenwood no matter what happens. We are lucky.
- This scenario does not seem fair at all. It seems that there are other schools with lower free and reduced lunch students are not being inconvenienced at all. Barkstall and Carrie Busey seem to be schools that will be most affected by this. It seems sad that these schools are targeted and not Bottenfield with the lowest number of students with free/reduced lunch. Unit 4 has spent millions of dollars over the past 25 years that I have been a resident on various scenarios. Please get this right this time.
- Tired of my child not getting into a school we live across the street from. We moved to the neighborhood because of the school. My children rides the buses for at least an hour each way.
- We absolutely love Carrie Busey. We moved to the neighborhood that the school is in because our elementary age kids go there and our little girls will go there when they start school. Our kids love to walk to school and they love playing with our neighbors who are also in their classes. The whole purpose of school of choice is let people send their kids to the school they feel is best for their kid and their family. If it's diversity the district is looking for, the

schools have that. And it becomes more diverse in middle school and high school. Don't change yet another thing about school for our elementary age kids, they've dealt with enough already.

- We are currently in close proximity to Barkstall Elementary, have established our kids within the school structure and will not relocate our children to another school.
- We live across the street from South Side. It's stressful to me that two schools in our cluster are nowhere near our home. Walkable/nearby schools are extremely important to us.
- We live right across the street from Carrie Busey and it makes absolutely NO SENSE why our kids couldn't go to Carrie Busey. We moved out to the suburbs for a reason, to send them to the best school, not have to bus our children into the city to go to worse schools. My wife and i worked hard to build the home we live in and get our kids to a great area of town. It's absolutely ridiculous that my children wouldn't be able to go to the school that is literally across the street from their home.
- We move to a new house for our kids studies near to school because I can't drive. So now you will not put my others kids at my school neighborhood. This is not fair
- We moved here during COVID and were put in our 2nd choice school which we had to rank without knowing anything because all offices were closed but ended up liking the school we were put in. Now that things are returning to normal and kids are getting settled you want to shuffle schools again but don't have any concrete plan for how this really helps anything. I support helping disadvantaged students but I don't think this plan addresses any of the issues raised.
- We moved to Champaign and loved that all elementary schools were available for us to apply to regardless of where we lived. This process felt more progressive compared to outdated school placement. I feel that limiting the school options to geographical areas continues to force families to live in "better neighborhoods" so their children can attend their preferred school.

- We need community schools, but this proposal is not it! There also needs to be emphasis placed on marginalized students
- We purchased our home in Savoy one block away from Carrie Busey with the intention of our son going to school there. We are two blocks from the school and it seems ridiculous to send him to a school where he would have to ride a bus instead of just being able to walk! It's infuriating as a parent to have to think that he could be shipped across the town instead of being in the neighborhood.
- We really love the school community we are in. We don't want to change schools now that our kids are acclimated to the school and the teachers.
- We want our son to be able to walk to the school that is 5 minutes away, not sit on a bus for over 30 minutes to and from school every day.
- We want our kids to go to school close, not take a bus and be able to walk to school.
- We were forced to accept schools of choice. Didn't work out. I want children to be able to walk to their neighborhood school.
- We were given our 8th choice and placed at the school farthest from our home, so it feels like any option is better than we have now.
- We've seen through the pandemic how not being in our schools and communities have affected our kids. Switching schools every 2-3 years is the antithesis of stability and community building. Scenario 2 seems like a good idea, and yet, the map screams of gerrymandering. It's neighborhood schools without consistent neighborhoods. Our Latinx daughters have struggled in the pandemic - with one now experiencing a lot of anxiety about change. This year, as great as it's been, has not been totally 'normal' and kids are still struggling. They are, however, finding community and support in their school - which we can currently walk to. (In the new maps, they wouldn't be able to go to their school). This is such a huge lift for the district, and there absolutely needs to be equity in education. It also needs to be done with more conversation, input, and time.
- What is wrong with kids going to the school they live closest to? If you look at the Garden Hills elementary school, the building itself is newer and nicer than Bottenfield. Higher amounts of money should be allocated to schools in underserved neighborhoods. Having students go to the school they live closest to would also help the kids develop relationships with other kids in their own neighborhoods and it could be beneficial since the families of these students can use each other for help and support. It takes a village to raise a child, why not play on that and help create and develop a sense of community within each school's boundaries. Plus this would help solve a lot of the bussing issues Unit 4 is currently having by alleviating bussing kids all over town.
- What is wrong with picking any school in the Champaign district? I lived near Savoy when my son attended BTW. I still live near in Savoy and my son goes to Franklin.
- Where I live all students will still continue to go to Garden Hills. This is stating if you live outside Champaign in the country -- you have no choice
- While I can get on board with the scenarios, my middle schooler happily walks to Edison Middle everyday. This is important to how our household functions. I would be extremely disappointed to lose the ability for our child not to be able to walk to our neighborhood middle school.
- You are assuming that families in low economic areas of Unit 4 want to be bused and leave their neighborhood schools and teachers they are familiar with.
- You are trying to ship kids all over the community instead of letting them go to the closest school. Let them go to the closest school so they can have a neighborhood feel, unless the family wants to go to a different school. This is crazy!

Results: Primary Concern– Other

- the cluster design ludicrous - it eliminates nearly all balancing out of the equation and leaves it up to chance. If this is option is the final, we will leave unit 4.
- All this is doing is causing segregation and giving black and Mexican children the lower hand and education once again and making sure that white children and children that are of higher income are allowed to go to better schools than those children who live in predominant black and Mexican communities that don't have as much money to be forced to go into schools that are not of the best quality
- Another attempt to desegregate the schools without desegregating C-U and the white supremacist systems causing the problems, seems to be putting a hopeless burden solely on the children.
- As an employee at Westview, our capacity number seems WILDLY inaccurate. We are overly full with a bubble class and our student population is about 435. This makes me very worried about the accuracy of the other information. I also worry that the newspaper reported that up to 90% of students could be relocated - this is a great way to set off panic - which has happened. Why not phase this in beginning with next year's kindergarteners. We are still recovering from the pandemic and to uproot thousands of kids seems unnecessarily disruptive. Our buses are struggling as it is. That being said, I am definitely in favor of trying to reform and revise Schools of Choice. It has not worked.
- As an employee, the sister school choice is a very unappealing choice. Our building has worked very hard to establish good work relationships that benefit our students greatly. I would hate to see that disappear. I think you would lose teachers with that plan.
- At least clusters allow parents some choices. The other option provides no flexibility especially for parents with kids in multiple schools already due to students ages.
- Based on the details that have been provided, I do not support the proposed options. The level of communication has not been adequate.
- Both ideas are crazy!
- Both of the scenarios are segregating predominantly black and Mexican children into schools that don't necessarily have the best educators and giving white children a better choice of schools.
- Both of these do not support appropriate diversity adequately, neither by socioeconomic, disabilities, teachers, etc.
- Both plan are worst in history
- Both scenarios are awful. There has been no data shared that shows this will help student achievement. And if that is the intended goal of our board and district they are both failing our students.
- Both scenarios are not ideal but if I had to pick one, I would pick Scénario 2.
- Both scenarios put my child at a risk. She could potentially be on the bus for over an hour each way and she could potentially be in an unsafe neighborhood during school hours. Neither one of these scenarios is acceptable or going to make any changes in bridging the gap in this community. It is absurd to ask parents to put their child's safety at risk. This is simply going to encourage families to turn to private schools.
- Both scenarios take away choices from all parents in the school district.
- Both scenarios were created without any input from teachers, students or parents. It has taken Unit 4 over 20 years to figure out Schools of Choice don't work. I am not convinced these plans will not accomplish anything but pure chaos and many parents pulling their students out of Unit 4 and will affect students/families negatively!! I don't want my grandchildren to be your guinea pigs!
- Both Scenarios: This is forced desegregation thru busing. When tried before, it ended in failure because of lack of support, including in minority communities. Why do you want to harm children again?

- Bringing on this change is nothing but stress to everyone involved. Fix the bus problems, listen to your teachers. Pay teachers more. Have better after school programs. More tutoring, more social workers.
- Changing the cohort of students is not the root problem. Outreach to low-income families, additional teachers and volunteer tutors (UIUC has an excellent graduate education school) are better options. Nothing in your plan, or in student's low achievement suggests that under performing students will achieve.
- Consultant brain is strong, but I think it is telling that the District has entered into these potential scenarios with heavy input from discount McKinsey but very little from parents or workers.
- Deseg plans failed across the country in the 1980s. Do the research. Or hire a consultant who has done their research on past failed national attempts to use schools to alter an economic system.
- Do not force these students out of their long-term schools!
- Does this mean in scenario 2 I get a 100% chance to get my school of choice?
- Don't understand what a sister school entails, second scenario—don't see how this solves any issues
- Don't change it... It's perfect the way it is already
- Educational equity for all students in Unit 4 is a noble, worthy, critical goal for our community. However, neither of these proposals will cultivate the educational justice you seek. What our schools, students, families, and communities need for this stated objective will not be achieved by shuffling the deck of student distribution.
- Equalizing SES will not magically close the achievement gap.
- Even with a Doctorate in Education, I can not figure out scenario one. Are the sister schools the ones that students attend both. The explanation is very difficult to understand. You say 4 have combined boundaries, and then use the term sister school, but never define sister school. After reading several times, this can be inferred, but certainly not clear. In option 2, there is a clearly preferred group of schools— cluster 2. Don't see how this option would work.
- Find a smarter way !
- First of all, I reject the notion that the current schools are "segregated" and I strongly encourage the district, including [proper name], to be more careful with her choice of words. This word is inflammatory and suggests a racial divide among the schools. I do not believe that's what the data shows. The whole premise of the school of choice process is to allow parents to choose where their child attends school. So unless there are underlying factors that the district is using to assign students to schools, I don't understand how there can be segregation. If the issue at hand is disparity between socioeconomic representation, how do you propose to rectify this matter? Socioeconomic status is based on a variety of factors, including parental income, education and type of job; how do you propose to balance this out? Are you really going to take all these factors into consideration? Because if you do not take all the factors into consideration, you are basically cherry-picking the data to fit your "model". Neither of the current models will rectify the issue of "diversity." Look at the data from before the school of choice implementation. This plan basically reverts back to that model. What exactly is the problem with the current system? These points are unclear to the vast majority of your constituents.
- For both, what percentage of students would be moved each year over the next 5 years? If I understand scenario 1 correctly, it doesn't seem 90% would move in year 1.
- For scenario 1, it would be hard for a student to adjust to a new environment after the first a few years of study. I strongly disagree with the scenario 1.
- For scenario 2—it says "we pick" a school. Do we actually get to pick one of the 4 or is it going to be like it is now where we rank them in

order of preference and get assigned.

- For the clusters we are unsure how our choice would be served. Does the choice work like what is currently in place?
- Getting all elementary schools on the same calendar will be a good first step. The other ideas and plans to wait until the community has been heard.
- Harrison Bergeron by Vonnegut
- Has the "School of Choice" program utilized for the last 20+ years proven ineffective that an alternative solution must be drummed up? Does anyone have objective data for any planned scenarios? Has Unit 4's consulting firm proposed any plan successfully implemented within the last 10 years? Will Robert Downey, Jr. reprise his role as Tony Stark/Iron Man in an upcoming MCU movie?
- How does this support families that need a specific start/end time of school? My family needs and early start school and if we do not get into the one early start, it puts a great burden on our work schedules. Also concerned about middle school placements.
- How would the cluster schools be balanced? What would enrollment totals be?
- I am deeply concerned that the two proposals will force up to 90% of families to be relocated to a new school, with little evidence that either of these plans will lead to true SES integration. Will the cluster scenario still allow proximity prioritization similar to the current schools of choice model? Neither plan looks at providing early intervention education support for low SES families- a grave oversight.
- I am NOT in favor of any of the above choices.
- I am ok with what we have today, no need to change
- I appreciate you taking action in response to these alarming statistics. It seems Scenario 1 has the greatest potential for impact while Scenario 2 probably won't change things that much.
- I believe forcing people to attend schools further from their home than necessary is a fast way to get folks to move out of the Champaign Urbana area and definitely would not make the community stronger which is the false pretense this is being pushed under.
- I believe other and additional strategies should be considered before reassigning students to other schools.
- I believe these solutions will not solve the issues facing the District. Increasing parental involvement with underserved populations...in and out of the school environment and making programs equitable across the district would be ways I would address the issue.
- I can't believe you hired a consultant BEFORE you got community input.
- I can't determine where my children would have to go looking at the maps which makes me hesitant to choose. Although giving more opportunities to all is important. In the same sentence how do the schools plan on helping in the classrooms with kids on all levels of learning? In the end will the kids be separated anyway, within the school. Which is not going to be beneficial to their overall experience. The teachers need extra support in their rooms!!
- I definitely think scenario 1 is a backwards move for most students. Being pigeonholed and decreasing options for students is not in their best interest.
- I do not believe either scenario is a good idea. School of choice should remain. These kids have had enough interruptions these last few years to be pulled from schools they currently attend. Carrie Busey is well diversified when it comes to the students. How about putting more African American teachers there so the kids can have someone to relate to that looks like them. Learning starts and continues at home. Certain schools may have more opportunities for the students but if the things that are implemented at school are not practiced at home, none of it will result in a successful ending no matter what school a child attends.

- I do not like either of the options. Both options would be moving my sons school further away.
- I do not see how the cluster scenario will be any better than the current one except giving parents less choices.
- I do not see the clusters working. Good luck on getting Barkstall and Carrie busy on board with this. That should about drive them out.
- I do not support ANY vast changes at this time. Kids, parents, and teachers have been through enough the past few years. Let everyone settle in for awhile!
- I do not think we need to be changing horses in mid stream Give the teachers and kids a chance to bond. Revive your Parent Program. Most Parents do not know their rights. Do they know that have the right to visit to the class room upon request? How are you using your Treacher Aides? I could say more but i'll stop here.
- I don't agree with either scenario. You hired a firm to who knows nothing about our community to make a decision. 15-20% kids struggle so we picks options that will affect up to 90% of our kids. If either plan is passed, my family will no longer be in Unit 4. Zero reason to change it.
- I don't like the idea
- I don't think either option will benefit any students. Please detailed how it is going to work.
- I don't like either scenario, and am surprised this is what they came up with. I am also interested to find out how this change in elementary choice will change middle school feeding and high school locations.
- I don't see how scenario 2 solves ANY of the problems currently facing Unit 4. It's essentially a smaller scale school of choice where there's an obvious first choice in each cluster that everyone will want (Bottenfield, Barkstall, Carey Busey) and an obvious last choice in each cluster that nobody will choose (Garden Hills, Stratton, BTW). You will continue to have disgruntled parents who live by but don't get assigned to the coveted schools. And you will continue to have largely underserved populations end up in the last choice schools which means these schools will face the same problems they currently face. Not to mention that you will still be bussing students all over town to achieve this scenario, which we all know Unit 4 has never successfully implemented. If we end up with this scenario, we will have paid Cooperative Strategies a LOT of money to hand us a smaller scale version of the system that we know is failing our students.
- I don't support changing the system.
- I don't understand how these scenarios would work. There is barely an explanation. And the caption on the map is so small you can't even read it.
- I don't understand the scenarios. they are too confusing.
- I don't understand why reduced clusters are an option if it continues the ineffectiveness and the whole ordeal of ranking schools. I am extremely nervous this will lead to a qualified teacher shortage. I don't know how parent volunteerism is because my kids are still daycare age, but I hope a robust and thoughtful method of helping get involved parents trained to volunteer and into the schools to be part of this community solution and the inevitably difficult transition is completed. Please create a campaign for this and work with the CU Schools Foundation and other community partners to build a coalition for a proud community effort.
- I fail to understand how either of these scenarios gets this district closer to the goal. It's the same idea as current! Doesn't work now, why will this be better?
- I feel as though balanced calendar is an ideal calendar for students and teachers. I support the idea of clusters, with the addition of having 1 balanced calendar school in each of the clusters.

- I feel that clusters would still result in the same under chosen school issues.
- I feel that Scenario 1 taking away all choice is a bad idea.
- I have several questions and concerns. 1) For both scenarios, I need more clear data before forming an opinion. Are the capacity and enrollment numbers based on current (fall 2022) data or are they projections/estimates for this future scenario? 2) For the "sister schools" solution, have community members living in the neighborhoods of BTW and Stratton been consulted? What are the consequences of moving lower SES students out of their neighborhood school (BTW, for example) and busing them to Carrie Busey? What does that teach them about the value of their home community and about "better" (read, majority-white) schools? I am most concerned that the families involved and most affected in the neighborhoods directly impacted by this plan be consulted and heard. What do they really want to help their children succeed? 3) I understand the Unit 4 board's desire to help desegregate the schools and hoping that leads to desegregation in the community; however, so many more factors go into inequitable communities formed by segregation, particularly our history of housing segregation, availability of food (food deserts), and affordable housing. This is not something that Unit 4 can change on its own. 4) I am concerned that this plan does not allow for projected growth in the community. If more people keep building houses and relocating to Savoy and to the west and southwest sides of Champaign, then these boundaries and clusters will need to be changed on a regular basis to continue to accommodate for unequal SES levels in schools. What are the implications of continued redistricting and/or changing clusters? 5) What are the potential effects on the Unit 4 magnet schools? How do these two scenarios affect enrollment at Franklin Middle School going forward?
- I just like the idea of having choices
- I know of other districts (e.g. Rantoul) that have tried grade level centers that were not successful, and they returned to the traditional elementary schools. While I think that scenario 2 would be a decent scenario, I do have a concern that the percentages of utilization would be over capacity for cluster 3, while under capacity for the other 2 clusters. I think it may be foolish to plan on being over the limit before even starting the plan.
- I like better the clusters because I can choose when I want to send both of my kids to school
- I like scenario 2 because it's closer to my home and easy to get to my children in case of emergency
- I like school of choice I really like Stratton and highly recommend them and don't want to change my girls school
- I like this idea. But how will they determine who gets what school?
- I liked the idea of island but not sister schools. Please realize that this is setting yourself up for failure.
- I need to know more about both options, how they were formed how they will be implemented and how they will be evaluated for success
- I prefer the Scenario 2: Clusters. Thank you very much.
- I really feel like Scenario 2 is the same scenario the schools are already in, just divided into 4 smaller units. There will still be preferred schools and many people will never really get their "choice."
- I see the benefit of both sides. The decision will be controversial no matter which way. I support whatever makes sense to the majority by population size.
- I strongly don't support both of the scenarios!!!
- I support the island/sister school option because we desperately need certainty as parents. Having gone through the choice selection process two years ago, I can't imagine having to do it all over again. To note, the school we attend and would attend under this option would be one of the sister schools (Barkstall).

- I think it's very important to balance the different populations of Champaign across the different schools, whatever method you use.
- I think scenario 2 would be better so there is not any conflict with who was chose to attend what school. I think dividing it broke into groups like the picture shows would help give each school a variety of diversity. But scenario 1 will be the choice for most more than likely because parents will argue that they live in the area they do based on the schools. Which is a fair point perhaps to them but what about the families that have to live where they can afford and it may not be in the best neighborhoods. A child's education shouldn't be based on who can afford more or live in a better neighborhood. EVERYONE should have the same opportunities and should not be based on race, color, or income, that is DIVERSITY to me!
- I think the 3cluster option would be better received for families who want to keep their children at the same school vs. splitting up K-2 and 3-5. I would be concerned about the impact on teachers changing schools and upsetting school climate and use of space/ moving/loss relationships. However how would class sizes balance out with choice?
- I want documentation of the problem is trying to be resolved. As the school of choice plan which was to respond to the dissent degree should have not been implemented as it was not built to truly resolve racism in the district.
- I will be part of the mass exudes if either of these go through. Change starts at home. Don't make my kid change cause parents suck!
- I will look at both more carefully. We do not need to rock the boat at this time. Children are just beginning to be school students after Covid closures.
- I work at southside and my son attends it would be easier for me
- I would like specific information on exactly how each scenario will improve the abysmal reading and math proficiency rates of African American students.
- I would like to hear more about the logistics of scenario 2. How will it be decided which school the family would get into? Still going with income? This change needs to start with the new families coming into the district. You need to grandfather in all of the families already at the school that the family has chosen, including leaving siblings at same school. Unless families voluntarily want to switch, I don't imagine you will get community buy in if you make kids switch schools that they are already going to that they have chosen. I also don't understand how the schools have gotten so lopsided if we have been following the guidelines in the consent decree? I thought that was supposed to balance things. Was it not being followed? What has been the point of having schools of choice these last 20+ years if the outcome hasn't been any better?
- I would like to know what the objective is here- diversity or helping learning outcomes for black kids or is it both? I would like to know how these outcomes will be measured. Is there a percentage we are striving for here? How will success be defined at in what sorry of timeframe? I want to kknow how either of these outcomes is better than school of choice. I want to know why we aren't doing more to lower class sizes for certain schools and help more with pre k education (early intervention). I want to know how the primary stakeholders in either of these scenarios - teachers and parents- we're not consulted for One and half years. I also want a guarantee that the kids will stay at current schools until the are done with fifth grade. This district has proven itself terrible at logistics and I have no faith or hope that they can manage a 90% reshuffle of kids in the district.
- I would like to know where either of these approaches have worked elsewhere.
- I would really like to know how parents in the 4 "sister schools" answered their surveys. I am also very concerned that Garden Hills gets the resources needed to elevate their scores.
- I'm agree for this idea

- I'm confused as to why we're making such drastic changes so quickly and all encompassing. [proper name] has continued to tell the community that "It's a great day in Unit 4!" If that were true we shouldn't have to do something so drastic, but it's never been true and something has to change. I just think that [proper name] should come to our school and meet the people her decisions are going to affect and see the humans behind these numbers. Is a tiered rollout possible where Kindergarten and 1st grade are changed first, so students who have developed years of relationships aren't displaced?
 - If I'm reading all this correctly I understand what Unit 4 is trying to do however, I feel like it will make no difference with the students. It has to start at home and if students are not receiving what they need at home they will not do well at school no matter what school they attend, what teacher they have nor who they sit next to in class. Especially at grade school age. The district will do what they want to do regardless of my opinion, it's all about the numbers and what looks good on paper.
 - If Scenario 2 is chosen, my child may have the opportunity to continue attending Westview.
 - If the goal is to more equitably distribute resources in the district and more consistently achieve diversity, I can't tell if scenario 1 is accomplishing this in all areas or just in the sister school clusters. And in scenario 2, what measures will be in place to more equitably distribute students?
 - If we only get 4 schools to chose from, people with money will move to the neighborhood that corresponds to the school they want. Keep school of choice but let kids on free lunch have extra seats.
 - If you did the sister and island schools it would be pretty easy for kids/parents to figure out which kids are being brought in the balance the ratios. They may experience exclusion because of this. While cluster seems to mix it up better.
 - If you do sister schools for 4 of the schools, why not do it for all?
- Have all the schools set up K-2 and 3-5.
- I'm agree
 - I'm not sure how scenario 2 is really any different than the current system. It just seems like the current system with fewer choices. I'm a bit confused about scenario 1 and how the "island" schools are implemented into the sister schools?
 - In both scenarios it is completely unclear what the boundaries for each school are based on, and what the resulting levels of financial support for each school would be. The presentation is lacking in detail. It is unclear why these five scenarios were the only ones evaluated.
 - In either scenario, my children will have to switch schools. We did not pick our neighborhood school when we moved to Champaign in 2020 as our first choice, not because we thought it was bad, but because we liked the idea of school choice. with the upheaval of the pandemic, I do not know what is gained by moving all the kids around again when things have started to go back to normal. I would be very curious if the people this is supposed to help support the new proposals. If they do, then my opinion matters less for sure. If you go forward with the new plan, it does not matter to us which one you pick as our kids have to change schools anyway and part of why we wanted to live in Champaign over Urbana was for the school choice. I support scenario 2 slightly more than scenario 1 only because kids would not have to change schools for 3rd grade.
 - In neither scenario can my children stay in the same school they're in now, which was the school we selected using the previous choice plan. After making this decision, which was a stressful event in and of itself, we've structured parts of our lives on the assured continuity of our kids' educational environment. We've invested in their building, their administrators, their faculty and staff. We've grown into a part of their school community. And we see no evidence that these changes to the selection model proposed by the demographics firm will improve educational outcomes for low

SES students. It will simply shuffle them around, along with a majority of the other students. Over 90% of families got into one of their top five schools with the existing model. A majority have come to be satisfied with their current buildings. We have little assurance this will be true in the new model. And more broadly, our confidence in Unit 4 administration to make decisions like this with any sort of defensible basis is very thin. Unit 4 has done very little from an administrative/management standpoint to make the community confident in their leadership ability. When we hear this proposal, instead of thinking they have students' best interest in mind and the expertise to make decisions accordingly, we assume instead that they're trying to make themselves look good, like administrators who can make bold decisions, and will then likely move on to other districts before the ripples from this bomb have settled.

- In reference to the sister schools strategy, I worked in a district previously that did this. It did not work. Violence in the schools were high, scores were high at either end but few in the middle. Students couldn't relate to each other and made their own divides based on who they lived around and spent their time around. Staff were highly unsupported and I knew personally that had taught at least 6 years in the same school threatened to quit, quit, or did not return to teaching. I nearly didn't continue teaching and instead chose unit 4 that seemed significantly more inclusive and cohesive.
- In Scenario 2, how will families be assigned to a building after ranking their choices? What will happen if certain buildings in a cluster are over or under selected? In scenario 1, how will K-2 and 3-5 centers be determined? Will teachers need to be re-assigned? Will there be teacher choice in that process? In either scenario, how will the BOE provide support for families, students, and staff that have to change locations? I would like to hear specific ideas (i.e. like moving to a new state... how will the BOE acclimate new stakeholders in their new environment?)
- In scenario 2, what criteria will be used to place students and how will they be weighted? In scenario 1, why not rotate teachers between schools instead of students?
- Island: The idea of switching schools for the sister schools seems like another pointless transition for students. And it's moving the same class of students from one building of resources to another where staff will have to relearn and rebuild relationships with students. Students would benefit from stronger community- and relationship- building once. Both scenarios: I would like to see projected numbers based on where the present day students, if organized into each scenario. What would the new boys/girls, ses, grade levels, MAP/ test scores, etc. be? I'm interested to know what the district has learned from the past and how they will avoid getting sued again and going back into a consent decree?
- Islands and sister schools: a more traditional model of sending kids to their neighborhood school but now ver restricted. 2. Clusters: It's like school of choice but now again very restricted with just 4 schools to choose from. So overall super restrictive.
- It has been proven in larger cities that what you are trying to do doesn't work and it would be an absolute logistic nightmare for buses and added expense, not to mention the lack of drivers is another issue. At some point I'm sure Savoy will opt out of unit 4 and create their own path.
- It is time to STOP spending CHAMPAIGN TAXPAYER'S MONEY on hiring companies like Copperative Strategies to deal with CHAMPAIGN UNIT 4 ISSUES!!! The SUPERINTENDENT AND HER STAFF ARE BEING PAID TO WORK ON SCHOOL/STUDENT ISSUES! It is a great misuse of taxpayer's money.
- It's hard to have an opinion without knowing more and understanding how these conclusions were arrived at. It also seems unlikely that these changes will have much of an impact without societal changes to also support families that are struggling. Public schools can't fix this by themselves. The main underlying causes (unemployment, poverty, violence, etc.) must also be addressed. It also seems that my child would stay at South Side in either scenario which would be my main priority as we are very happy there and

would not want to switch.

- je ne soutiens pas cette opinion ce pas bon pour education des enfants
- Keep the current model.
- More information needed in regards to how the clusters were determined and whether or not the balanced calendar will remain. Concern with sister schools about the homeless community in Champaign.
- Moving children away from the school they currently attend would cause behavioral issues and is a huge transition that many children do not have support for at home. This is contraindicated in developmental research , and would prove detrimental to children's lives.
- My kids both go to Barkstall and we love the balanced calendar. In both scenarios we would not have the option to continue with a balanced calendar.
- My only question is what is the plan for middle schools, since they are currently all based on elementary feeding.
- N/A
- N/a
- Need moreinfo
- Neither choice is fair.
- Neither is a good idea
- Neither of these options will increase literacy rates for low income families. The end point is that wealthy families will simply move or go private if placed in a less desirable school.
- Neither of these scenarios address the inequities in the instruction provided to "low SES" schools. They are underperforming because you expect the teachers in those schools to teach the same way as your "high SES" schools
- Neither of these scenarios seem good. The school of choice system is a much better option. The goal these scenarios are trying to achieve will never be attained simply by changing how school attendance is determined. The school attendance factor isn't the problem - it's the mindset within the communities that needs addressed, and different school assignments and boundaries will not change that one iota. Where is the evidence? It's not there.
- Neither option offers anything of value. The challenges of Unit 4 students will not be addressed by displacing them and will likely cause more harm than good.
- Neither option will change the learning gap. Hiring a consulting firm that knows nothing about the community doesn't help either. School board better be ready to hear the wrath from parents. Not many will like either option. Time for Unit 4 to figure it out and listen to the community.
- Neither scenario is good for children or parents but merely yields a pretty percentage chart. All you are doing is trading wealthier kids for poorer kids to make the numbers look good. It shouldn't cost \$159,000 to figure that solution out. It doesn't take into account the negative consequences for everyone including school board members who vote for it. Good Luck!
- Neither scenario mentions what the plan is to implement it and there is not near enough information to be able to make an informed decision.
- Neither scenario takes into consideration the families that will be impacted. Something needs to be done, but two not so great options is not the way to go. Ask for community input before tossing out only two possible plans. Taking away the balanced calendar schools is also a huge issue, IMO.
- Not enough info
- Our address is outside of both images...
- People should have a choice based on what works best for their family and their needs regardless of their race

- Please consider having focused conversations with staff, families, and community members to find some common ground which may mean gradually implementing a new structure for school placement.
- Please! Do NOT get ride of balanced calendar. Option #2 can be done if 1 or 2 schools in each cluster went to balanced calendar. There are SO MANY benefits to balanced calendar that are not being considered!
- Re: Scenario 2, how would you prioritize the choices within the clustered schools. Scenario 1: What is the rationales behind these sisterhoods?
- Scenario 1 leaves my children at the same school for longer period of time K-5th which is preferable. I'm not a fan of scenario 2 in which my family could potentially have children split in schools.
- Scenario 1 seems like the sister schools are schools that are already at capacity. How would that change if they are made to be K-2 and 3-5? Could the district look at using one school at capacity with one that is below capacity? Scenario 2 looks to have a bit of the same problem and boundaries might need to be adjusted to move some students to schools that are not being fully utilized.
- Scenario 1 seems to be looking very costly as well as traumatic for <90% of students... why is this even an option? Additionally why is the option of funding Garden Hills, BTW and Stratton more than the other schools not an option? Those schools need more resources and staff, understandably so give it to them and let people choose their schools... if you put money and programs beneficial to students into BTW and others alike I'm betting more people will choose it. People will continue to build bigger houses further stretching the socioeconomic gap so I believe we should explore the option of putting all this money spent on consulting and planning towards those schools that could really benefit from the added support.
- Scenario 1: I am not in support of switching to a new school after a couple years. Scenario 2: I do not know enough about each school/location to comfortably say i support this scenario
- Scenario 2 does not appear to be "balanced" in that there are a high number of low SES students who attend 3 of the 4 schools.
- Scenario 2 give us more options
- Scenario 2 is just a mini version of school of choice which we do not like
- Scenario 2 seems like the best option to allow parents some choice in where there child will attend school.
- Scenario 2, Cluster 2 seems to be heavy with over chosen schools.
- Scenario 2: Clusters feels like school of choice with less options.
- Scenario 2: Would you continue to enroll siblings into the same school? Scenario 2: If you moved, could you continue to attend the same school? Or would you have to change schools as well?
- School of choice is the most equitable option for our community. Both of the proposed scenarios not only remove the ability for all families to make their own decisions regarding their children's school placement, they also de-humanize those children and treat them purely as statistical metrics to be tweaked and bussed. That is not acceptable.
- Social Justice is a critical demand.
- Somehow my student might end up at the same school in either scenario. Seems to eliminate some of my choice, but the spirit behind the change is positive. It will likely positively impact many students. My single student isn't the focus.
- Stop passing the buck and hiring outside consultants. Way too many people making 100K+ to push decisions to outsiders. BE LEADERS
- Strongly against getting rid of the balanced calendar
- Teachers should have the option to have their children attend the school where they teach.

- Thank you for working to improve diversity in the schools.
- The Clusters scenario resembles the current school choice system which I believe is best for both the parents and students.
- The school district is a cancer and having an outside consulting group that forgets data and doesn't make well-rounded decisions will not help.
- The second option seems more straight forward.
- The sister school scenario where some students will have to attend more than one school over the course of elementary school feels ill advised.
- These are both terrible ideas to try to implement in Champaign. Evidence from other communities does not support any benefit for their populations.
- These graphics are too small for me to see the information on my computer screen. That makes it very difficult to rate the two options. I agree a change is needed, and it's hard for me to predict which one would have the greatest improvement in equity.
- They are too complicated.
- They both appear to make a bigger hash of the situation than we already have....
- This "survey" is manipulative. Start with "Does anyone believe simply placing low SES in schools next to "rich" kids will improve their performance"?
- This is bull[expletive], and unfair to these children. My kid is established we picked that school for a reason and my kids is the [expletive]ing minority.
- This is ridiculous - already planning to sell my home and move to another city outside of CU. What a mess. To put our babies thru another change now post COVID is a hot mess. Someone in admin is trying to gain some clout by doing this science exp. on our kids. Note - ya'll knew via research schools of choice don't work anyhow
- why the change now. No way! I'm out!
- This is stupid.
- This is unacceptable for both. This needs to be revisited completely from scratch.
- This isn't going to fix the underlying issue. Hold parents accountable.
- this may cause people to leave Champaign, unit 4 will lose taxes.
- This seems confusing
- Unless you have parental involvement at home, it doesn't matter which school you are in.
- We chose private because we did not get the schools we chose and were going to be forced to put our child on a bus to an unfamiliar area. We didn't know any other children or families at that school.
- What will happen is your "rich kids" will enroll in private school or move to towns like Mahomet —wtg! You're not fixing the problem!
- Whatever the scenario, what is most needed is equitable allocation of resources and parental support. If children do not have family support at home, it doesn't matter much what school they go to or how diversified it is.
- Where are the data showing that either scenario is going to be better than what is in place now for changing the performance gap, which should be the primary goal.
- Where is the data that redistributing students to better balance SES will actually improve low test scores? How is doing this post-pandemic not harmful to our students?
- Why don't you take the money you spent on a consultant group and what you will spend on busing kids all over town and put it into the schools that need more repair and resources. That would improve the situation by making the schools more "equal" and fair to all students.
- Will either scenario address the achievement gap without proper

training for teachers and staff? Teachers haven't had adequate professional development in years so how would we expect the gap to close?

- Will protest any changes to current elementary education
- Would love to see the data that drives both models. How will the achievement gap decrease?
- You guys are a [expletive] show in a wet paper bag

Results: Primary Concern– Transportation

- Bussing is not healthy for the students or profitable for the District. Smaller class size and more qualified teachers at the elementary level will raise test scores and keep kids in their neighborhoods with their friends and families.
- I'm not in favor of either scenarios at this point in time. I would like to understand if the bussing issue we have had over the last year will be fixed as that has been awful. We are not able to reliably know if our child will have a ride home. There have been so many times when I or my husband has had to leave work early to pick up our son that travels 40mins by bus from Stratton.
- #1 Unit 4 bussing system is a mess. Why would bussing children across town lower costs? How? More children would need to be bussed, especially if families are split apart b/c of the "sister school" scenario. How can families who work make multiple school drop offs, especially if we have to drive 30 minutes across town, likely through campus and rush hour traffic? Fix the bussing system first. Make it so kids get to school on time and don't have to wait at bus stops at 6 am. #2 Splitting up families in scenario #1 will make it harder for families to be involved in after school activities, especially if they don't have transportation. If we stick to neighborhood schools, families can walk to meetings if need be and families can stay together, and school events. Things will likely happen on our around the same time, families are forced to choose or not go? #3 How would uprooting 90% students at one time be good idea. We are finally back to a normal year. Uprooting kids will only further cause regression, stress and possibly trauma for those with special needs. Do we have proof that this will close the achievement gap? For our family it will just cause further stress. We are a part of a community that our school has built. #4 After school care. For families who currently walk to and from school, moving them will not make that possible. Is the district prepared to have an option for after school care that accommodates a bigger percentage of families that need this option? There is a waitlist at many schools already. For scenario #1, younger and older siblings won't be able to walk home together. #5 What is the percentage of families who walk to school. Has data been collected? Walking to school has many benefits. Maybe survey families to see if they want to get this up. #6 Students need to spend less time on the bus and more time in the class room. Having any child on a bus for over an hour is not the answer. It helps no one. #7 People usually move to neighborhoods and community expecting to go to a school nearby. Why don't we pour more resources into the schools in neighborhoods with more low socioeconomic families to support them in ways they need. Dispersing them across town is not the answer. #8 Start times. Some of the start times don't match up which with the sister schools and will make it hard for families to get their kids to and from school. #9 Middle schools, where would these schools feed into? Would we have two middle schoolers are two different schools?
- 90% displacement of children is totally unacceptable. Bussing kids back and forth in 2 area won't help. The bussing for Middle school is terrible. 3+ hours on the bus...IF it comes and you want to do that to elementary kids too?? Outrageous
- A better solution for neighborhood schooling needs to be examined. Passes two to three elementary schools to take child across town to attend one outside of their neighborhood makes doesn't make sense.
- Achieving healthy transportation for students, to distant schools, is a major concern. The U4 bus system is unreliable, unsafe, underfunded, and unhealthy for our students. The distance being traveled to schools outside of geographical residence is unreasonable for families. All of our students would achieve greater academic success, regardless of demographics, if they didn't have to spend an hour on a bus each morning and evening. If the negative impact of bussing were eliminated, students would feel better and perform better.
- Another attempt to fix problems that can't be solved by bussing more kids, and moving more kids away from support networks

- Any changes that result in ADDITIONAL bussing (that is already a horrendous catastrophe to put it lightly) will likely never receive my favor. I don't feel it's the school districts job to try to fix a social issue like neighborhood segregation. This will only cause more white flight and lost tax dollars.
- Anybody with means will move or send their kids to private school options. As a former parent, driving across town for my kids middle school (because school bus arrived too early or too late), was exhausting. Stop spending my hard-earned tax dollars on buildings and plans. Fix what happens in the classroom rather than add administrative issues.
- Are not transparent enough. This board and administration will do what ever suits their agenda. District can't provide bus service for either plan.
- As a parent, I found the previous school of choice model to be a bit overwhelming when trying to select a school. Having a much smaller number of schools to choose from would make the school of choice model much more approachable and seems to achieve the goals of balanced representation across the schools. I would be concerned about the longer travel time required for some students in this scenario, which tempers my enthusiasm. I am not supportive of the rapid shift to either scenario and would prefer a slower rollout than discussed.
- As an elementary teacher in the district, I understand the need to solve the "bussing problem" and therefore support a move away from Schools of Choice as it's been handled. However, I also have a current fourth grader and hope that there will be an option to keep her in her current school for her fifth grade year with staff, friends, and families she's known now for many years. It's disruptive to children's social/emotional needs to transition them to new schools, especially those in grades 3-5. Scenario 2 will at least provide some "choice" to families and move fewer students from their current schools than Scenario 1.
- At first I really like scenario 1 but the more I think about it, the more concerned I am about the logistics of such a scenario. While it achieves the greatest socioeconomic diversity in schools it seems the most complicated. In particular the transition from 2nd to 3rd in another building seems overly complicated and potentially splits families between multiple buildings. Scenario 2 is ok but I'm concerned the system could be games just like school of choice is now. Unless enough late seat assignments are left in each school it's just more of the same but "smaller". Finally please consider a phased approach for whichever model is chosen. Community support will be much greater if a phased in approach is used, starting with kindergarten. Many children in our district are already behind from pandemic learning loss, they can not afford any learning loss that will occur from a building change (which is proposed here).
- Both look like an improvement to what is happening now, though Scenario 2 doesn't appear to eliminate as much of the transportation issue as Scenario 1. Whichever option allows the majority of students to walk themselves to school and not be reliant on living on buses 5-10 hours a week would be the choice I most support.
- Both of the options are TERRIBLE IDEAS! They increase transportation costs significantly and disrupt neighborhood schooling. These ideas will place a tremendous and undue burden on families just getting our kids to school. The days of a 3 minute bike ride to or from school will be over. The school district has NO evidence to show that this plan will substantially bring up low SES students' scholastic performance. Low SES students in Carrie Busey and Barkstall still have POOR scholastic performance as documented in IllinoisReportCard.com. NEITHER of these plans address the root of the poor scholastic performance of low SES students. You mark my words, these plans WILL make the Unit 4 communities a complete 'no fly' zone for young families looking to settle in a community. They're not going to put up with this BS. WHY do you think Mahomet is growing so much??? Young families don't want to put

up with the Circus that Unit 4 is even now. These plans will only keep young families out of our community, drive young families out, and force EVEN MORE students into private schooling. As students leave, so do the state and federal dollars that go with them. Finally, I say to the school board should you actually take the time to read these comments. If either of these proposals come to pass in Unit 4, you will get SMOKED at the ballot box come election day. The parents in the neighborhoods where you're looking to send our kids across town for school are mad as hell, and we will have our say in the end. You have a good day.

- Both of these scenarios impact our families significantly. Many north Champaign families have commented over the years that they do not have the means of transportation to get to the schools further away from their residence, hence why they tend to stay with a neighborhood concept. Therefore, if a child misses their bus, they will miss school as the parents do not have the means to get them there any other way. Another main point as to why our low SES children continue to struggle academically is a) we do not address social-emotional standards the way we should in schools and b) our curriculum and "interventions" have NOT been appropriate or even close to meeting the needs of our students, especially our low SES students.
- Both of these scenarios should not be considered. Neither have the kids' best interests at heart if you are considering moving up to 90% of students. Close the achievement gap by fully staffing your buildings, offering more aide support, having enough FUNCTIONING technology for all students, fixing transportation issues, building relationships in the community, and so much more.
- Both scenarios cause unnecessary harm to students, family, and staff. Uprooting established school communities, inability to provide reliable transportation, decisions based on faulty and incomplete data, and minimal input from families affected make this a ridiculous situation for all involved. Why did we move here, blocks from a school, to be told our

child must attend one at the opposite end of town? One that was NOT our carefully researched and selected choice at the start?

- Both scenarios disrupt many peoples lives. In the scenarios boundaries do not make sense for those who would have to move schools all the way across town when there is a school that child may be attending 2 miles away. Kids just getting back to some kind of normalcy after pandemic and feeling comfortable and safe in school now having to be uprooted and moved and start all over is a huge anxiety and stress induced environment and can be detrimental to learning. Yes, kids are resilient, but they also have a breaking point. I am not to effected with my children so far as both scenarios, I am able to take my child to the school he has been attending, but my second child will be attending kindergarten next year and would like her to go to the same school where we can walk to school! Many families will be disrupted getting to work and having to transport children. All the way across town, when before we're able to send their child to a place closer to their house. These two solutions still seem like they will have the same result, while disrupting a whole community of parents and children! I understand that we are trying to help boost our children who are struggling with reading and math especially those of color. Sadly this is not how it will be done. The key issue is these children need attention and intervention. Most of the time it is because families do not have the resources at home to help their child or they are working several jobs to make ends meet and can't spend that time with their child to help or are not educated enough themselves to help and sadly some who don't consider it their job to teach their own child. Switching up boundaries and schools is not the solution. Getting these children interventions and the attention they need and deserve to thrive is what we need. Smaller class sizes, more teachers, interventions so kids don't slip through the cracks. Spend our money on those things to help kids, doesn't matter how great a school is that a kid is sent to if they aren't getting the attention needed to gain those necessary skills to succeed. Kids already spend way to much time

being bussed all over town and more will be done so because of this. This is not just about getting our low students up in scores when it is also going to affect those who are doing great, just ok or families who are just making it work but they look good on paper. This solution seems like it will have the same result. It's just in smaller schooler of choice zones. We need to do better for all our students, not just those who are struggling. Those who struggle need support, usually those who are doing well have some type of support from home, school etc and that is why they are thriving. We need to be looking at support strategies not what school a kid goes to but what sylupoort strategies we are giving to students, to the school staff so they are more able to support those struggling students etc.

- Both scenarios have the potential to disrupt community, especially if there are no considerations for legacy-assignments. By the way, look up the term “grandfathering” your board member used in the New Gazette article - it has a racist history. We have students with severe anxiety disorders and causing them to switch schools will be extremely disruptive. Additionally, there’s no evidence to support the transportation savings for either scenario. How does moving more kids farther from their homes decrease transportation costs? And currently transportation is deplorable with excessive wait times for kids and children arriving late to school. Why should the community trust that the district will be able to execute the transportation mission any better? And how does extended times in transit improve learning outcomes? Both plans focus on diversity only rather than improving learning outcomes? Moving a child from an underperforming school to a higher performing one doesn’t solve anything in and of itself. If there are no programs to support improvements to home-life, job programs, etc., nothing changes. You’re also destroying a sense of neighborhood community. What happens when kids don’t know the other kids in their neighborhood because they all attend different schools? Where are the opportunities for spontaneous play, building friends for emotional

support if something goes wrong at home, etc. The idea that simply moving kids to blended schools will improve learning outcomes for those from lower socioeconomic backgrounds is without evidence. It sounds nice, and the optics are good, but where’s the data to support it? And of course the community is being given other option. The idea that the board will listen is laughable. We would challenge the board to make public the feedback. It would likely show the board is going against the will of the voters. The easy out is often used - those from higher income households who oppose are anti-diversity, etc. but it’s not that. Many of us want data. The “cons” presented don’t go into the hassle for parents juggling jobs and pickups. And again, until the current transportation situation is improved how can the board in good faith use future transportation options as a positive argument.

- Both scenarios have this problem, but Scenario 1 the most: Your solution to segregation is busing?? Maybe the solution isn't to move the kids, but to move the resources. Give all schools the same funding and the same programming.
- Both scenarios seem to place my kids outside of the boundaries of their current schools. My daughter attends IPA and I hoped my son would as well. Spanish language acquisition is extremely important to all of us. They have been in a Spanish program since preschool. Taking this away to send them to Robeson or another school would be extremely disappointing. Further, I have a strong preference for a K-8 program that doesn't shake up student social groups twice during their adolescence. They have also had to leave their preschool due to COVID only to have to attend another preschool followed by IPA. Changing schools again right now would be yet another trauma, another social backslide, another reason for them to have to rely on their own "resilience" rather than common sense administration. My stepdaughter is attending Barkstall which we chose deliberately because it enables her to see her mother. I have outlined this issue in my response to the following question. She

also was attending a kindergarten when she had to leave school due to COVID. She is just now being sent back into an in-person school after a long-fought custody battle. And now she may have to change schools again? Possibly without the ability to regularly see her mother? Many of us spent a good deal of time and energy researching and choosing our schools based on family needs. There has to be another way to desegregate the schools without upending the educational paths of children already in a specialized program. I understand the need to desegregate the schools. From what I have read, more engagement is needed with the community to aid families in a) awareness of the program b) benefits of choosing a non-neighborhood school c) logistical support for signup d) considerations for late signup. Caps for the number of high SES students at the high-demand schools and caps for the number of low SES students at the schools of concern would surely make gradual movement in the right direction. There seems to be a lot of focus on transportation costs. I agree that something must be done with transportation. I have to pick my nephew (whose single parent is a nurse who is gone from home by pickup time) and take him to school frequently due to no-show busses. My step-daughter's bus is so habitually late that we've stopped using it at all. When I was in school, my district had neighborhood busses that picked kids up and met at a central point. Kids got off the neighborhood bus and onto the busses destined for school. That certainly seems to make a lot more sense than having busses from every school in every neighborhood. Also, and I know this isn't popular, but being a school bus driver is hard work and these folks would stick around if they were fairly compensated with good benefits and a vacation strategy. But that isn't the situation so we deal with high turnover and many unexpected missed days. Further, do low SES families want their children bussed to other schools far away from their homes? Has anyone researched what would help these families? Maybe an infusion of actual resources? Move some of the rock star staff from the high-demand schools into the low-performing schools? Provide

free educational services during free after school care? Anything but continue the preferential treatment Carey Busey and Bottenfield? High SES families will simply move their children to private schools if forced into a low-performing school. This doesn't address the disparity. What seems likely given the proposed plans and which were rejected is that this is an attempt at reducing transportation costs dressed up as a concern about segregation. Overall, it seems clear that there is a handful of schools which have been allowed to become very segregated through poor decision-making in the school of choice system. This issue can be remedied over time without harming the families who are not in the schools causing this issue. How hard is it to make some targeted transfers from the schools that are experiencing this issue and then engage in better decision-making in the future? Why must 65-90% of the students pay the price for a lack of ongoing maintenance of this issue?

- Can your district please get better bus drivers? How many kids have you lost or dropped off in no man's land? Tired of reading about it
- Changing attendance boundaries will still make it hard for low income parents to get to schools on other side of town esp when bus service is not available.
- Changing school of choice doesn't fix the current problem. I feel it is a form of segregation amongst our children and it will group a majority of black children together in one school. My children have created bonds and relationships with people at their current school. One of my daughters will be in 5th grade next year and it would highly upset her to be separated from the bonds she has already created at her current school. I also feel it would eliminate bus driver jobs because less children would need to be transported to school and forced to walk to school. Children with behavior problems or disabilities would have to learn a new system and a new set of authority figures. If children are left where there currently attend school, teachers could communicate with old teachers to see what works best for the child.

- Cluster 2 - how are the schools designated? Why would I want to drive/bus my kid from west Champaign to downtown (Stratton). Why wouldn't Robeson or Bottenfield be available to west Champaign area?
- Cluster is just that, would be driving around town for drop off and pick up with siblings in Centennial and who knows where. No discussion on elementary being feeder schools for jr. high? To be presentation at later time I suppose.
- Clusters allow for choice, which is important. It is also clear to understand and the balance of free/reduced is transparent.
- Do not increase commute time for children
- Do not support scenario 1 or 2. Instead of bussing children out of their school of choice, have the Principal, teachers and staff rotate between schools. They can easily drive or take public transportation to work. If children are not getting equal teaching and resources, put them on a rotating schedule so that is=t is fair to all kids, but they are not moved to schools out of their choice.
- Don't support either. It simply creates more traffic and waste parents time to communicate.
- Extended bus times for an already flawed bus system set up. Want my child to go to school near home and have the ability to walk home with friends and/or ride bike while utilizing after school time productively. Child went to BTW prior - horrible experience. Bullied because of her hair color/texture and it was constantly being touched without permission and caused many distractions even after being asked to not touch it. At one point, wondered if she was being excluded and/or picked on due to being a white child.
- -Feel this is going to scare alot of families out of the district which will further unbalance the public schools. - families will be uprooted and soMe families could have a few elementary students that are divided between 2 elementary buildings - maybe we need to provide more support to our families that are struggling to get registered and provide extra support to Help our students by providing after school tutoring and transportation to Extra curricular events -a lot of change in one year between the extended day for families and staff and now considering a change in the school assignment process/ structure -teacher morale is already at a low so moving teachers to buildings where they lose their support group seems like a way to lose more teachers
- Fix what you have. U4 has an historic problem putting bandaids on problems that can be addressed by pest practice. We need smaller class sizes and transportation needs to pay more to attract workers.
- For families with multiple elementary aged children, having "sister schools" seems very inconvinent. The possibility of having elementary aged children in the same family at 2 different schools (K-2) (3-5) would be hard in terms of transportation, arranging before and after school care, school activities, ect.
- For scenario 1, I have concerns about transportation -- that's a lot of moving kids around the city. I do like that all children in a grade would be together. For scenario 2, I like the possibility of fewer choices.
- Forced bussing of children around town is not going to solve the disparity in student performance.
- Forcing students to attend a school simply to balance diversity is a complete sham. No child of any ethnicity, or whether deemed "rich" or "poor" by the boards ridiculous standards, wants to attend a school on the opposite side of town from their home, family, and friends. Not one single child, should be riding on a broken school bus system for over an hour just to alleviate an idiotic, and made up "problem" created by a company from California, and a school board who's own children, won't even be affected. Forcing children out of their neighborhood school is the EXACT opposite of building "community". If your goal is to create

chaos, hardship, and force families to leave your school district, you're doing a great job.

- Garden Hills Elementary School only has 9 certified teachers. There are no certified teachers at the first or fifth grade levels. The school has not had a librarian in two years and that is completely unacceptable. Furthermore the students are primarily African American and are absurdly underserved. Neither Stratton nor Garden Hills has a PTA. Your "plan" doesn't address the fundamental disparities in Unit 4. For the plan to be equitable, every school should be paired with a sister school. Every school should be given the skillset to form a functional PTA. This plan fails to address the ongoing issues with transportation. This plan doesn't indicate how teachers of color will be actively recruited or supported- a strategy that historically improved educational outcomes for all students. As far as the clusters, cluster would force three schools to "carry" Garden Hills. Why not address the issues in that building? Cluster three forces Carrie Busey to carry 3 schools and Cluster two is mediocre at best. Human beings are more well rounded when they have opportunities to interact with cultures that are different from their own. This interaction is best beginning early in childhood. Your proposal reduces the opportunity for children from all walks of life to interact.
- Going to be too difficult moving students all over town. Wasting time they could be learning
- He is very happy at his two years at Dr Howard. Mom(a single parent) teacher in Urbana would have to drop him off at 700 and he would not be picked up until 430-500 as his schools are late start schools. I think this is way to long for him to be there and in also affects his sleep. I'm sure they are NOT the only single parent family this effects. Busing was an issue this year What will it be like when we are busing from north Campaign to Savoy?
- How are these scenarios any different than what you are doing now? How did you pick these combos? Right now you can't get enough bus

drivers and figure out transportation to get kids to school, wouldn't this just make it worse?

- I agree With the clusters if that means the busing situation will improve for students ! Otherwise you should continue with school of Choice!!
- I am concerned how this will impact where students go to middle school. We have one in middle school next year and one who will be in third. I'm concerned we don't have enough information to know what will happen to children after elementary. I am all for neighborhood schools but as an el Ed teacher and kids of my own at school I think the relationships we have made with our school and families is vital to our community. I understand benefits but for those who have established relationships and routines the uprooting might be very tricky and cause even more families to leave and go to the private schools. I have seen so many the last few years run away from Unit 4 because of the constant uprooting, uncertainty, and lack of transparency and I think the masses will leave if this isn't executed correctly and/or our voted school reps don't start listening.
- I am in support of anything that balances out who needs to be bused to a school in order to make the schools balanced. The Black/Brown and/or lower socio-economic communities should not have to shoulder the burden of bussing.
- I am not certain what any of this means. I do not want children bused from Stratton to Barkstall. Have the teachers relocate for a couple days a week. It is too risky and too long of a distance for the children to be on a bus traveling.. it also has to do with time child will need to be up traveling by bus. Many parents work and I don't want any additional stress on these parents.
- I am not really a fan of either plan; however, if I have to choose, I would like to have sister schools. I think that this is the most aligned with the goals of creating a more equitable school district. For scenario 2, because

of our location, our daughter would have to attend a school farther away from our home. It would mean more time transporting and less time in class.

- I am supportive of a new plan. The current setup is not working. However, it feels like there are multiple issues to address before making a radical change: 1. Both scenarios. This change is coming so quickly after returning from COVID. There is a concern for the emotional and social well being of our students. We are assuming that kids will adapt quicker than adults. But as a parent of a student with anxiety, quick change has lasting mental health effects. 2. Both scenarios. Consistent, safe and dependable transportation that does not eat up a large amount of the students' time. Those students who with more privilege will spend less time dealing with transportation whether they live close or not. 3. Both scenarios. Smaller class sizes would be more beneficial in address learning gaps. Alternative learning options for those students who do not learn in a traditional setting (example is NOVAK to assist at the high school level). I'm concerned that even as more integration occurs, the gap in learning will remain. The students who FEEL lost or not smart in class will not engage as much. We see that in high school class attendance.
- I am the parent of two toddlers and live across the street from Carrie Busey. Of the two scenarios presented, I would greatly prefer sister schools over clusters. The uncertainty of the school choice process is extremely anxiety-inducing to me. With the sister school proposal, families would be able to know with certainty which school their children will attend. Personally, I like that under the sister school plan, my children would definitely be able to attend Carrie Busey for three years. Based on the PowerPoint, it looks like sister schools would also go further toward accomplishing the Board's goals of SES diversity and transportation savings than clusters. The clusters plan, from my perspective, is worse than the current system because it contains the

same level of uncertainty over which school you will be assigned to but it gives families fewer choices. This is especially true for Cluster 3, as the presenters at the board meeting indicated that IPA would really be a magnet school and not a Cluster 3 school. This leaves only 3 options in Cluster 3, two of which would have been near the bottom of my school choice rankings under the old system.

- I am very concerned about moving students to a new school. The last 2 1/2 years with the Covid pandemic restrictions constantly changing has been very traumatic to students (stay-at-home restrictions, remote learning, modified school day, social distancing, covid death, etc.). Now, with a new plan, it is my understanding that a high number of students will have to relocate to a new school which will again be traumatizing. Research has shown that anxiety has greatly increased among children and teens since 2020. Moving students to a new school away from their familiar adults and friends will be traumatizing to many of these children. I am also questioning the timing of this significant change right after the stress of the past several years that potentially will traumatize many young children. Also, how will diversifying students ensure our low SES students grow academically and socially? It seems like the above answer is not for the problem at hand. There are many low-SES schools around the country that have students who are successful. Researching strategies these schools are using would be important. Researching strategies that have been successful in other schools. A co-taught class model in K - 2 grades with a regular and special education teacher in each grade level with additional teacher aids in all classrooms. Greater investment in attendance programs. High absenteeism greatly impacts many of our low SES students, especially in elementary school. In addition, if one of the above plans is implemented, a plan should be put in place to start only with new incoming students. Current students would be allowed to continue at their current elementary placement until they move to middle school unless they choose to move their child. New incoming students would be placed in the newer program. Many

parents with younger siblings will not like having children in two buildings, so they may choose to move their older child, but this would be their choice and not mandated by the district. This could not cause any more stress on the district transportation or not more than has been for the last several years. Also, our lower SES students have a high mobility rate within Champaign. I am concerned that our lower SES students will be negatively impacted by these new plans more significantly due to their higher mobility rate within Champaign. Also, we know that relationship building is key to academic and SEL skills to increase. Moving students to new buildings would mean that, as staff, we will start all over again by building positive relationships, which are key to increasing academic and SEL increased skills. Moving special education students would be disastrous to their continued growth, especially any students with behavioral support. Many parents are going to object to moving children to a new school. Parents have chosen a place to live in Champaign not based on a particular school. Lastly, it would be helpful if the district was willing to listen to teachers and faculty regarding how to address these inequities in the district. I have worked in the district for over 20 years, and the board and district have, unfortunately, not been very open to listening to staff in the district. We are on the "front lines" and see the challenges and have suggestions. For years, psychologists were telling the district that the children who were going up for sped evaluation did not know phonics. It took many years to change our Tier 1 ELA curriculum and to add in phonemic awareness skills as critical to part of instruction.

- I assume with the sister school situation that start times will be staggered for those with children in both K-2 and 3-5th to ensure parents can get get their children across town on time? Also, while I understand the goal, I worry this is just spreading the lower test scores around the district rather than getting children the resources they need regardless of what school they go to. While children are undoubtedly resilient, do we have transportation readily available for these adjustments? When is the

rollout of one of these plans expected to take place?

- I believe school of choice is currently not serving every child equitably. Scenario 1 would be challenging for families with no transportation to be able to get their children to and from school in situations when buses are not part of the picture - for example doctor appointments or when the child is sick etc. this would likely lead to more absenteeism. The clusters scenario does not seem to change much from what we currently are doing so seems rather ineffective at addressing the problem.
- I can't beleive your wanting to do all this. You are increasing the school day. Now your wanting to redo all the schools. Have you ever thought about all the teachers!!. You ask more and more from them. I don't believe any of you know what really goes on. You sit at your desk and think about all of these things. What about all the children that will be bussed from far. Then get home late at night. YOU ALL NEED TO TAKE A LOOK AND SEE WHAT YOUR DOING! Your going to lose very good teachers. THEN WHAT?? GET SOME COMPANY TO LOOK AND SEE HOW TO GET TEACHERS. Great job spending tax payers money
- I can't see the map with either of these to know exactly where we fall, I don't see the point of blowing up children's lives with the same classmates they've had for years (this actually seems very detrimental), and from what I understand, doing either of these things means the gifted program goes away. You lack resources, that is the school districts problem. This will not fix that, it won't even mitigate this problem. There is a lack of transparency here and this whole thing is shameful.
- I do not want my child to be removed from the school they attend after finally feeling included at this school. With these scenarios, there is no longer School of Choice, just a school of Assignment by the District. Stop gaslighting families with "School of Choice." There appears to be no real choice for families, only top-down compulsory re-assignment from 7 people on the board to thousands of individuals. If anything, current students should be grandfathered in and the plan should begin with a

new cohort of kinder and grow from there. Re-doing the structures of 11 schools after the upheaval of learning in a pandemic seems problematic especially since both plans rely heavily on a well run bus transportation system which has yet to exist for Unit 4 in recent years.

- I feel that until you can guarantee safe reliable bus transport for all children you should be working on that first.
- I feel the timing is terrible. The kids are just getting back to a post covid normal and to uproot up to 90% of elementary kids would be a mental health nightmare scenario. The unit has a plethora of problems including transportation that need to have clear solutions before creating new problems.
- I get that these are the options, so I feel like I favor Scenario 1 over 2. I don't like the clusters as it feels the clusters don't tackle the issue equally. It also seems to make the confusing boundaries of high schools even MORE confusing for elementary. I like that scenario 1 might reduce the transportation nightmare of the last 20+ years of choice.
- I have 3 kids (10 year old, 8 year old, 6 year old). I have a high demand work, and I cannot drive the kids to sister schools. This is very time consuming and a logistical nightmare given the fact that Barkstall is also a balanced calendar.
- I have multiple children in elementary school and with ages of my other children I already go to 3 different schools. With the sister school model I would have to attempt to go to 4 different schools for pickup and drop off which is unreasonable and physically not possible based on school drop off and pickup times.
- I need information regarding what is or is not working in current programs (by school) to promote growth among target student groups. I also need the evidence that these scenarios would improve academic growth for those groups. I have not seen anything in this presentation to back up the assertion that the two variables presented (ses diversity and transportation) would achieve this. How would curriculum, programs, teacher support, etc. Be changed in each of these scenarios? I also need much more information on timeline of implementation. Rapid implementation sounds terrifying.
- I strongly disagree with scenario one and having sister schools. Does not make sense to separate families into two different schools adding more conflicts with transportation. A lot of our families rely on older siblings to help the younger siblings to and from school. If we go with scenario two why couldn't we make one cluster of four balance calendar and have the rest traditional so we're still providing some choices that families like along with teachers. Having four schools with balance calendar will provide more options for families.
- I strongly do not support option 2 because certain schools in the cluster will be over-selected, leading to crowding and staffing issues, and continued segregation of low income/minority students at the underselected schools. I do not support option 1 due to the substantial differences in levels of free and reduced lunch students and utilization in different schools. Additionally, IPA is a Dual Language program so should be opt-in only, as the additional challenge may not be appropriate/ desired by all families. It's good that removing Schools of Choice is being considered, as it hasn't achieved its objectives, and inadequate bus staffing (particularly bad in 2021 and 2022) is hurting our neediest learners the most. We should go back to neighborhood schools, and dedicate the saved transportation costs into providing additional staff, tutoring, etc. in schools where it's needed most. Schools should also have equitable levels of staffing (teachers, SPED teachers, social workers, speech therapists, interventionists, administrators, custodians, etc.) based on the number of strands and students.
- I support the goal of anti-racist policy in our school district! I am willing to go through change and discomfort to get there. However I am concerned that there is not enough data to support that either of these

scenarios will work. I want to know that this will improve outcomes for students and will not just be shuffling around at the top without real change in the classrooms. I think our students and teachers and staff need resources! That being said I do not like Scenario 1 as it looks like it would create day to day logistical problems for parents and families. both with distance of transporting kids to and from schools, and siblings not being at the same school. I am also concerned about disruption for kids with IEP's and from less stable environments already. kids changing schools after 2nd grade etc...sounds like a lot! Scenario 2 seems more reasonable, I think that parents should have some choice. Each family's life is nuanced and I think that families need that choice. Not just my family, all families. I would like to see data from other pilot programs that were similar, or similar districts where this kind of plan has worked. Show me that this is going to improve outcomes for students, especially the SES disadvantaged and black and brown students. I will also add that in Social Work we talk about that communities know how to solve their own problems, it is usually a matter of resources and sometimes organization not lack of knowledge. I would like Unit 4 to knock doors and hold meetings in the communities of our more struggling schools and ask those parents and teachers and students what they need. they may already know how to solve this. Have they been asked? You have to make it easy for them, not "come to a board meeting" you need to go ask them. I don't really care what school my kids go to, as long as every child in our district is getting the same level of education. and that transportation runs better. All of our schools should be resourced to provide the same level of education to each student based on varying needs of students. equity is more complicated than equality.

- I think if you started this with the incoming Kindergarden class of 2023 and slow filtered it in it would be easier for the students, families and teachers. I also think for this plan to really work something needs to be done about the busing system in unit 4. We can't continue to have students arriving 20-30+ minutes late. If you're busing students across

town these late arrival times will be even later.

- I wish there was a way to make the schools better able to meet the needs of the students without having to bus students so far and for them to sit on buses for so long.
- I worry that mandating kids to go to school so far from home may become a problem in regards to transportation issues, especially with the staffing issues in the bussing system. This would be a bigger problem in scenario one where there is no choice being offered. I also do not think that transitioning kids again between grades 2 and 3 is beneficial to anyone. Scenario two does offer more choice and focuses on bringing together the different demographics without a set expectation for families. I also notice that less schools are projected to be over capacity in the second option. I do however question the overall decision of cutting off any areas from being offered access to IPA. Since it is unique in service I feel it should be offered to all who may need/prefer to utilize it. I also wonder about both scenarios in one respect. I know from experience that different demographics carry different needs. I feel that diversity is important, but that also being able to identify and meet needs is even more important. I hope that with this transition the school system is able to successfully staff all the schools with the extra supports they may need at every site to ensure all of the kids are being offered the same chance at success moving from various starting points.
- I would like to know how it's decided where a child goes. Will they attend with their siblings? for the sister schools- will there be a K-2 building and a 3-5 building? I wasn't sure. Also, would the cluster system be very similar to schools of choice? is there preferential decision for proximity? My child is a 5 minute walk from Barkstall currently... it's hard to compare that with 45-60 min on a bus. I would like more specifics to give my opinion. I understand the purpose behind the change, but I'm interested in more details.
- I would like to see more information regarding the justifications of

changing schools for students. I worry about diversity. I want to know about transportation. I want to understand the metrics of how this will impact families.

- In regards to both scenarios, I am concerned about the trauma this might add to our student populations who have already undergone traumatic experiences in their young lives. For many, school is a safe place for these students where they have formed positive connections with their teachers and classmates. Their current school has given them a consistency and stability that they don't have in their home lives. If they are moved to a new school and asked to start all over again, I worry about how removing them from this stability and consistency will effect them emotionally, mentally, and academically. I also question the idea of splitting siblings up amongst various schools. Our district's bus services have faced many hurdles over the last few years. They're inconsistent, unpredictable, and unreliable. Will these changes make bus transportation worse? For parents who drive their children to work, they will now how to shuffle between multiple schools multiple times a day. Resulting in more time and money being spent for those who can least afford it. Would it make more sense to start one of the two scenarios with the incoming Kindergarteners of the district? And phase out the school of choice option as we have done so with the gifted program? Is this a possibility?
- In the first scenario w/ trading schools at 2nd/3rd grade - I have 4 children still moving through the school system. Already there are 2 in elementary and 1 in HS. Very soon it will be 1 HS, 1 JH, 2 El. I have a selfish concern first of trying to transport 4 children in 4 schools 2 times each day. I have a less selfish concern, particularly for 1 of my children who may or may not have a bit of ADD - these transitions without consistency are terrifying for the youngest ones, rob focus, inhibit cognitive development. It aids them very much to have a steady program to navigate and grow confident in. Even changing teachers each

school year is scary, let alone buildings. Having an older sibling in the same building is a huge reassurance to the youngest as well. A new school at 3rd grade seems to me to be the wrong time for a peak mental breakthrough towards diversity. Maybe resource allocation benefits somehow...but better in my mind to switch and diversify in the short JH transition or throughout HS. The idea of it screams in my head as an enormous stress for both parents and students at a development stage that needs consistency as a floor for its exploration (for both parents and children). I realize that the school district's opportunity of having so many physical schools isn't available later, but an age range divided where the transitions already exist...surely that's more optimal all around? We are still trying to nurture individuals effectively, in an age appropriate manner, are we not? It bothers me that so many inexpensive fundamental opportunities are being overlooked in this presentation. Diversity is about more than color and economics. There are other utilities for 'sister schools' to encourage diversity and distribute resources, that also touch on more profound aspects of the variety and potential of, well, everyone involved. Music and art, gardens and pen pals all come to mind. They can all span multiple schools all the time. They can be communal, not isolated. But those aren't mentioned here. The very things we all wish to overcome and be free of are restricting our thinking and containing our potential as a community. This 1st scenario doesn't strike me as an elevation of any sort for any party. It's just an...illusory befuddlement. It's PR without a real clue. I guess broad strokes of turbulence isn't my ideal way of raising a small child or building a community - though it certainly does mix things.

- It is completely inappropriate to place growing schools over capacity, specifically in Scenario 1, but also in Scenario 2. It shows poor planning and vision for the future. Also, why are some schools at only 2/3 capacity with very low numbers of Free/Reduced Lunch, when they are in areas of town that have no potential for future growth? Again, this is regarding primarily Scenario 1, but also applies to Scenario 2. A better solution

would provide extra support for those who need help. Providing that extra support within their current support system (familiar friends and teachers) would be more useful than uprooting all of the students from their current support systems. I don't feel that any students will be served well by increasing their commute time to and from school, whether it is on a school bus, or other transportation. This makes kids more tired and less able to focus on important school work.

- It is hard for parents to pick up and drop off students if the new school is far away from their house. Do you think school bus will be provided if they need it since Unit 4 is still struggling with the bus? How long the kids will have bus if they need it? If not students will miss lots of school in case parents can not handle it. Parents will have really hard time to make adjustment for their schedule if they have to bring kids to the new school. What do you think about the students' social emotional when they are in a new school?
- It is important that our school is close for transportation reasons as both parents work full time and other siblings also have to be dropped off. We do not use bus service because it is very time consuming for our child and is unreliable (frequently not available at late notice). We enjoy the sense of community the school provides in our neighborhood. We like that our son is close in case of emergencies. We want to continue attending our current school and want our younger son to attend the same school next year. We just returned to public school this year after homeschooling through Covid. My son is still adjusting to his school. Changing schools again next year will be another big adjustment. Traveling across town to school would be impossible with our current work schedules. Dropping kids off at multiple schools would also be difficult. Please allow families to continue at their current schools.
- It is my understanding that my child would switch schools at grade 3. While my child is able to deal with change, what are you doing to children who have a hard time with transitions? You're basically saying their needs don't matter! Also, what does this do for busing? How long would my child now have to be on the bus when it currently would take me 15 minutes to drive him myself to the school that came up when I searched? His current school takes me about 5 minutes to drive to. The bus system is already having issues. Why are we putting kids on the bus for even further distances? I also fail to see how any of these plans helps parents who are struggling to register their kids. Yes it gave them less decision, but it doesn't change the actual getting your child registered part. What happens to the middle school filtering with the new plans? We were informed to pick elementary with middle school in mind. Does the same middle school system apply?
- It sounds like it would provide for simpler transportation needs.
- Just fix schools of choice. Reserve an equal proportion of seats at each school for late-registering students and register those students with SES balancing. Get rid of proximity priority. Pay bus drivers and monitors a living wage (recognizing the weird hours—give them the equivalent of 8 hrs a day)
- Moving kids to a different school across town for half of elementary school is destabilizing. It is impractical for families to drive across town to get children to and from school when it's not desired or educationally beneficial. The bus system is horrendous and I would never feel comfortable using it again after a few attempts. I would take my kids out of the district if sister schools were implemented.
- My child feels like he is traveling to a foreign land when he goes to school miles away. He must catch the bus over an hour before school begins. We would all be happier to attend school closer to our home.
- My children are car riders and it be very inconvenient to drop them off in a different direction.
- My children love the school they've been placed in and don't want to change, I am willing to travel on my expenses every day across town to

make sure they go to the school that they love. Why are we changing this when unit 4 has so much other issues that need to be fixed first.

- My concern is mostly travel time to potential schools that are farther away.
- Neither of these scenarios are viable options. Removing students from their schools across the street and bussing them across town? Do we even know if the students who are being bussed (in BOTH directions) even WANT this?? Transportation is already a disaster... let's make it worse? Add more resources to the schools that need them and let the families who already attend or live near their schools attend them. This will affect our communities, businesses, home values, and relationships. Everyone will move to different towns or private schools and the students they're trying to use as pawns in this number game will be GONE. These are the families who volunteer their time and money to help this district. We need to make Unit 4 BETTER, these are NOT the ways to do it.
- Neither of these scenarios explains how this will help low-performing students (which was the problem/reason that Superintendent [proper name] said in the email sent to Unit 4 parents). I do not understand how changing a majority of student's schools will help them to be successful when they have already established a community in their current school. How will attendance improve when more kids cannot attend their proximity school and transportation is more difficult? How many parents selected their proximity school in the School of Choice model? What resources or programming is the district planning for schools that have a higher percentage of underperforming students? How can older students be successful in a dual-language program like IPA when they haven't had Spanish?
- Neither option is a solid, viable option. Why are we looking at shuffling kids around instead of looking at the root of the problem?! THE CURRICULUM. If kids are not proficient, changing kids and schools

around is not going to change your statistics, it is going to create stress, fear and uncertainty in your students (and their families) and then your scores will really take a hit. It feels like the school board has completely and utterly missed the mark on this. If you want your kids to be proficient in English, reading, math etc., then it is important to look at WHAT is being taught and HOW it's being taught. I don't see what shuffling kids to different schools will achieve in regard to your proposals to boost proficiency, given all of unit 4 has the same curriculum?? Please involve your teachers as well, they are the people we depend on to help get our kids through this!! Teachers should have a MAJOR say in this decision, they are the ones in the thick of things with our kids every single day. They have a more accurate opinion on why kids aren't learning adequately so why would you NOT consider their opinions? Again, our kids should not have to be moved around after settling into one place and developing relationships with teachers and friends at one school and then shipped to another school after 2-3 years. It's not fair. It doesn't make any sense! Why put them through more change and stress, especially after going through COVID and e-learning. Dr [proper name], yes, some kids are resilient, but why push them even more?? These kids are already dealing with so, so, so much more than we did when we were in grade school (ALICE drills, etc.). What if you have 2 kids in those 2 different grade options and you have to figure out transportation for BOTH schools?? And still make it to work on time or ensure someone is able to be there when the kids leave for school and return home??? How is that fair for families? The one thing my youngest depends on every day is having his older sibling at the same school for support. Now you are suggesting i separate them because he is "resilient". No thanks unit 4. Option 2 leaves kids on the bus for too long and will not solve your issue. It's better than option 1 but still not great. Why are these the only 2 viable options???? You spent however much money on these "consultants" yet they still missed the root of the problem. Maybe spend money on your teachers and their opinions? Please make the right

choice for our kids, please. As a mother to a child who was seriously affected by covid/e-learning and now has serious anxiety issues after it, I beg you to make the right choice. Our kids have been through enough. Again, please make it make sense. AS A VERY CONCERNED PARENT, I URGE YOU, DO BETTER, PLEASE!

- Neither scenario is appealing to us. Considering that there was no transparency in school choice and we ended up with the school that was #6 for our daughter's school of choice, we do not have any trust that any decision made to move our child to a different school.
- Neither scenario makes any sense. 1. How do we plan to transport these students across towns from their homes? We don't have a reliable bus/transport system. So therefore, parents are expected to drive across town during 8 o'clock traffic? What about the jobs we need to report to at 8am? 2. Often times when purchasing a home, a large deciding factor is proximity to your desired school. So if there is a school 2 miles away from our home, we are now supposed to travel to the opposite end of town? 3. Switching elementary kids after the second grade? What happened to continuity of learning amongst those peers and adults our children have earned trust from? 4. Why does a district decide where OUR CHILDREN go to school?
- On both do not support your asking kids that live west of duncon near kenwood ES to go farther from their homes by parents or bus
- Please be sure to consider the bussing logistics from both of these options. You have lost quite a bit of support from families because of the transportation issues. It seems like scenerio 1 will provide fewer requirements for the bussing. Scenerio 2 seems like you will end up with a similar situation as the current model with multiple busses entering neighborhoods to pick up minimal numbers of students, unless there is a plan to stagger the start in each cluster to allow 1 bus the ability to pick up all students in the neighborhood and deliver them to each school in the cluster (or possibly in 2 shifts). It seems best to leave IPA out of the

mix in either scenario and treat it as a true magnet school that families apply to. This would allow the 50% native Spanish speakers preference and provide those interested in the dual language program the opportunity to apply and then treat admission as a lottery.

- Re: Sister schools scenario - I would have two students at different schools, which would come with difficulties with transportation/school timing. I am very opposed to having my children in different elementary school buildings until our oldest is in middle school. If the clusters option would keep both children together, I am much more open to it, but as someone who lives so close to Carrie Busey, any other elementary school would add what I would feel to be unnecessary transportation away from our neighborhood school.
- Ridiculous forced busing. Transportation costs. Continuity of education. Consultants outside Illinois being paid with Illinois tax dollars.
- Scenario 1 Concerns: Scenario 1 would require children at schools to switch halfway through their grade school experience. The lack of continuity could potentially have the opposite impact as intended on children's test scores and learning outcomes. Scenario 2 Concerns: Scenario 2 looks to over-utilize the schools in cluster 3 with utilization at 107%. Would this cause schools to be crowded, or resources stretched? Overall comment: Can school of choice be kept with schools open to all, but the process having more involvement from the district. Such as live or real-time updates on school assignments for numbers to be transparent to the community. Also, with school of choice, the first choice was never guaranteed, perhaps incoming students can be distributed to schools based on choice AND demographics.
- Scenario 1- Do not make families move from a k-2 school and a 3-5 school. There is already too much going on for families with multiple children and changing schools every couple of years, having children in even more schools, across town is not convenient for any family. Transportation is already an issue, this would only add to that problem.

Scenario 2- It is nice that families still have a small choice within their given cluster. Both scenarios- U4 has spent so much time and money in the past trying to create schools of diversity in terms of offerings. From BTW STEM programs, Stratton's Arts, IPA Dual Language, Garden Hills ever changing magnet, Kenwood's CS/CT, etc. the district has allowed families to make choices based on their child's interests or that align with skills and topics families wish their student to learn about. Each of these scenarios and much of the other work that the consulting firm has suggested, looks at equalizing schools by really stifling what really makes them different. I don't disagree with equalizing our school experiences but I am not convinced this is the best way to go about it.

- Scenario 1 does not allow parents to form a strong connection to a school, especially if it is outside of their community. A school is central to fostering community connections and if that is split between grades parents lose agency and voice in school development. Also siblings would be split across schools, and transportation would be a nightmare. My student would not like option 1 either- he prefers 1 school in order to develop relationships with teachers and fellow students. Option 2 limits choice.
- Scenario 1 is best, students should be at proximity schools like every other town, where kids in the same neighborhood get their friends in the same schools as them! Let kids be kids! Plus transportation issues should lessen if all students don't need to travel across town.
- Scenario 1 makes sense as it will involve greater neighbourhood community cohesion and less bussing around of students. Scenario 2 is not so different to the current Schools of Choice procedure (no clear neighbourhood cohesion and lots of transportation still involved), and the only advantage of it over Schools of Choice is that there are fewer schools to find out about when choosing the rank of the schools.
- Scenario 1 would place unnecessary transportation requirements on parents/families and have their kids attending school on almost the

opposite end of town that they live. It's already difficult enough getting kids to school and balancing that with work schedules.

- Scenario 1 would remove my child from the school she walks to and transport her to the other end of town, removing her from a safe, familiar place and teachers and staff she knows and trusts to a completely unknown environment. In addition to causing high stress and anxiety to her, it causes a massive inconvenience to her two working parents. If this goes through, I would likely pull my child from the Unit 4 District.
- Scenario 1: Bus system was a disappointment for us since my daughter was bullied during her 1st attempt in her kindergarten year. And this year when she became a car rider BTW is very convenient for us since me and my husband work at close proximity at her school. We don't need to drive half around town to drop her off and pick her up. Scenario 2: my daughter is bi lingual and even though she does not need an ESL class she established a rapport and connection with friends, classmates, teachers and staff at BTW which she adamantly opposed to be moved to another school.
- Scenario 1: by moving kids to a different building after k-2 there will be little to no strong relationships built and continued between staff and students Scenario 2: this further creates segregation as well as expands the learning gap between students of different races due to accessibility of the school building i.e. students and parents on the north side of Champaign will not be able to access a school as easily as ones that are closer to their home. This also creates more issues than we already have with bussing
- Scenario 1: Changing schools after year 3 would provide little stability for our children. Essentially this would result in our children attending 4 different schools during their school years. From friendships, to comfort/confidence, I believe this would be detrimental to our children. In addition, the mapping of the schools would result in difficult

transportation given the age gaps of our children. Scenario 2: While this plan is more reasonable, the locations are quite distant. Given our location, transportation would be an issue. We moved to our current neighborhood partly due to its proximity to the local grade school. To not have the ability for our kids to attend this school that they can practically see from our yard would make no sense.

- Scenario 1: I strongly do NOT support this scenario. #1. Big waste of social resources including transportation, children's and parents' time and money due to farther travel distance. #2. Create discontinuity of the study and peer circles of the students, which has ZERO benefits to children's behavioral, mental, and emotional development. #3. Unfairness to the families who spent much more money on purchasing and maintaining a house closer to higher-rated school zones. #4. No guarantee of improving the educational quality of the sister schools. #5. Jeopardize the good reputation of Barkstall and Carrie Busey. #6. The overall quality of public schools and education become concerning, leading to a highly possible outcome that the most highly skilled and talented families choose private schools over public schools, or move out of Urbana-Champaign, or even the state of Illinois. Scenario 2: I strongly do NOT support this scenario. #1. Big waste of social resources including transportation, children's and parents' time and money due to farther travel distance. #2. Big uncertainty about the assigned school creates a lot of pressure on parents, which as a result creates negative impacts on the growth of the students physically and psychologically. #3. Unfairness to the families who spent much more money on purchasing and maintaining a house closer to higher-rated school zones. #4. Create division among students in the same community because of diverse educational backgrounds and environments. #5. Create barriers and difficulties of intercommunication amount parents groups. #6. The overall quality of public schools and education become concerning, leading to a highly possible outcome that the most highly skilled and talented families choose private schools over public schools, or move out

of Urbana-Champaign, or even the state of Illinois. I can continue to list many more reasons why both scenarios are terrible ideas. The intention to achieve diversity is great and should be supported, but this is NOT diversity, this is prejudice, stereotyping, and what's worse, discrimination against the families who aim to strive for better lives through working harder and investing more in both time and money. Diversity is not just about race, ethnicity, location, skin color, and people's appearance; diversity is more about whether various thoughts, ideas, perspectives, skillsets, experiences, characteristics, personalities, traits, etc. are accepted, welcomed, and, respected. As far as I can foresee the result of these two scenarios, the overall public education quality will eventually be negatively affected by purely trying to achieve diversity and ignoring other potential issues, such as social waste, lowered parents' expectations about the public schools, chaotic school communications and programs, disastrous transportation system, and many more. It's hard for me (and I assume for many more Barkstall and Carrie Busey families) to believe no one gets no benefits from conducting and promoting these scenarios with nearly no beneficial outcomes and results. I, as a Barkstall family, sincerely hope to resolve and withdraw these unreasonable scenarios by the Unit 4 Board, but I will reserve my right to seek solutions through lawful investigations and lawsuits. I really appreciate your effort in helping our community to be more diverse, though it may not be the best approach to achieving diversity by giving up public education quality and reputation. At last, I hope this feedback survey and the associated results can be published to all families within Urbana-Champaign School Unit 4 District.

- Scenario 1: I want my children to be able to attend the same school at the same time. The sister schools idea prevents them from being at the same building for more than 1 year. I am also concerned about timely and consistent transportation when my student(s) will be traveling to their non-neighborhood school. Similarly, how will it be decided which schools are K-2 and which are 3-5? Are teachers willing to move schools

or will there be staff droughts? Scenario 2: Clusters would solve the issue of my kids not attending school together, but I still have concerns about timely, consistent transportation. It feels like a slightly more stressful version of Schools of Choice.

- Scenario 1: this scenario seems to be neighborhood schools with the exception of 4 schools which does not seem fair. Personally speaking, this scenario means I have to either choose to have my son go on a bus (and rely on a broken transportation system) or drive 20 minutes per way (likely 30 minutes in rush hour) to take him to school when I have a school that is within walking distance to us. Scenario 2: I don't understand the data presented on the clusters as it mingled together the 4 schools so it's hard to see if this will improve anything. It's also very stressful having uncertainty on where my son would go to school. On either scenario, I really think the board should weigh the severity of this proposed change. Not only is this traumatic for children to uproot them and force them to build new connections, it also is very unclear how this will fix anything. School of choice was an epic failure, this is even worse and lacking any data to support that by doing this it will improve anything.
- Scenario 2 seems like there is still a school of choice but within a smaller cluster. Our cluster would include our current school so perhaps we could stay in the same school. We chose our current school because of the later start time (among other things) Other schools start before 8:00am and we think that is just too early for young kids. Scenario 1 would move our child to the school that was our second choice (Westview) that is a little closer to our house. The biggest change would be the start time. I hope all of the schools could move to the 8:45am start time. Other than that I think our child would adjust and she already knows people at that school.
- Scenario One: Makes the most sense in the way that people expect elementary schools to work. Boundaries associated with your home.

Does not seem to alleviate the divisive nature of neighborhood schools. Scenario Two: Makes schools of choice a simpler process. Seems to have less of an impact on transportation and diversity than Scenario One. Both scenarios have the unintended impact of suddenly instituting elementary school boundaries based on where you live - I assume that people have chosen houses up to this point not based on an elementary school boundaries and perhaps would have chosen differently if this was noted during their purchasing. HOWEVER. This is obviously going to be an issue in any change in the current system as the address you chose has very little to do with your chosen school. As long as this system is implemented with fidelity for students ENTERING the school system that do not have siblings at an elementary school in Champaign - and not for students that are already attending a public school in Champaign - I think that Scenario One is much more appropriate than Scenario Two. Scenario Two is almost like taking the current system and making it slightly worse by adding more proximity limitations that people already don't understand. I think Sister Schools will have the most backlash publicly because of the neighborhoods affected, but is actually the most reasonable solution.

- School of choice should always be allowed. Especially if parent is willing to transport. I live in North Champaign but will want my daughter to attend Carrie Busey. We live in Franklins district but my son attends Jefferson. He would have had a completely different experience and trauma of school of choice did not exist. I would take clusters over sister schools but I do not like the idea of either.
- seems the sister schools have the best results for the district but puts a lot of the burden on the families in the specific schools. It is critical that you let families stay at the same school. It promotes the connection with the school and administrative staff in addition to it is easier on transportation. The cluster model seems more disconnected, especially for cluster 3. Is there a way for more resources to be dedicated to lower-

performing schools? smaller class sizes and more support for services like reading intervention and small group instruction.

- Since our bus service has been highly unreliable the last few years, I think there needs to be some allowance for low-income families to choose a school within walking distance, otherwise access to school is a real equity problem.
- Sister schools for barkstall and Stratton make zero sense. I take my kids to school before going to work. The schools are on completely different sides of the city. These ideas y'all are throwing out here are only going to make people move out of the city or go to private schools. Parents want their children safe and they don't wanna drive all over town to get them to and from school.
- Sister schools would make it hard for parents to drop off children because the school locations are so far apart. It also seems like it would be another huge bus/transportation problem when you have kids from one family/one stop being taken to multiple schools.
- Sister Schools: I have a concern switching students half way through their grade school time. Transition is hard on kids and families. Three Clusters: it is better than the sister school option. Both options do not address the basic needs of students and school preparedness issues that are impacting our community. There should be more intentionality and resources put in place to support students and families such as head start to make sure that students and their families before kids reach Kindergarten. Early interventions will have a larger impact than both proposed plans.
- So the first one you're just targeting certain schools and bussing kids, and making property values tied to all the schools which won't integrate other schools and makes schools less equal. The second plan gives us less choice, and means our kids would have to move. So then maybe we would also have to move and that would be expensive and hard.

Strongly do not support a change in the current system. Children that have struggled in schools should have the ability to attend schools that are best fit for them. How can either scenario be better than choosing any school? Why not just put an additional preference or hierarchy for kids high in need into the current system? Especially those kids that are not meeting expected levels. Often times those numbers are due to teachers styles conflicting with learning. Schools such as Stratton were supposed to be magnet and benefit kids - but instead teachers give out demerits and judge kids before giving them a chance. Binding your address to schools whether they're across town or nearby further hurts low income families as they have additional logistics to figure out or are tied to the school that is close. This simultaneously reducing the point of magnet schools & seemingly limits the diversity of several schools to regions that are primarily high socioeconomic status -tying them to lower economic status regions that are all the way across town (that parents will not be likely to choose). This plan also increases transportation requirements, which increases fossil fuel consumption, and leads to climate change -in addition to added costs of transportation - this hurts families. Having the freedom to choose your school is unequalled in any surrounding town. While this plan has optics of supporting diversity of socioeconomic status and race, it hurts those you're trying to help the most. Our family had to push to get our child pulled out of a negative environment and our child was lucky to find a supportive education environment where she thrives. Under either of the proposed systems she'd be pulled out of her current school and thrown into another one to relive the struggle she's already faced. Allowing lower income families and families that live in low income areas the freedom to select the schools their children attends for children to break the mound they've been handed. Instead of looking for optics, offer support to the struggling kids and those that need help the most.

- That is too complicated and takes time because we have several kids.

- The challenge with the sister school concept, children would change schools. Children enjoy growing up in a school and promoting from 5th grade. This will be challenging for families with multiple children going to different schools spaced far a part. This becomes challenging not only for coordinating drop off and pick ups but also extracurricular activities. The cluster scenario at least seems more attainable and will save on transportation costs. Overall I hope all have the best interests of the children. For the last few years these children have experienced a multitude of challenges with the pandemic. Is the timing appropriate to now make them change schools?
- The clusters option requires multiple relocations for students, which interrupts students' study and forces them to adjust likely unwillingly. It also creates lots of burden for parents on transportation and mental health.
- The clusters schools idea is frustrating on many levels. I have access to transportation, private tutors, and live in a two parent household. My son (incoming kindergartner) will be fine wherever he goes. I just don't understand why the district would ask me/ make me drive him close to 20 mins in traffic one way to garden hills, If we were placed there (we would pass Bottenfield every morning). Our household can recognize the need for equity and desegregation in our schools. I did a quick search, and from the garden hills neighborhood to Bottenfield, it's a one hour and 25 minute bus ride. I find this an incredible feat for a family with limited access to transportation to do. It still does not allow for our lowest SES and most vulnerable families equity because you're choosing a school clear across town. I also feel that some people fail to recognize that especially in the GH neighborhood, those families rely on each other for transportation, child care, and safety. Splitting up that neighborhood for the sake of diversity seems like upheaval in their lives. If those families WANT to stay at that school will they be allowed? Or will race/ SES be the driving factor in making the decision about who goes to which school? Garden hills has a teacher retention problem and an administrator problem. Putting new children there isn't going to solve that issue. The district needs to step up and provide coaching to those teachers, multiple staff members IN that building, and a new principal if they want to see any change. Also- we would REALLY REALLY LIKE THE OPTION TO APPLY INTO IPA FOR OUR CHILDREN. It's a phenomenal school and program and we believe it shouldn't be taken away from others in the district (in fact DL should be expanded).
- The daily time for a student to commute to a school that is not the closest to their home is a significant stress on children and families. The number of kids who have to do this should be limited and both scenarios 1 and 2 increase the number over today's figures.
- The district has a bussing issue. How does this solve that issue by moving kids all over. Minimal moves
- The logistics of transportation would be no better off than where Champaign Unit 4 currently sits with busing students all over town. This is a huge consideration amongst many others. Clearly, the schools of choice option is not working, either.
- The only issue that I have with the Scenario 1 is that capacity estimates at several of the schools. We need to take care of our children in classrooms where they are seen and heard. We also need to take care of our teachers who should not be placed into a situation with overcrowded classrooms.
- The sister school option creates an unmanageable situation for families with many children. Carrie Busey has no city bus to its neighborhood and requiring families to attend with children across town makes a number of current practices more difficult; parent involvement in the schools, conference days, etc. just due to logistics. But especially for low SES or families without a car. As an educator, I understand removing SOC for transportation issues and note that many late registrations go to CB as

their last choice because of its lack of proximity, the time it takes to get buses there, etc. As a parent with a 4th grader experiencing her first real non-Covid school year since 1st grade, I can't tell you the emotional distress we've worked through and all of the anxiety from her first year in person since COVID last year (stomach aches, lack of Sleep, general anxiety) to finally land somewhere successful this year. As a teacher who teaches first grade, I don't know that any group had been more affected than those in 2nd this year who had no in person Kindergarten. They are well behind and continue to suffer academic, social and overall developmentally appropriate lack of skills.

- The sister school proposal is simply ridiculous. Having children make that many major transitions, just in physical space, is absurd, not to mention a new commute, school expectations, new administration and teachers, etc. The clusters make more sense but is essentially schools of choice with more restrictions. I'd rather the current school of choice system just be left in place and allow parents to make their own choices on where their children attend school.
- The sister school scenario will add another level of complexity for families with siblings in the systems. It's already challenging to balance different school schedules, if you further bifurcate the elementary system it will be more difficult to handle pick up/after school care and to form local community within the school.
- The sister schools in the pairings are on opposite sides of town from each other, which does address the demographics issue but places a commuting burden on all of the students for at least 3 years. I hate the idea of small children spending hours on buses each day, no matter what neighborhood they come from. Also, the kids in the wealthier neighborhoods have families that are more likely to have reliable transportation to take them to and from school. Some of the wealthier families may opt for private schools rather than send or drive their children all the way across town 5 days a week for three years. The

cluster schools seem a bit more manageable, but still not an ideal solution. I have long wondered how the school system actually determines the SES of the students, since the admission application has no questions about income, assets, etc. Nextdoor neighbors in this school system can be from very different income levels, so address is not the best way to determine SES. Is the number of applications for free lunches the way this data is collected? Any other data sources?

- The SOC process is terrible and should be addressed. I do not currently have elementary aged children (although we are a foster family that might use elementary schools in the future). My biggest concern would be that current students not be moved from their schools! These kids have been through so much the past few years to move them would be cruel (although I have never seen Unit 4 walk the walk when it comes to caring about individual children). My initial reaction to the Sister School concept is negative. I hate the idea of moving children in the middle of elementary school, and I feel that it loses the rich opportunity for mixed aged interaction and increase family/ community feeling at the school. I also think having some schools that are 3 grades and others that host 6 grades is a terrible idea. The cluster scenario might be viable. How would the cluster scenario not be basically a repeat of what we have now on a smaller scale? Perhaps if you saved seats for late registration families (especially low-income families) and did away with proximity entirely (you would have equal chance at the 3 or 4 schools in your cluster). I would also suggest that IPA be not in any cluster and allow it to be a magnet program with balanced population. It seems if you did the cluster scenario you could at least start with K so that current students do not have to move. Any of these scenarios would have to have detailed plans about exceptions/ how wait lists would be handled/ what would happen to current students. I have no faith that Unit 4 administrators would handle these issues fairly and transparently. You also need to find a competent communications department - as always, the roll out of this proposal was awful - and the email inscrutable.

- There is still over enrollment vs. capacity in both scenarios, this doesn't address staffing issues (vacancies for permanent teaching positions for second year) and transportation issues. It might help but it won't solve. I feel a "potential" spin was put on the transportation information much as a company proposing a merger spins it to its stockholders. We will provide data with out providing the basis and then fix the cost efficiencies after the fact by terminating employees the built the company.
- This is a logistical nightmare. Instead of supporting Our Students, where they ARE and Their Needs, we are manipulating our entire community, transportation in this city will be a nightmare for picking up children if they are needing appointments, let alone that adults in this community created the MacMansion neighborhoods. Our Children need support, not "studies" being made by our tax dollars. As Parents, we have been able to choose our homes, choose our schools. the issues will continue, unless as a County and City, we actually address the economic discrepancies made by single mothers income, economic and social experiences our children have...the Mindset has to end, before we put our children in jeopardy. Siblings will be separated by these new boundaries, and no parents wants their children to be in this kind of mess. Children will not have the opportunity to see older children interacting, and experiences, with other children, a crucial developmental social experience of modeling behavior.
- This is a terrible plan that doesn't consider the mental health impacts on our kids, bussing issues, research about the importance of neighborhood schools, the importance of proximity for transportation purposes, and the stability for students in the aftermath of a devastating ongoing pandemic,
- This is difficult for student, teachers, and admins and doesn't address any of the issues of budding kids back and forth past each other, requiring them to get on a bus earlier than 7 am each day like my student did all through school.
- This will not help transportation when you don't have enough bus drivers. Also will not raise the reading and math scores when families are not working on the skills at home or at a early age. You can only do so much during the school day. The neighbor hoods are not diverse and if you asked families they would probably be happy with neighbor hood schools. It's hard to get to know your neighbors now with everyone going different places.
- This would be a nightmare for kids currently attending a school outside of the boundaries for either of these scenarios if the plan is to reassign currently enrolled students. And what happens if a student moves, do they then need to move to a new school as well that is within their boundaries? We currently rent an apartment in what would be the Robeson boundaries. We plan to buy a house. Our kindergartener attends Carrie Busey, and we were going to buy a home to be closer to that area which still may not end up falling in that new boundary. Many people in Champaign are in the same scenario of renting with the goal of buying a home, likely not in the same "boundary" they are in now. Not to mention the logistics of kids who live in a neighborhood with intent to walk their kids to school being FORCED to provide transportation or take the unreliable and time extensive bus system is incredibly cruel. Sister schools can work in a small town like Mahomet where it's just TWO schools period, but not in a large community like Unit 4. And the fact that a school DIRECTLY behind me (Barkstall) is not in my boundary for the 2nd scenario is ridiculous. You need to be mindful about where parents can easily take there kids to, not just making up ridiculous boundaries so "poor kids" can go to "rich schools" and vise versa. As a parent, I am begging the school board to not remove children from their current assignment. It is one thing to implement this system for students moving forward, but currently enrolled students AND SIBLINGS should be grandfathered in to their current situation. Especially as someone who

will ALWAYS provide my own transportation to my children while in elementary school, I should not be forced to remove my child from the school she already loves and calls home, that we have bought spirit wear for, and made a huge part of our lives. I will also not stand for her sibling that should be spending 2 years in the same school together to go to a different school because of new boundaries. I am not the only parent that feels this way. It would be detrimental to our currently enrolled kids and their siblings well being and educational experience if they 1. are forced out of their school or 2. can't have their siblings at the same school as them. It wouldn't work for most families, so please kindly take that into consideration. Diversity and equity is important and I support implementing this for the future as a rolled out project throughout the years (particularly Scenario 2) but do not try to sacrifice all of unit 4's current students just to have better demographic stats for next year. Let it roll out each year as new students come. Or allow current students to stay where they are or opt in to the new selection system if they wish. Yes, kids are "resilient", but that does NOT give the green light to uproot everything they know so you can boast even faster about your diversity and inclusion. Kicking kids out of their current schools is NOT inclusion, and their will certainly be an uproar if that is the outcome.

- U4 is concerned about bussing issues NOW. This scenario adds to it, putting more kids on a bus for an hour +. U4, please listen to your parents.
- Under scenario 1 you would potentially have siblings at two different schools. Also, how much of an actual benefit will socioeconomically disadvantaged kids get from being bused to "better" schools? Quite frankly poor kids have a lot of hurdles and I am just wondering how does changing up the schools help them more, than providing additional funding and resources to them? I don't believe that either one of these "solutions" will actually fix the problem. I believe the problem is exclusionary zoning and socioeconomically segregated communities

around schools. If you allow folks to build duplexes, triplexes etc.. in more affluent communities you would actually start to solve multiple confounding factors that are harming poor kids chances. I am just not sure that implementing a complex bussing scheme will meaningfully improve the situation. Please provide projections and methodology on expected results.

- Unit 4 can't handle transportation now. How are they expecting to handle bussing and transport in this scenario?
- Until we have more information on HOW this can close the gap and HOW we are going to change teaching methods to reach and INLUDE ALL learners and HOW we are going to alter WHAT we are going to teach to include and reach ALL a learners, I cannot support any changes. We need more information and transparency in how these models were developed. How long will kids be on busses, what curriculum will be used to engage lagging learners, what training of teachers will be done to understand and work better around biases. Once that research is done I fully support more integration. But shuffling kids around just to shuffle, I cannot support.
- Upending students from their current schools does not create resiliency. This is not a geographical problem - it is a systemic problem. Curriculum should be addressed before a district-wide reshuffling happens. Apply these plans to future students and let the current students continue to learn and grow in a environment in which they are comfortable and familiar with. Parents were forced to hope and pray that students would be placed in a school that functions best for their family - now that will all change. Transportation issues are being created by this -- not eliminated. Just because some families may have the means to transport their children across town -- does not mean they should be forced to do so. Give incoming students and their parents more information about how this will really work and how this is going to eliminate these disparities instead of just creating new averages at schools.

- We are currently attending Robeson, which is our proximity school, but under the first scenario my 2nd grader would need to attend Barkstall (very close but not as close as Robeson) or Stratton (which is very far) and not conducive since I drop off and pick up and work full time. It would take a minimum of 90 minutes out of the day to drop off & pick up round trips to Stratton. When we chose for kindergarten I only selected schools close by. I knew when we bought our house (although Robeson is proximity and we may not get it), there are lots of grade schools nearby to choose from. Stratton is not one of them, nor is it close to my office. Barkstall, Kenwood, IPA, etc all closer. Last but most important, kids have friends, support systems in the teachers & staff at a school, and you do not move currently enrolled kids especially those that have been through the stress of a pandemic. It's unfair, and mentally damaging. And not worth it. Start with kindergarten students, and if a currently enrolled sibling wants to move to the new school let them move to be with their kindergarten sibling. In 6 years it will work out. If you are worried about busses take busses away from certain neighborhoods that really don't need the transportation, it's way better than taking away the whole school from the family. I agree, the current school of choice model does not work, but you do not uproot pandemic kids who have been through so much in order to "fix" a problem they did not create. These models do not move my child to a more economically diverse school than he attends now, it just has the possibility of making him attend a school far away, and takes his proximity school away he's been attending. I'm also very concerned that census data was used and not actual numbers of students currently enrolled in unit 4, if this is true, the numbers are simply wrong, since a huge percentage of my neighborhood already attends private or religious schools. The capacity numbers for space at the grade schools used is also very inaccurate, and not how space is actually utilized in a real world school environment. There are a lot of flaws in the report by the consulting company. I'm not a teacher of staff, but the fact that once again no one was consulted is ridiculous. I don't even know how to mention to my son that he may have to go to 3rd grade someplace else, so please send me suggestions. A lot of his friends are in the "Robeson area" so they'll get ho stay and he'll have to move.
- We choose to live in certain neighborhoods and hope to have our kids go to the school that they are closest to. For both scenarios, it is causing major inconveniences for parents to get their kids to school. It causes issues with transportation, before and after care, and I don't see it helping the community. It will only cause more hardship and frustration. And will likely make families look at moving outside of Champaign unit 4 schools.
- We do not have buses to support this plan. Parents cannot hold down jobs while helping with all of this transport. It is too far of a distance to be feasible. It is irresponsible to disrupt the routines of all these families and students if their school assignment is changed next year.
- We have a huge bussing issue in this district. I worked previously at Barkstall and kids waited for an hour after school to be picked up and then sat on the bus for another hour on the way home. While we need to find a way to be equitable, having kids ride the bus for this long isn't the way. Neither solution makes sense.
- We live in barkstall's backyard and I do not want to have to bus my child to a new school across town. I think reworking how the elementary schools feed into the middle schools is more pressing, as Edison, Franklin and Jefferson are not balanced in any way.
- We live several doors down from Westview, where our daughter has happily attended for the past 3+ years. It would be a burden for us to move schools (financial, as changing location would require us to pay for after school care) and unfair for her to be expected to do so. While I support efforts to lift EVERYONE (part of the reason we stayed in the neighborhood and selected Westview was its racial and socioeconomic

diversity) this seems like a program that should be grandfathered in as new classes join. Also, shuttling many, many students here, there and yonder seems a huge waste of time and resources (resources that could be spent to provide struggling families with direct support and enrichment activities). The district also seems to have issues with transportation as is. I look forward to hearing more opinions about this moving forward. How many children will be expected to move? According to the News-Gazette this morning, upwards of 90 percent?!?!?!?!?

- We moved to Champaign in part because we were interested in the school choice model. To see Champaign move to an "islands" model that does not seem to have worked well at all for Urbana in supporting schools or students would be really disappointing, as well as creating some significant challenges for working parents like us.
- What is the purpose of switching schools in 3rd grade? Have any teachers been consulted? Kids have had a rough time last couple years and you guys want to add more stress to them? Of course teachers haven't been consulted either. Also, has any money been earmarked to improve the awful transportation in unit 4? I wish common sense was more common with Unit 4 board members
- When Schools of Choice was initiated, it created a transportation nightmare. Homes in the same neighborhood could have children going to several elementary schools, each requiring its own bus! Neither of these scenarios have a solution to this inefficient and confusing process. I do not support the sister school scenario because of the K-2/3-5 split. Many families have 2 -3 children at the elementary level and having the children at separate schools so far apart is logistically difficult for pick-up/drop-off. The Three Clusters option is too nebulous for parents. Families choose schools based on location, reputation, and previous experience. I would not want my child assigned to a school on a crapshoot. Perhaps this should be renamed the "ClusterF##K" option.

- When we first enrolled oldest child into school we chose the proximity to our residence for transportation and not to ride a bus.
- While requiring 100% of the kids to spend, potentially, a lot of time being transported out of their neighborhood to attend their school might look equalizing on paper, it's an unnecessary burden on everyone. Especially our most vulnerable families. What if the sister schools shared resources, PTA funds, technology, equipment, everything that money can buy, but the kids were able to go to school in their own neighborhood?
- With Unit 4 already and continuously having issues with bus transportation this complicates the lives of family more than helping. Why can't teachers be moved where necessary instead continuously providing unstable to students. These scenarios may help studies but long term may complicate attendance, student's focus due to changes every other year.
- You haven't revised "school of choice." All you've done is limit the choices. This is unnecessary. Your real problem is you need to fix the busing.

Results: Primary Concern– Dual Language

- As a parent, Scenario 1 does not give any choice. Parents would be assigned and bound to an area based solely on where they live. The school within the geographical boundaries may not have a program that I want for my child. I support scenario 2 better as it still provides parents a choice. I like how the clusters represent an equal amount of representation surrounding SES. As a teacher, I also strongly don't support Scenario 1 as this will now separate existing collaborative structures. For example, 2nd grade teachers would have a more challenging time collaborating with the 3rd grade team. Also, for a school like Stratton, our magnet program would no longer be an option for students to continue with after they leave in 2nd grade. They would no longer be a part of the fine arts or the dual language program. That would not make any sense to disrupt those programs, unless these would be adopted and continued by the sister school.
- As an IPA parent, both scenarios will totally screw up dual-language instruction and will not change achievement because the fundamental issues underlying lack of achievement are not being addressed by merely shuffling students around. Our students (3rd and 1st) have not yet had a "normal" school year and are just now building community for the first time. This will start them over at zero. That will certainly decrease achievement across the board. Breaking the social relationships currently forming will set back academics again because people require safe relationships to learn and those relationships take time.
- Both scenarios do not take into consideration international prep academy and it's unique role in maintaining Latino culture in this community. You clearly do not understand what the bilingual program is attempting to do. I am disappointed and outraged that the board would consider such insensitive and backwards solutions to addressing income disparity. When in reality you are trying to fix the white black achievement Gap. You can't do this through violent redistribution of children that have already gone through so much.
- Both scenarios put my child in a year-round school with a strict dress code, which does NOT work for my family. Even if you get rid of balanced calendar, Barkstall has nothing to offer my children. We chose IPA with very specific purpose - to allow our children to be exposed to diverse population (culturally, racially, religiously, socioeconomically) and to have the opportunity to get a bilingual education. We live in a rich neighborhood because we fell in love with a house. We want our kids to be able to make friends with people who live in different areas of the city. This is the ONLY reason we have stayed in Unit 4. We would likely move out of state if forced to attend a white ass school with our rich Christian neighbors. I'll admit I don't really understand Scenario one and the sister school idea. I cannot see how this diversifies anything. The boundaries are so clearly made around wealthy neighborhoods and not-so-wealthy neighborhoods. The idea of K-2 and 3-5 schools isn't terrible, but you're still forcing kids into schools that aren't necessarily convenient for them or offering anything special for them. Barkstall is technically closest to our home, but it would be wildly inconvenient for me to drop them off on my way to work. Is this implying that the bus service will be trustworthy? I suppose there have to be huge changes for that to happen. This year we received two blank bus assignments. Last year our pick up time was 15 minutes after my daughter's school started. I don't like the idea of her being on the bus for hours and I can't be late to work because I'm waiting on a bus. Scenario two is significantly better, less confusing, and makes more sense maybe for diversity. I, personally, am just salty about it because I do not want any of the 4 schools in my boundary. I specifically chose the school my kids will attend based on diversity and dual-language program. If you take those items away from me, I will remove them from the district AND move so that I'm not paying the taxes anymore. Taxes in CU are high and I am more than happy to pay them because we have this great opportunity to mix up kids from different areas of town and knowing that my property taxes help support schools in neighborhoods with extremely low property taxes makes me happy. Something else that seems to not be considered here is the clusters are sending kids to the same middle schools. One reason I made our school choices is I specifically want my kids to be fed into certain middle schools - and not the school that my "cluster" feeds into. The last item I think needs addressed with

the city itself. Why are they building more section 8 housing around areas that are already very low income? They're overloading those areas and schools with kids who have certain needs. If the city would actually commit to undoing the redlining that ruined our town back in the 60s (??), maybe we wouldn't have to go to so much effort to rearrange our students lives and cause them even more stress in an already crazy time of life. And, honestly, I HATE that [proper name] even said this will make our kids more resilient... are you serious?? How could our kids possibly need MORE to prove how incredibly resilient they are? They are the covid kids - they are more resilient already than any of us has ever had to be. Can we not help them have some consistency, support, and calm in their lives instead of just expecting them to prove over and over how resilient they are? Our job as parents and community members is to make life better for the next generation. I can't believe someone who has that attitude is in a position of authority over our children. It's insanity.

- Both scenarios: why is IPA being allocated geographically or within a cluster? If I'm not cluster 3 geographically, now IPA isn't an option? Seems that can't be the case, so I'm not sure why it's being sold that way. Furthermore, I don't see what Scenario does beyond limiting choice among 3-4 schools instead of the 12 currently available. Segregation will still exist across schools under this method, I think.
- children at IPA must be kept at the school this coming year because they are already in the dual language program. You can't take them away from a school where they are taught in two languages and force them to go to a school with only one. Our Children have a safe environment, and the teachers are working hard with our children. This would be very unfair to our kids.
- Children build strong relationships with their peers, teachers, staff and principals. Moving them to new/different schools is a terrible idea and will cause undue stress and anxiety.
- Cluster schools are not a good idea, not is sister schools. I understand the reason for trying to place children in different

schools, to bring in money for the children. What hasn't been addressed is the children as a whole! Children who have attended schools more than 2 years have built relationships with other children, teachers, have joined in extra activities and so on. Pulling children away from what they know, enjoy and have worked so hard for is not the answer. Children have already had to face all the changes when covid happened and they just now are getting some what of normal back. Many children have faced mental health problems through out all the changes that have been made. For my family, we purchased our home to be able to send our children to IPA. Both kids have thrived at IPA. My children do not take the bus to school, we live close enough for us to walk to and from every day. Having a 3rd and 5th grader, they have built such strong relationships with others in the school. To force them to attend another school next year is just cruel. We have worked so hard in getting the new building built, and now have the opportunity for my 5th grader to stay at IPA through out middle school. To have her moved and placed with children and teachers she hasn't grown with isn't going to be a positive outcome. I will also add, that IPA is not just a school children can be thrown into and thrive. If children didn't attend in kindergarten or first grade, those children will be way behind and not able to catch up. The school teaches Spanish and English along side one another. Which means, children who have never been taught the language are not going to be able to do homework, or know what's going on in the class room. To say this will bring money into the schools and there for help children, is not what I believe is happening here. Free lunch should be offered in all schools in the first place. To use money as the reason to move kids around is unacceptable. The outcome will be, many schools will not be able to offer free lunch. Children will end up going hungry and that's never the answer. Then we get into the issue with bullying and children having self-esteem problems. Sending children whose families can not buy the name brand clothes, pay out of pocket for extra materials and activities will cause a separate from classmates. I can see that what you are doing wasn't meant to be a negative impact on children and families, but it will be. I am not on board with my children or any of their friends being

removed from their school of choice. Parents should have a say in what school, and school environment our children attend. There is morals, values, education parts that many parents have a say in and should not be separated from the outcome by others. When covid happened, a separation from schools, teachers and parents was already formed. This idea will only cause other issues to come forth. We need to build up the relationship that once was there before, not create more problems. If this passes, many children will suffer and that shouldn't ever be the answer to adults trying to fix things. I do believe children need to have a voice in this as well. Each child should be asked what they would like to do. If they want to stay in the school they are currently enrolled in, then they should have the opportunity to do so. Before voting on what you believe is a good answer to the problems, get feedback and put the vote up in November for others to say yes or no. We are an amazing community, and it's our right to vote on topics that impact our community. Thank you.

- For either scenario, I would like to understand more how the Dual French K-5 Program will be affected at Stratton. Unless I missed something, I've not seen it mentioned. In addition, with the scenarios, I noticed how IPA (Dual Spanish) will be addressed. Is there consideration to address Stratton's Dual French in the same manner? Up to now, Dual French has not had the same consideration and there is nothing in place to ensure a 50-50 split between English dominant and French dominant speakers. No one seems to be using a process for this, and because of that, it is about 90% French dominant. I would like to learn more or be given an opportunity to talk more about this and what Cooperative Strategies has learned and would advise.
- For my case: older kid just enter Robeson for K, younger one will enroll 1 year later, lives in Savoy. Option 1 would cause my older kid switch elementary school 3 times, and by the time my older one goes to BTW, is it possible my younger one goes to CB? I'm a working mom, don't have time to travel like this and what if these two schools start at the same time? Option 2 won't let me get in CB just like the current choice process, I don't want to drive all the way to north for school, then all I left is IPA, which I think is even worse than our current school. So both these two options won't make me better off from my current situation. I oppose both of them.
- How are poor kids supposed to participate in extracurriculars under these plans? Any thing offered via the schools (if they are not located close to their home) will be hard/difficult to participate in. Poor families are much more likely to rent or use public transit. Thus, if the school is located across town from their home, how is that helping? Also, what is the actual problem that the district is trying to solve with this plan? Teacher shortages? student achievement? resources? I am in the dark and have been unable to find any such statement available for the parents. Maybe if they sent out an email district wide to the parents saying "here is the problem we are dealing with, here is what we have done and what we are looking at doing. Any ideas/feedback from the parents is welcomed." Believe it or not, many of us would be willing to get together and figure out ways to help, maybe volunteering tutoring time, donating resources etc... Bottom line is this had zero or near zero involvement from the parents and it is absurd to try and sneak these massive changes without our input!
- I agree with removing "schools of choice", but now that I have a future student I was hoping he could attend IPA because of the Spanish language instruction. The sister school k-2 thing sounds a bit ridiculous, at least I don't think I understand the purpose of that. Kids need consistency though.
- I am a French speaker and want my kids know little my native language. Also I am familiar with Stratton environment.
- I am a teacher at IPA. I live less than 1/4 mile from IPA. It will be my number 1 choice for my son due both to proximity and the undue hardship that, as a single parent, my son attending another school would cause. I HIGHLY dislike this plan for many reasons including the uprooting of my son and other children. That TRAMA is unacceptable. If this proposal goes through I will likely leave my position. My son will have no ability to get to a late start school after I leave for my early start school.

- I am all for simplifying schools of choice and the four school system is great. However this doesn't address how families would access dual language schools. This survey also isn't addressing the timeline for these changes. I don't think the community supports wholesale changes for every kid at this point. Starting with the incoming kindergarteners (and transfers) has more acceptance
- I am concerned that my children have a commitment to the dual language program and we will not be able to replicate this experience elsewhere. We are not simply changing schools, we are losing an entire language and completely different educational experience. These options do not allow for program continuation for an immersive program that takes years to accomplish its goal.
- I am very concerned about how this will affect IPA both since this is a program that goes k-8, and also because students cannot transfer in after 1st grade. This is also very concerning as a parent knowing that this may mean that my youngest child may not be able to go to the school where I teach, even though they would have siblings there. Neither plan seems to truly understand what IPA is, or what we do there.
- I believe that parents should be able to choose the school and new students entering can participate in the new program. Robeson is close to home and convenient for driving to and from school and daycare. We have nothing but good things to say about our experience at Robeson and would like to continue to attend.
- I could possibly support the Sister Schools models, but it feels odd to only pair up a couple schools instead of having the majority of elementary schools be either K-2 or 3-5 (the majority being not IPA, Barkstall, or Kenwood).
- I do not support either scenarios. Both of my kids have the pleasure of going to BTW and it has been an amazing opportunity. We are in the cluster 2 for scenario 2 and West View for 1. BTW is one of the more modernized schools with amazing opportunities and I am a lower income family and I would no longer have access to that school. My kids would be highly upset seeing that have build an amazing relationship with principal Round Tree and the entire staff. Everyone is so supportive and my sons test scores have been sky high since attending BTW. I would be very displeased and feel as if my student would fall behind at another school because BTW being a stem academy really allows my child to learn and experience more. I do not support either scenarios. It seems as if you guys want the white kids to go to the more up to date schools and the black kids at the run down ones in the white neighborhoods. This is terrible and needs revision
- I do not think it's a good decision to change the current structure of the students schools. I choose IPA for many reasons as my #1 school of choice. I understand changes going forward for future students but it's insane to me to change these children after getting comfortable at their school. Not only for my children (2 at IPA) but all children.
- I don't agree with neither scenario. Only do to the fact that their wasn't an invite to African American parents and students to come to this focus group. If we want to see change happening then we must get on one accord. African American parents don't show up to events due to it being held during a work week or some parents simply have no clue when these meetings are being held. We must be able to accommodate all not just one particular group of people. It really saddens me that in this day and age that there is such modern day segregation amongst parents, teachers, administrators, and schools. Lack of communication, lack of support and a lack of leadership on some of principal end. Provide more SLIT programs to all schools. Get people who actually care about the students to work in unit 4 instead of people who are here to say I have a job. We have to see everyone come together in order for this change to take place.
- I don't think it is equitable to restrict which students have access to the dual language program.
- I don't like either option. My kids have attended IPA their entire educational experience. We love the program, the teachers, and my kids are very comfortable and thriving. We had a choice of those

other schools and we choose IPA. Now it's not an option in either scenario. Damien Ware

- I don't want both if my they are separated when it comes the bus does not show. Also I want to keep my children in bilingual study.
- I feel like there are major flaws/gaps with both scenarios and the information on this page is not consistent with what was described at the recent board meeting. First, regarding IPA. Both scenarios indicate that IPA has an attendance zone/cluster membership, which presumably is for the 50% of the population who does not speak Spanish at home. However, the discussion at the board meeting clarified that families from across the district could apply for seats in that segment of IPA, which is incompatible with the concept of an attendance zone. Because of the unique educational model of IPA, you need strong family support and it should continue as a magnet school with no attendance zone, and both scenarios need to be redrawn to address this. While not specifically asked, I think the lack of any transition plan for current students for either of these scenarios is very concerning. It was not covered at all in the board presentation or website and only came up in questions from the board. Speaking specifically about IPA, it has been a longstanding practice that monolingual English speaking children cannot join IPA after 1st grade, for what I assume to be strong educational reasons. For the remainder of elementary children across Unit 4, they have suffered tremendously over the last 2.5 years of pandemic-impacted schooling. Regardless of what scenario is chosen, I think priority should be given to minimizing transition, change and disruption for current students, and when transition is needed (such as the sister schools), at least keeping large cohorts of students/teachers together as they merge with another group of same grade level students/teachers. The idea that we basically reshuffle all kids up across all schools and put them into environments where they know few if any other students and teachers sounds like a situation that will exacerbate learning loss and inequities. Implementing the plan through enrollments of kindergardeners and children entering the district as well as voluntary transfers for older siblings of kindergardeners would

support a smooth transition, along it would mean it would take several years to realize the transportation cost savings. Scenario 1: This is the easiest to understand for families and easiest (cheapest) for transportation. Any further tweaks could be done through slightly adjusting boundaries for entering students. A downside is that if a student moves during elementary school, they would likely need to switch to the school in their new attendance zone. This is likely more common for students with housing insecurity, who are some of the students we are trying to assist with the new structure. Studies demonstrate that switching schools negative impacts a student's learning. I would like the district to consider options and supports for students who move within the district. For instance, could they stay in their original school? Additionally with less control over enrollment year to year in each individual school, I have seen other schools with attendance zone models stressed about which classes will "make" at the beginning of the year and shifting teachers between schools/restructuring classes to balance staffing and enrollment. Bottenfield/Robeson and IPA are projected to be the most imbalanced in this model. However, if IPA becomes a district-wide magnet and some of IPA's attendance zone shifts to Bottenfield/Robeson, it's possible that this could help balance the schools better. Scenario 2: With the exclusion of IPA as a magnet school, the three "clusters" would no longer be balanced with 4 schools each, so the analysis would have to be redone. A smaller cluster would decrease the family research before ranking the schools. You have shown that the three clusters are roughly balanced. However, I don't understand how this model would prevent school-by-school imbalances if they aren't able to be prevented with the current algorithm. This feels like a confusing and disruptive "middle ground" with no presented evidence that it would achieve any of the goals, while causing significant stress and cost for the switch. I worry that choosing this path would mean redoing this process again in 5 years when it becomes clear that it too isn't achieving the desired goals. If scenario 1 provides greater control and confidence in the outcome, why not avoid a second disruptive process?

- I feel strongly that my children attending IPA should remain in the dual language program. I also feel strongly that my incoming Kindergartner (23-24 SY) should continue to receive sibling preference to attend IPA along with their siblings for their K-8 schooling. We thoughtfully chose IPA as our school for our 3 children in 2018, to even consider that 2 of my 3 children will not attend there and continue to have their positive dual language experience is unexpected and unacceptable. I cannot see that moving between 60-90% of students and families will provide stability or support especially following 2.5 years of COVID confusion. Lastly looking to fix an equity issue with an equality solution is not the most sensible path.
- I find it appalling that you would consider shifting the entire district of students after the traumatic few years they have had. Yes, children are resilient, but that does not mean we should keep placing more burdens upon them. Does a shift need to happen? Of course. But uprooting all the kids who have come through this pandemic by the skin of their teeth to find some sense of normalcy, only to shift them to a new school after a year is nothing short of irresponsible. Additionally, it is clear that the consulting firm does not understand the programming at IPA if they are talking about shifting kids in and out in the same way. You can't take a student who has been learning in English only, and stick them in a dual language school in 2-5th grades and expect them to be able to just catch on. This is why students who come from other dual language programs must test into the program, to make sure they actually have the foundations to be successful in literacy instruction in Spanish. This does not happen overnight, it takes years. The students at IPA MUST be allowed to remain, because that is so much more than an enrichment program, they have spent years working to become bilingual and biliterate. To shift them elsewhere would mean that any grade above first would only have Spanish speaking students since you can't shift English speaking students in, and the school would be lesser for it.
- I just want to see the balanced calendar and dual language programs to remain in Unit 4
- I object to both of these I chose IPA bc I want my kids to have the Spanish curriculum. This is the utmost importance to me and my number one priority Your survey completely excludes the Spanish speaking parent population and that is just offensive quite frankly I'm very frustrated with unit four right now, bc I hate both of these options bc I want my kid at IPA Maybe you should treat IPA as a magnet school bc I cannot get that kind of curriculum anywhere else
- I see the value in trying to mix students from difference SES backgrounds together. However, I think giving choices to parents/ students works better as different family has different values. We really enjoy the option of sending our children to IPA because we value bilingual and bicultural education. I think having choices for people can get more buy in. Additionally, I think the issue of sister school might still create separation between students based on SES/neighborhood. The clusters makes those geographical line more blurry and I think that can help students mix up social connections.
- I specifically picked International Prep Academy because we are a bilingual family (Spanish and English) and would like our children to have the opportunity to learn in both languages.
- I specifically wanted my children to attend International Prep Academy in order to have the opportunity to learn in English and Spanish. This is extremely important to our family full of Spanish speakers.
- I think IPA should be clustered with Robeson, Ken wood, and Bottenfield on the basis of vacinity. We are closer to IPA and Ken wood then we are to garden hills or Bottenfield.
- I think the kids that live in Hessel on Park Apartment should be allow to attend IPA School
- I think there should be more sister schools. Some of our schools have a bad reputation/negative feelings that can be hard to overcome. By creating a few more sister schools we would balance our SES numbers. I don't see that balance with just the four schools

mentioned. Scenario 2: IPA should not be part of a cluster. It doesn't make any sense. Also, people will still be choosing schools that they feel have a better reputation (whether they actually do or not). It does little to actually change what parents choose. So many will still be unhappy with the school they get. How does the district decide who gets their first choice and who doesn't? ALSO, there are no mentions of how Middle schools will be affected. This district loves to talk about elementary and high schools but where is the mention of middle schools in either scenario?

- I'm unsure what will happen to the Dual Language French program currently at Stratton in both scenarios.
- If I am forced to choose an option I would choose the Sister Schools option. I prefer this because I have already taken the tours, done my research, and gotten my child's information submitted early for a lottery system before when they were starting Kindergarten. I believe that the decision to change from right to choose is penalizing the parents and the students who have already been through the process. Also, I have a younger child who will be starting Kindergarten in the Fall of 2023. They are very excited to attend the school of their older sibling because their older sibling speaks so highly of their school, teachers, and principal. I know my older child would feel sad to leave her current school community; she told me this herself.
- In both cases, my daughter who is Hispanic on her absent mother's side, would end up attending a school that is not IPA. The choice to send her there was deliberate in order to ensure that she be able to learn Spanish and to enable her to stay in touch with her ancestry. As there is nobody in the home that is fluent in Spanish, her learning and exposure to a second language would suffer greatly.
- In choosing an elementary school we specifically selected IPA due to dual language and K-8 structure. No other elementary school in Unit 4 has such offerings. I also DO NOT support siblings potentially being separated this will create burdens on households with different start/end times under the 3-tier start/end times of

buildings.

- In either scenario, I am concerned with making sure students currently in the dual language programs at IPA and Stratton can remain in these special tracks. I think it is important for the students who are in dual language programs to remain in them for continuity and best outcomes for all students in these programs.
- In either scenario, my children run the risk of no longer attending IPA.
- In regard to scenario 2, it looks like there is an over-utilization in Cluster 3, especially considering that IPA shouldn't really be considered in that cluster. I think there should be three district-wide magnet school options (IPA for Spanish/English immersion, another bilingual immersion option, and a third for STEAM), leaving three schools in each cluster, one of which would have a balanced calendar (with early start), while the remaining two would be traditional calendar, with one early start and one late start. In addition, the boundaries need some minor adjustments to better equilibrate the diversity and enrollment in each geographic cluster.
- In scenario 1, both schools are pretty far apart and far from the residence. In scenario 2, I worry about how much choice there is for popular schools and programs. For example, I like IPA and Stratton as choices for my preschool child because of programs, etc. and what does this mean for middle school attendance?
- IPA is for Spanish speaking students and those who want to become fluent in Spanish.
- IPA is the only school that supports true bilingual education, and you cannot limit it to one cluster. Here's a thought- your algorithm sucked and your staff were a hot mess. We asked for IPA and after Dr H was where our kid was placed- begged to go to anywhere else. I bet I go and ask ipa and we aren't even in a list. How about before you [expletive] things up more you sit back and look at your existing methods and staff and make sure you even are doing things the way you thought you were doing them?

- IPA students should be allowed to grandfather out the program just like the district is doing for gifted students. The gifted students are receiving the instruction they were promised. We were promised nine years of Spanish. Let ALL current students at IPA be given the option to stay or to opt out but apply the "new assignment model" to incoming kindergarteners. IPA already represents ALL 3 socio-economic statuses.
- Islands + Sister Schools: Would completely gut the program at IPA, which is doing more to promote interaction between kids with different backgrounds, languages, etc. than any other school. Also "gerrymandered" district boundaries that snake nonsensically through town. They funnel kids from really distant areas into schools that are not actually very close to them. Will result in long bus times, especially for kids in paired schools that are a long way apart. Also puts kids at a disadvantage who have to switch schools mid-elementary. Three Clusters: Would completely gut the program at IPA, which is doing more to promote interaction between kids with different backgrounds, languages, etc. than any other school. This is slightly better in some regards, but has some of the same problems as the Islands + Sister Schools approach. Large, snaking boundaries that will end up sending a bunch of kids way across town to attend schools they aren't very close to. The only upside is it streamlines the onerous school of choice process.
- Issues of equity and equality should extend to teacher quality (thus teachers would switch schools), outside environments are equal in possible safety or trauma inducing, bussing is "perfected", resources are equitable. If any student gets into IPA they have an advantage under either new system
- It is irresponsible and makes no sense to take a child who is currently enrolled at IPA, a dual language program, and place them in a different school. Every child at IPA is taught in both English and Spanish and ripping them from that program is awful no matter the age. You also can't transfer in a student with no foundations of the program. Leave IPA students where they are next fall!! And give their siblings a chance to apply to the school and priority.
- My address in both of these scenarios has been assigned to schools much further from our home than our current school in less safe neighborhoods (save Carrie Busey, which we'd have no chance of getting into if scenario 2 were the ultimate choice.) If either program goes forward as they stand now, my child will not be allowed to remain in the school we painstakingly researched for him. My son is a highly sensitive Kindergartener- he's only just gotten settled at his school. We are new to the area and wanted to give Unit 4 a fair shot rather than defaulting to private school like so many of our neighbors. We love our school, we love our teacher, and we adore our principal at Robeson. These proposed scenarios are not acceptable to me. If my child is not allowed to remain at the school in which he is currently enrolled, we will be leaving the district. The only goal that will be accomplished by this move in terms of democratizing the district is that any family with the means to do so will make a different and more stable choice for their child's education. Uprooting 90% of the district's students is foolhardy at best, cruel at worst. The last two years have put kids through more than enough upheaval. I absolutely cannot and will not support this measure. If it must go forward, please do so only with incoming students in mind so that parents can make an informed choice from the start. I WANT to support Unit 4 and public education, but ultimately I will do what is in my son's best interest. If he's forced to change schools at this point, we'll put him in a school where we know he will remain and won't be subjected to further boundary changes.
- My child goes to IPA. Both of these scenarios do not include IPA as an option for our address. We very strongly want to continue with IPA because of the Spanish component. I need more information to know how it would impact our family. If IPA would be no longer an option, we would have to explore other schooling options.
- My children attend International Prep Academy where their Spanish studies will be completely derailed by either scenarios.
- My children go to IPA. We chose that school for a very specific reason, to develop bilingual skills that will serve them throughout

their life. My youngest child will be halfway through his elementary education when these scenarios take effect and I strongly dislike the idea of pulling him out of his school. Not only for the missed opportunity of developing in a dual language environment, or leaving the relationships that have been formed, or being behind academically in a traditional school, but also for the emotional difficulty of going through yet another massive change to his life following covid and distance learning. Unit 4 is a community school district and a change as monumental as this should be a community decision. Period.

- My concern is with both scenarios not having an option for current IPA students to finish out the bilingual program.
- My daughter is learning a second language IPA attending is important for her future career.
- My family has benefited greatly from the school choice method. We are a multinational, multiracial, bilingual family. I am so grateful we were able to apply and be accepted into IPA so that my two children can be surrounded by diverse students with heritage from all over the Americas. Learning how to read, write and speak Spanish and to be in a community of heritage Spanish speakers and new Spanish speakers is such a blessing. Under both of these newly proposed ideas, it seems that my future children would not have access to IPA and all that it offers. That breaks my heart. I love our school and I know many other families love their schools and trying to help our children adjust to an enormous shuffle, like the two proposed, seems illogical.
- My family is a great example; We moved from Brazil and chose our home based on the school and to our surprise, our two daughters were assigned to a school very far away from home.
- Neither of them attend to our need of a bilingual school for spanish native speakers.
- On scenario 2 it looks like IPA is in Cluster 1, but it's listed in Cluster 3, which is confusing.
- overall scenarios: busing kids or making family travel all around champaign just for making demographics "more even" is stupid. The unit 4 bus system already lacks. Half the time the buses don't run so making buses go from one side of town to the other is not going to be helpful and also with gas prices on the rise that will hurt parents that have to go across town. Lots of people move to neighborhoods where they want their kids to go to school so then taking that away from them makes no sense. Leave the system as school of choice and give people their 1st or 2nd choice and go based off of where people live. Unit 4 also needs to consider reassigning elementary school to middle schools, especially with Carrie Busey in a new location and the addition of IPA. Making kids go across town is a hassle for families and kids! Unit 4 needs to back the teachers that Every school has great teachers! Lots of learning start at home!
- Please provide further information about what happens to the French Dual Language program that is currently housed at Stratton. This is a major group of Black students and families that needs to be included/considered.
- Re: scenario 1: while recognizing that this does support the district goal of decreasing minority group isolation, it also pulls children from their community and busses/transport them to other communities. Which is fine if it is a choice, but for most will be very jarring and disruptive to their education—particularly those who have disabilities and rely on continuity of their community to feel safe. Re: scenario 2: This does not take into account Middle school and High school placements. Since Middle school placements are based on elementary placement, and high school based on residency, this plan doesn't make a ton of sense unless MS and HS zoning is also addressed. That being said, it is better for not immediately pulling children from their home communities—particularly important for those children with disabilities. I would suggest not including IPA in these plans though as it is counterintuitive to their mission and will most likely drive their numbers of students who "resist" bilingual education up causing an increase in behavioral problems.

- Referring to both scenarios. I strongly DO NOT SUPPORT either scenario. Our daughter is at IPA which was our first choice school for many reasons. The new boundaries would put her at Robeson but we are still closer to IPA. Will current students be grandfathered in? We do not want to switch schools. If so, this would result in having to move to keep her in the school we are happy with and want her to attend which we do not want to have to do. We are happy with where she is and will be very upset if she has to switch schools.
- Scenario 1 - this will end up with people moving close to the schools they want since there is no choice and you will end up with an even higher spread between low/high SES. Scenario 2 - What happens with IPA? Cluster 3 has less seats if IPA remains fully/partially magnet. I could get on board with this if it is phased in and/or at least kids who are currently in a school in their cluster could stay. Also, the MS assignments should stay how they are now and tied to the same elem schools.
- Scenario 1- I do not support having children move from their current school to a new school and then have them move again after a year to another new school. Then 3 years later moving to yet another new school and again for high school. It creates a lot of moving parts and families never being able to get fully comfortable with the school and the teachers. Further more our 2 children are at IPA for the dual language program which will be seemingly pointless based on the district uprooting children from their current schools. Scenario 2. Will not solve any of the problems and just lead to more chaos than benefit. Please don't do this to the children and the families.
- Scenario 1 really highlights the haves and the have-nots. I don't think it's a positive solution. Scenario 2 seems much better - there's a nice distribution of schools available. Only concern about that is making IPA a "normal" school.
- scenario 1 singles out communities and could result in an undesired culture in impacted schools as a result, despite efforts to combine. Scenario 2 has more equal impact on the entire district and would buffer potential community-of-origin bias within a single school community. Although this is recognized in the PPT, it isn't necessarily considered in clusters: IPA is unique. the 50%, Spanish language population should be able to come from anywhere in the district and not just the clustered zone. Similarly, those NES (native English speakers) that desire the magnet should also be able to opt into that program. Getting just any NES isn't the same as getting NES from motivated students and families that buy in to the bilingual magnet. This buy-in is critical to have a space where multiple narratives are the norm, which is the foundation of a multicultural/multilingual school.
- Scenario 1: I have heard about research that says that the more children are moved around schools (i.e. multiple buildings), the worse they do in middle school both academically and behavior. If they stay in one school for k-8 grade, they do much better. Scenario 2: IPA is a magnet school for those who want their children to learn Spanish. I don't think taking away that choice is a good idea.
- Scenario 2 (clusters) would still give families some choice in which school their child will attend. My biggest concern for scenario 1 (sister schools) is that families will have their children attend the school that they prefer but if able, will enroll their children in a private school for the school grades they do not prefer. This also does give families any choice in which school they would like to attend. Neither of these plans seem to address IPA as a bilingual school. It would not work for IPA to be based strictly on address as families have varying interests in attending a bilingual school. My children are Hispanic and speak Spanish as their first language. It is very important to us that they would be able to continue to learn in their home language in addition to learning English. I would still like the option for children to opt into this school, especially children that speak Spanish for ESL and also to continue to preserve Hispanic cultures within the United States.
- Scenario 2 is classic gerrymandering. We hired a consultant group to come up with that? The cost associated with bussing alone will

significantly impede taxpayer dollars actually going towards educating our students; we would have to raise taxes on the very constituents we're trying to give an opportunity to further educational opportunities specifically for just to calibrate for the increased expenses. Obviously, cost was never considered for Scenario 2. While almost as heinous, option 1 removes the opportunity for parents to offer preference. While this is a feasible option for many I think within District 4, my son is at IPA. In this proposed solution for helping one minority group, you're going to destroy the amazing opportunity the Hispanic people group has in favor of helping African Americans. That simply doesn't make sense! Why favor one minority over another?!? Giving the Latin community the opportunity to maintain the resources, teachers, and parental involvement must be conserved! You've got 11 schools to reshuffle- don't mess with an amazing Illinois state gem of bilingual education.

- Scenario 2 seems better for our family because we would preserve our student's bilingual education and she could remain at IPA. Scenario 1 with sister schools seems that it would not allow teachers and administrators to build long relationships with students over many years. We appreciate this model at IPA.
- Scenario 2 simplifies some of the challenges we have faced with the current system, including the difficulty of having buses for students scattered throughout the district, but it still maintains a level of choice that is beneficial for families like ours that highly values the bilingual nature of IPA.
- SCENERIO 1: We have already seen the concept of sister schools play out with IPA and Garden Hills, which was a failure. This new scenerio does not address the issues that remain at GH no does it address the unbalanced at highly sought-after schools like Bottenfield. I don't see how this model can be at all successful in actually addressing the issues with our biggest gaps. SCENERIO 2: You have mentioned reassigning all students in 2022. Does this include those entering 5th grade? What about those in the Gifted program. I can not support this scenerio without more details.

Moreover, I am VERY upset at how freely the district says our "children are resilient". It's enough. Our children are NOT resilient anymore. The last three years have been absolute hell on families and our children are experiencing severe emotional setbacks as the result of so much upset. Please look to minimize that as much as humanly possible. This new scenerio should only apply to children entering the system or in K-2. 3, 4 and 5th graders need stability this coming year. They are only now just getting used to a "normal" school year for the first time in 3 years and to uproot that again will be devastating for all of them. My children still have not properly readjusted to school either academically or socially and they do not feel safe there. It is a daily struggle for us and a move for more kids at the later grades will only exaggerate that feeling.

- Seria tan dificil con tener mis hijos en dos escuelas diferentes si escojan el k-2 y 3&5. Las dos escuelas ni siquiera estan cerca de uno a otro y no tengo mucha confianza en los autobuses. Yo trabajo por el distrito de Urbana y sera muy imposible de tener que ir a dos escuelas y tambien llegar a mi trabajo en la mañana. Ademas, quisiera que mis dos hijos podran ir a IPA para aprender como leer en los dos idiomas y estar conectados con su cultura.
- Sister Schools: As a parent of three children (8yr, 4yr, 1yr), the Carrie Busey / BTW sister school assignment will mean that at no point will any two of my children be attending the same school at the same time. This presents logistical challenges that are not present in other models. Sister Schools: I value consistency in educators in my children's grade school. While primary teachers will change, specials teachers and school administration do not. Being at Kenwood for K-3 so far, the staff there have gotten to know my child, his younger siblings, and my family. My wife and I know we can bring concerns to the principal and have established a high degree of trust in his leadership at the school. Sister schools would devalue the benefits of this consistency for my family. Sister Schools: For both models, I am deeply concerned about a full shuffle of current students rather than starting the new model with rising kindergarten class. With the Sister Schools model, it would be infeasible to avoid a full shuffle as the sister schools would need to

concentrate specific grade levels in those schools right away. Clusters: In my experience, one of the reasons why SoC fails to achieve diversity goals is that wealthier families whose children are placed in "less desirable" schools will opt instead to send their children to private schools (Judah, e.g.). Another issue is the proximity prioritization — more desirable schools are placed in wealthier neighborhoods, so with proximity prioritization there will be a higher concentration of wealthier families at those schools. I fail to see how the Clusters model addresses either of these issues that we presently have with SoC.

- Sister Schools: I worry about too much transition for our elementary students, many of whom are transient anyway. Clusters: I worry that this will still result in the inequality that we see now. I believe in any scenario, IPA should not be considered as a typical elementary school due to its dual language and opportunity to attend through 8th grade. I also think Stratton's French dual language program should be considered and open to families who need that programming for their bilingual students.
- Sisters schools or rezoning students in Champaign Unit 4 is not an appropriate or reasonable response to raising testing scores. This method is a lazy way to get scores were they need to be and at the cost of families/students who may have already established relationships with schools in our area. I worked, fought and cried tears at the stress of ensuring that my attended IPA for the purposes of the dual language program and location. Entering Unit 4 with a dual language background since Daycare/preschool. I was enthused for her to continue her dual language education. Forming sister schools does not really fix the problem at hand which are our low numbers, but on paper smoothes the problem over for score purposes, while those students who were struggling before will still continue to struggle, just now at a different school. Clustering completely uproots families from where they have been for years and places them in schools that were originally not even close to the top of my school of choice decisions for when my child entered kindergarten, but now I would be forced to select a school I never had an interest in, after already having my children in the school that I once again fought for them to attend. We already have a bus shortage, staff shortage, teacher shortage, this clustering of schools or sisters schools will make these issues even more difficult. Families struggle to get kids to school that are near their homes so zoning them across town just to raise scores in completely outrageous, a very selfish decision for Unit 4
- So one child of mine will be bilingual by going to IPA but her sister will not have the same advantage. This would be the cause in either scenario. This would also be the same case of any student going to Stratton and enrolled in their dual language French program. Both scenarios do not take into account that students would struggle jumping into a dual language program late. The purpose of that program is to create an environment that students learn from their peers as well as teachers throughout the entirety of the program. The fact that the school board did not let the entire community know this research was being conducted until this late is a blatant disregard of caring for the community. If we want change then we must have honest, open and proactive communication at all times.
- Specifically, I'd like further info on how IPA fits into these scenarios.
- The Cluster scenario raises some questions about the process of choosing among the 4 schools in your cluster. When we went through SOC, it was very stressful. I live near 1 of the 4 schools in the cluster and would have a 10-15 minute drive to the other 3. My understanding is there would be limited seats at IPA so are there really 4 choices in that cluster? Also, saving seats for late registrants makes sense to help underrepresented students but can be frustrating to other families. Have we considered having a Kindergarten "center" where ALL district kindergartners go to avoid SOC issues and then you would have all students as "captive" registered attendees as they choose grades 1-5? This would open some classroom spaces at the schools which are struggling more.
- The idea of school choice is to allow students to access schools that they want. However, let's be honest, in reality, people will go to the school that is closest to them for logistical reasons. It is

unfortunate that there are areas of town where certain folks with particular characteristics are located, but that is a reflection of other failed policies of the city. I do not feel like the former school choice platform allowed kids who really wanted to attend other schools to do so. We asked repeatedly to go to IPA and I highly doubt we were even put on the waiting list. Yet, those who live close to IPA can attend without an issue. We have friends who moved here and didnt even ask for Bottenfield and their child was enrolled there. They didnt even ask for it. Why were they placed there? Because of proximity. In reality your choice was not a choice at all- it was based on what school was closest. So let's not beat around the bush, it doesnt matter if you give us a choice. You will just enroll our kids at whatever school is school is closest regardless of our desires. Lets stop pretending.

- The maps you provide in this survey to assist participants in formulating an opinion are TOO SMALL to discern the actual boundary lines. Everyone on all the margins will be basing their opinion on which side of the line they fall on, and it is impossible to tell.
- The middle school situation in town is frightening. I went to K-12 at Unit 4 and I think it's unfair that I don't have any option of IPA where bilingualism and middle school are only offered there. Neither option allows us to even be waitlisted at IPA
- The sister scenarios is going to end up with very divided schools and the parents in those communities are going to be upset on both ends. The cluster scenario seems to be the more ideal of the two since it does still have some element of choice. I do feel like IPA should be in its own category and an option for students from any cluster/school to apply or attend if there is room
- These objective behind these ideas is good and necessary, but the possibility of removing elementary students from the school that they have attended is irresponsible. To look at the negative public response to this as an indication of people not being in support of desegregating schools is a mistake and will not lead to a solution. Why can't this plan move forward year by year, like many pilot

programs do? How does the sister school option address segregation at Garden Hills? What's the plan for non native Spanish speaking students at IPA who aren't assigned the cluster with that school?

- These two options are not realistic in a day-to-day living and are terrible options for our community. I don't agree with reconfiguring current students. This process should be for incoming kindergartners and moving forward. I don't agree with splitting a building for K-2 and 3-5. Not only does this put a burden on families that have more than one child. How do they get their children to school on time, especially if one is in the K-2 school and the other is in the 3-5 school? There is also NOT an option of dropping your kid off before the first bell. Do you expect all families to sign up for Kids Plus? How does this work for IPA families, who have chosen a bilingual educational path for their child, now you are going pull them and redistribute them? None of this makes sense and it's poor planning on the district. Is this truly the best options we have? Lack of informing the families of students and the community – do you do this on purpose, as to go under the radar? Are these options truly the best options this consultant has to offer? Who are the stakeholders that were involved – do they have students in Unit 4 elementary students? I am really disappointed the way things are being handled – yes, I know you cannot please everyone, but if you want a happy district, you are going to have to at least attempt to try.
- This is an equity issue being solved with an equality plan. How do we plan to get meaningful data on extended day after completely reconfiguring schools? How has IPA and dual language at Stratton been considered? How has sibling preference been considered? Have we considered neighborhood schools, in order to phase students out of their current schools, and providing equitable supports to the students most in need such as additional interventionists , additional TISAs, additional SSAs, additional parent liaisons (possibly moved from buildings not as in need).
- We are a bilingual house and it is extremely important to us that

our children grow up that way. If we are taken out of IPA it will be incredibly devastating.

- We are a native-Spanish speaking home and wish our children to attend IPA so they can develop the language skills to communicate with their relatives. In both scenarios, our children would not attend IPA, despite us living 0.3 miles away from IPA. Can more information be shared on how this will affect children from Spanish-speaking homes?
- We go to IPA. We live near IPA yet the boundaries are drawn where we wouldn't go to IPA. It's a Spanish/English speaking dual language school. There should be exceptions made for this school.
- We have family integrally involved in 3 of the elementary schools and do not believe it would be beneficial for them to have to change buildings, teachers, and community ... especially with all the chaos they have endured through COVID! I have heard families comment that they will just move to Mahomet if they have to change schools. We do not need to be driving more good families to Mahomet -- we've already lost too many! If there's a need to balance out the student population, it would be better to do it as the students enter kindergarten. Please do not change IPA and other schools that are serving a great need in our community!
- We live around the corner from Carrie Busey but are a low income family. Even so, we picked IPA as our first choice due to the diversity and benefit of dual language education. I am concerned my incoming Kindergartener will be placed at a different school than his brother next year. I think school times also start too early and countless studies show children need more sleep.
- We live close to IPA and neither of these plans would allow our kids to continue attending. We value the bilingual education and the brand new facility. It feels insane to just stop that program. Scenario 1 looks bizarre with how split up the map is, and the idea of sending kids to one school for the early grades and a different one for later grades seems pointlessly convoluted.
- We would have to leave the dual language French program that my daughter has been in since kindergarten, since Stratton is not in my geographic range for both scenarios. That would be a terrible loss for us.
- What happens to current IPA students (both elementary and middle)? Families have fully committed to the bilingual/biliterate/bicultural programming, and pulling kids from that midstream seems irresponsible and definitely not in the best interests of students or families. Just as putting kids who aren't bilingual into the program seems ridiculous, as well.
- What percentage of parents and for that matter survey participants understand what is being proposed above ? I have a masters in LIS and a history in visual design and informatics and after staring at that for 10 minutes I *think* I get it but really not sure.
- With Scenario 1, there is still a huge discrepancy between the Free/Reduced percentages. For example, Bottenfield would only have 21% under this current model, and Kenwood would have 57% while IPA is at 72%. If you look at MAP scores, Bottenfield already does extremely well compared to the other schools in the district. How is it fair to have other sister schools and leave Bottenfield at such a low percentage? All of the percentages need to be equivalent to make this scenario a fair plan. With Scenario 2, you will unfortunately have problems with people "gaming" the system as they currently do so it will unfortunately not solve the problem either. With both scenarios, I do wish the sister schools and clusters would be in closer proximity to alleviate some of the bussing concerns and to encourage friendships with neighbors.

Results: Primary Concern– Special Education

- "Top choice" enrollment applications should be considered based first on individual student needs and then proximity. For example: if a child has a designated IEP and has had consistent support in his home school over the last four years, he should NOT be forced to switch schools (especially if it is his "top choice pick") in order to satisfy "quotas" as this would produce a setback in his educational development plan. Just because one child might live a block further than another, should not be a reason to prevent them from getting an education where it is best matched for their needs.
- 2020-2022 has been a very challenging year for learning. Our daughter has special needs, and finally has established a great routine with Westview. The thought of her having to change schools next year is very disheartening. There have been so many disruptions over the last few years with learning, this would add more harm. I completely agree that there is a problem that needs to be addressed, but I don't agree that current students should have to continue to sacrifice their learning when the problem was created by Unit 4 in the first place.
- After the trauma of the pandemic things are finally starting to get back to consistent schedules. My son has autism and special teachers he knows and trusts. Changing schools mid stream would be disastrous for him. My other son is in the same school and potentially them being separated would be a logistical nightmare as we have a third at daycare that requires drop off and pick up. Also my son has tons of friends at his school he would be torn away from.
- Both of these options are terrible- 90% disruption after just getting back to 'regular' school from Covid is awful. There is not adequate information about how this will impact the program at IPA. I am extremely upset with the the lack of recognition that our program is meant to be a middle school. The dual language program is built over an 8 year period hence the lack of transfers past 1st grade. We have a balanced low/high SES and ratio of diversity- if anything white is a minority. Why is one of the few schools that is actually a functioning program being punished? It's not fair to vote on this without giving us more information in regards to IPA.
- Both scenarios cause more bussing issues than we already have. It is not fair for students who have already been in a school to be taken and out somewhere else. Regarding IPA- it is not fair for the 50% of English speakers who want to be there, it should be on a first come first serve basis. Example- if there was 1 English speaking spot left and I registered my student first choosing IPA as my first choice, but I was put on the wait list because someone in another boundary decided that they wanted IPA way after us. Not fair.
- Currently with School of Choice families have multiple options, if we switched to Scenario 1, it would dramatically limit the options available which is why I would prefer/support Scenario 2. I would also strongly recommend that consideration be given to individuals with an IEP to consider remaining in their current school.
- Doesn't make sense to under utilize schools. Not only will it affect students but will affect teacher assignments. It's going to be a fruit basket upset! Are special teachers going to have to teach at two schools if they are in the schools that are way below capacity? They'll be ripping kids with special needs from their special teachers, SPED, MLL, speech that know them and give them that needed support and consistency.
- For children with disabilities the student's needs have to be matched with school accessibility, support available for student and teacher, it would be a dream if there were Any schools with accessible playgrounds
- For either scenario how would that work for magnet schools? Typically magnet schools are schools of choice and exist outside normal school boundaries. These scenarios listed though makes them part of specific zones based on location. Would students living outside these zones but still in unit 4 be able to attend these magnet schools?
- For scenario 1, I'm very disappointed that the Free and Reduced lunch percentage is lower for Bottenfield than it currently is. The gap between highest amount of FRL and lowest amount of FRL doesn't seem much different than it currently is, it just shifts it to different schools. As an employee at Bottenfield, I would be greatly

disappointed to see this FRL percentage further reduced. We need equitable schools and the percentage should be close to equal at each school. Therefore, scenario 1 shouldn't even be a consideration. Now if you want to further pair sister schools, maybe that would be a better option. In Garden Hills, the neighborhood remains the same as it currently is, and that is a big concern. I also think that changing the boundaries from neighborhood boundaries to more of a mixed boundary could be more equitable. Example: put the north side of the tracks in GH at GH and the south side of the tracks in GH at Kenwood. Break up the neighborhoods to make non-traditional boundary lines. I would be in favor of Scenario 2 if more equitable demographics will come from it. For the record, I am in favor of making a change, even if it is for older students. I am NOT in favor of moving kids who are in foster care or homeless, or moving those who have IEPs unless the parents choose. For children in foster care, the research says that children lose 4-6 months of academic progress with every school move. Stability should be a priority for those in foster care, homeless youth, and kids with IEPs.

- Having a child with special needs and a 504 transiting to a new school in 5th grade and then again for 6th would be detrimental to his mental and emotional health.
- Having a special needs child ripping them from their school and support system would be detrimental to the mental and emotional health that they have worked on to overcome.
- How are the needs of special education students being addressed. As a family of two special needs students, being ripped out of our current school sooner than necessary and additional changes is the absolute worst thing for my kids. They have already missed a year and a half of school due to the pandemic. They thrive on consistency. This would be absolutely devastating to them. It would cause additional stress to our overstressed family as well.
- I am wondering how students with disabilities who already attend a school play into both of these scenarios. These students have already built relationships with staff at their current school.

Upheaving them in the middle of their elementary years would only add to the many obstacles that they face as a person with disabilities.

- I am worried that removing all elements of family choice will result in less resources for specialized programs (like some of the special education programs and what has already happened with the elimination of the gifted program) in favor of a "one size fits all" approach. I support equality, but it should not steamroll all other aspects of what diverse kids and families need. Given the way the district has handled these issues in the past, I have to push for as much parent choice as possible. I also think that the cluster model is more likely to allow for diversity in educational approaches.
- I believe that applying these scenarios to new and incoming students is okay, but I do not think that moving current students to new schools is okay. My kids are comfortable where they are at and I do not believe that moving them to a new school would improve anything and will make their lives harder. My son already has issues with change and getting acclimated, he also has ADHD and the school that he is currently at works well with him and already knows his needs.
- I do not support sister schools, it creates significant inconvenience for families with children in these schools. Option 2. It appears in both options there was guidance given to ensure the areas with homes valued at \$500k plus were widely unimpacted. Lincolnshire, trails at Brittany, Robeson meadows west, country club area, Devonshire south, old farm all have at least 2 options closer to their homes. Cluster 2 nearly guarantees those families one of their top choices. I wonder if barkstall did not have balanced calendar if it would also be widely overchosen. What is the plan for children with IEPs? What happens to students currently in schools, do they get to reselect based on the 4 available options. It seems boundaries weren't drawn in some cases based on neighborhoods. Savoy airport area should be in the Carrie Busey proximity, you cannot drive through airport and CB is closer than barkstall. In cluster 1 and 2 all families will have at least 2 options relatively

close to home. Option 3 does not offer that to all families in Savoy. What is the plan to solve for literacy? Rejuggling schools only averages out the data. The real issue is that teachers aren't trained to teach children how to read and decode, instead they teach children how to guess. Moving kids around won't change that unless there is a bigger push. The district has failed our children in the most basic instruction of literacy. Reshuffling schools will not change the root cause of this. If we are truly trying to solve for the achievement gap we need to train our teachers, change the curriculum, test for reading disabilities, and end SOC. In general, I support the general direction of Scenario 2 but it needs work.

- I don't think there has been any reflection on how this will impact sped students
- I like the idea that more kids in one neighborhood would be at the same school. So in that sense, the first is helpful. However, coordinating after school care for siblings is essential for us so the Sister-school method makes that very difficult. If I had to pick one, I'd pick the second one. While I have a preference for the second, we could adapt to either one. **My biggest concern is implementation**. I understand part of the urgency is that a population of students in our district are falling more and more behind. However, I cannot imagine making this change so abruptly as to move current kids to new schools after we just spent the last year re-acclimating to schools. One of my kids has an IEP and while I think he could be served at another school, I know many other kids with IEPs could not handle a big transition again since COVID. Both my kids took this whole past year making friends after they only saw a select few during COVID. We have developed network of support in our neighborhood so when my babysitter cancels last minute, I can call up a parent in the neighborhood to get my kids while I come home from work early. We also currently share a babysitter with our next door neighbor because both of our kids go to the same school. I do know people who are overwhelmed by the current school of choice to narrowing it to four in the cluster makes sense. But why not phase it in? Current students can choose to stay at current school or hope to try for another in their cluster? I

know it will be complicated any way we try to do it.

- I think the clusters option could be worked with except I don't believe kids should be moved from their current elementary building. They will lose friends in the move and stability of the staff of the building they know. However, I don't think any of these changes will impact the numbers that are reflecting poor outcomes. To impact those I believe there needs to be better intervention for kids with processing differences. My child is dyslexic and we never recommended services that actually were therapeutic.
- I think the entire philosophy behind each proposal is way off base. I have taught in this community for nearly thirty years and lived here even longer. All of our children attended unit 4 schools. The \$160000 to develop his was wasted. The only way to improve student progress is good teaching and parental support. The money would have been much better spent on tutoring programs before and after school. As a former Special Education teacher, I am appalled that students with disabilities were not considered in these proposals!!! come up with a better plan or simply give students the support they need where they are. Moving kids around will not improve test scores!!!!
- I think you are not addressing programs for gifted kids and creating a race to have gifted kids leave unit 4. My friends who have gifted kids feel that you are unable to provide education and are leaving. I wish you would think of how you can address each child's needs.
- I will never agree with this...my child has an IEP and is well established at Kenwood and will NOT be going to any other school. I'm not 100% sure what is wrong with you people but these kids have gone through enough LEAVE THEM ALONE and stop trying to fix what isn't broke. KENWOOD is a very diverse school with an amazing staff. My child loves her caseworker and all her friends and the teachers are all amazing. I've looked at ur chart and I WILL NOT BE DRIVING OUT OF MY WAY TO TAKE MY KIDS TO SCHOOL unless unit 4 is providing gas for the disturbance you are causing. If this is something you are wanting to do in the future fine start with

kindergarten next year and leave the kids already established alone. Kids are committing suicide, bringing guns to school, in therapy and I work at the courthouse and can tell you first hand that more kids are coming in for juvenile offenses...they are not adjusting well and you wanna go make more than half start all over again. YOU dont get to make those type of choices for my children...period

- If you go with scenario 2 I would like my child to stay at there current school. I am 100% against uprooting 90% of the current student population. Start with incoming kindergartens and new to the district families start with you new plan. This is the first real year my student has had since beginning kindergarten. Kindergarten was online with some in person towards the end, 1st grade in person but was hit and miss due quarantine and masks, and now as a 2nd grader finally feeling like a real school year. Now his 3rd grade year is going to be in a completely different school with new people that my child doesn't know. What about your SPED students? Have you taken into account their needs? Have you taken into account that not all buildings will be able to meet their accommodations? What about your students who are meeting with social workers? Will they have to be re evaluated all over again?
- I'm not in favor of either scenario. I fully understand the district's decision to look at why there is a gap but changing the lives of littles every few years is not the answer. I dislike the "3 clusters" (scenario 2) option but it would be the one I would prefer over the "Island & Sister Schoools" (scenario 1). I believe moving students after 2nd grade is an extremely unorthodox idea and could be damaging to a child this young. Neither of these scenarios are helpful at keeping consistency for families that move into another neighborhood within Champaign; these scenarios open up even more chances for potential school changes. As a mom of a Kindergartner (who is on the spectrum) and receives Special Ed services I am strongly opposed to the suggested changes. To move my child to another school next year would be catastrophic to his development. He thrives on routine and at a month and a half into the school year we're still working with him and his teachers to help him adjust. But to think of starting these processes ALL OVER next year in a new school with new teachers and therapists who don't know my child, his nuances, his routine, or me as a parent is extremely stressful to consider. We love Westview; teachers who don't have my son in their classes know his name and have made the effort to get to know him. It is likely this way at other schools, but this is where we were placed and this is where we want to stay.
- In my honest opinion teaching begins at home for all children. I believe it would be devastating for my children to abruptly force to attend a different school. I have two children that have IEPs and have seem to thrive at the school they attend. I also have a kindergarten that has sensory delays. She has just began to adapt to her school, along with her brothers. We all say we want this and that, but I'am willing to do whatever it takes to support my children as well as all of are children. Maybe if you all start coming up with an solution to address the children who are behind, actually seeking out what the parents need to help their child/children become successful. I know all of my children's shortcomings and I feel as if I the mother doesn't have enough resources to be a better mother and help my children. it has been said, if you change ones conditions, you will see them thrive and, do better! I'm open to accepting help, to help myself as well as my children. THANK YOU, A, Angry Black Mother!
- In the cluster scenario, is it basically just school of choice with less choices? My absolute concern is that my current children and students would have to move schools next year. My third grader has NEVER had a normal school year (not unit 4's fault of course). I am 100% opposed to her and her sister in K moving schools next year. Our kids have been through enough with COVID schools. They deserve some normalcy and a chance to build friendships. Moving them next year would hurt them irreparably. As a specials teacher, I may be some of my students strongest connection. They deserve to keep that relationship until middle school. Please do not move them. Start with next year's kindergarten.
- In these scenarios it does not mention what happens to children who have IEPs, need special assistance, or what happens to aid

assistance if relocated. It does not seem this was taken into consideration at all.

- It upsets me that my students will have to change schools yet again! We choose Kenwood because A) Its geographically the closest school to our home and B) The school specializes in Coding and Computer Science that is NOT available at any other building! If the district isnt going to offer the same specialties at each building then they should not be forcing students to move.
- Keep school of choice I could have a dramatic effect on the disabled
- My biggest problem with the sister school is the age that they are recommend to change. Essentially my going to be second grader will have 2 years of change not one due to the timing. It also mean my two children will spend less time in the same school which is less convenient. Also I worry about the switching as it related to the IEP (not having same personal to work year to year). I also think we will miss out on inter-teacher communications between grade levels (essentially when I walked into my sons 1st grade classroom his teacher responded in ways that made me think that she had talked to his kindergarten teacher and knew some of his issues. This discussion would be less likely across different buildings. On the second option- I don't understand really why this improves things that much. it still makes initial registration more complicated and likely more advantageous to people who have time to do the research. My support of this system is more to do with just making a change and being done with it, Not the disadvantage of multiple possible schools for next year 2nd graders in the sister schools.
- My child is in the gifted program at Stratton and feels very strongly about remaining with his teacher for his 5th-grade year.
- My child requires an iep. He is well served by Barkstall and everyone knows his issues there and how to help him. Additionally he is best served by a balanced schedule approach when it comes to breaks from school. I strongly oppose anything that would limit school of choice and remove my son from Barkstall where he has

strong support.

- My daughter has learning disabilities and has a current IEP. I feel that switching schools would be a significant detriment to her education, as it would take her a long time to acclimate to a new environment.
- My son benefits greatly from the programs that CECC provides and I hope to continue him on that path next year for kindergarten. My son has special needs and requires structure to thrive.
- My son has special needs and we've grown to love and become accustomed to the staff and ways Barkstall handles his situation. It would be detrimental to his success to switch his schools.
- NEITHER scenario works for this community. I challenge the BOE and the consulting firm to find one family that agrees with either of these options. The consulting firm that the district spent insane amounts of money on are not stakeholders in this community. They have been paid and their job is done. There needs to be more research and data on these "plans" and other options before trying to streamline this for the next school year. Why is there such a need for immediate action? There is no data to support that either plan will "increase access to rigor across schools" and improve proficiency test scores. Many factors have not been considered. *This would be a major impact on children in SpED or who have IEP's, as well as EVERY OTHER CHILD IN THE DISTRICT. Uprooting students and teachers from their current school is unacceptable. This create unnecessary trauma and stress who have already spent the last 2.5 years in a pandemic. We feel like family at our current elementary schools, as I am sure others feel the same. Students should not be ripped out of their current schools and shuffled around. *There is already a district shortage of teachers, staff, and bus drivers, so why not fix that bigger issue before trying to completely rework the current plan. Again, what is the hurry! Perhaps the district pay these educators and staff what they are worth. Where is the equity across the entire board? We have already experienced a mass exodus in our district, why are you trying to cause another? And not just from teachers, and staff, but

you will have families moving out of our community or enrolling their children in private school because of this proposed change. Which is not feasible for many in our community. *Another factor not mentioned are the junior high schools. Right now, it is set up where there are four elementary schools that feed into one of the three junior high schools. Where is it mentioned in the proposals if students would feed into their new elementary school's junior high school or would this be based on address? *These "proposals" put a tremendous amount of unnecessary stress and inconvenience for families. Having two children at two separate elementary schools (K-2) (3-5) puts strain on parents because how are people supposed to be in two places at once picking up their children. *Have any of the current families attending balanced calendar schools been asked about removing that option in the district? Many of those families chose those schools because of that option. Right now, our children need stability for a while after having dealt with the pandemic the last 2.5 years. The timing of these proposed changes are simply cruel to our children. All of the families that have participated in the school of choice should be able to keep their school and siblings be grandfathered in. Any plan should begin with new families to the district and incoming Kindergarteners. Unit 4 needs to do better by their students, teachers, staff, and families.

- Scenario 1 feedback My child is autistic with an IEP. Moving schools midyear would likely be traumatizing & would separate him from siblings. This causes several undesirable logistics & social problems for my family Scenario 2 feedback I'm concerned about the vast difference in performance between schools in the clusters. I'm also concerned about the travel distance required to accommodate my kids going to a school in the cluster
- Scenario 1 seems overly complicated to execute and we could end up with some schools without diverse SES. Scenario 2 is very similar to what we have now. Have you considered keeping school of choice and removing the proximity rule and rewarding seats based on SES instead? Same goes with scenario 2... consider to using proximity, otherwise it's too much like school of choice. Regarding

students with 504's and IEPs. Moving any student is a stress on students and the system. Moving students with 504s or IEPs is a much bigger stress on those students and the system. It takes parents year to form relationships with their teams and to build trust. Moving 1 student isn't a big deal. Moving 90% of students... you are looking at staff having to "learn" all new students. And in terms of 504's and IEPs thats a huge task. Is our system truly capable of this? Unit 4 administration isn't exactly known for support. In a time where we are already short staffed this seems short sighted. Students already at risk for falling behind or falling through cracks will be more at risk. This needs a lot more thought than "students with 504s or IEPs can be served at any elementary school in the district". In addition: learning loss for all students. Many students have already suffered learning loss due to covid. What does a building change add to that? Switching grades takes several weeks to adjust to before real learning usually begins, add in a building change. How much time is lost? Weeks? a month? a quarter? Is that acceptable? It seems like minimizing learning loss in this situation should be a priority not an afterthought.

- Scenario 2 seems frankly like a bit of a cheat. It doesn't seem likely to produce integrated schools, nor to achieved especially balanced utilization. It only redefines the question so that the new clusters have balance, which the individual students won't experience. I like the idea of "sister schools" as a general way to address the busing problem, especially between distance schools. All schools are treated equally, because all students attend them. Every student spends some time in their own neighborhood, travels a little farther some of the time. My school district switched students between 2nd and 3rd grades and it was fine (though admittedly the two school buildings were close by). I generally support improving the school of choice program. This does switch an enormous fraction of current students, which will generate uproar but is perhaps unavoidable. I worry somewhat about current students with IEPs or other particular needs: one of my children would switch schools just fine; the other has had behavioral issues which their school has been incredibly supportive of, and I worry about a big switch mid-

way through elementary. Anyway: there may be specific students with issues for the change.

- Students need smaller class sizes, more staff, access to high quality pre-K, interventions, access to enriching learning experiences such as field trips, a decrease in time spent on standardized tests, trauma support, family supports, dyslexia supports, ETC. Until we implement these supports/changes students will continue to struggle despite their school placement.
- The current system is not broken. Once again, "leaders" are attacking a "problem" with little global brain power (see how Covid and the vaccinations ruined so many things) and rallying to make things worse! Community is everything. Right now, if a parent doesn't like a school they can leave it and go elsewhere. Children and kids with IEPs have bonded with their school and teams. I bet Sheila doesn't think of that. We went through Zoom school and now this?? More upheaval so the new Super can throw her ego around (like she did with all of her "all-knowing" Covid emails?) No leader here has an actual brain. A degree, but that doesn't make them intelligent or able to navigate a problem that comes back to usually parenting. This is so reminiscent of the Covid vax. Biden, Fauci, Sheila said "get the vax to stop the virus." Now the CDC said it was a waste of time and folks who got all the shots get more ill and double Covid. Again, leaders with degrees (low level of intelligence). There are higher intelligences that encompass common sense and awareness that an IQ test can never understand. Stop jumping on a band wagon so your ego can validate it's parking ticket. You throw out that we have to change schools (stress, anxiety galore) and lengthen the day for Pritzker's play time and drive kids around for more than the current HOUR for a 5 minute travel time because your bus drivers have to haul two schools. Did Sheila think of that? Of course not. When can you leave it all alone and let schoolteachers and administrators organize?? They know more than the board and "admin." How about the special needs kids who bonded with their team for the IEP services? Just uproot them every couple of years? And when Sheila leaves or the board, families are left with the damage just

like Covid with the government's "wise" interventions that we'll never recover from. Last, you want to be "fair to all" yet these emails are so cryptic we could think it was about picking a kindergarten as a new student. We have to hear this on the street. Unit 4 admin puts out the most difficult to read emails. Start there if you want to change. Sheila, word on the street is you claim "God is steering you". Uh, no. Your ego is. But that may be the problem - - you think you're god and benevolent and we all need you. That's classic ego. We already can PICK a school. Why are YOU interfering?? Forcing us to some crazy scheme of imprisonment that your ego dreamed up?

- These plans are not built to accommodate students with disabilities who already have IEPs and support staff through their current school.
- Why uproot children from familiar territory and places. My son is established with an IEP and this would negatively impact his education which is already troubling.

Results: Feedback for Removal of Balanced Calendar

- every school on the same schedule, get close to neighborhood as possible, if you have to move in economically disadvantaged into another school that is ok, good to have a mix, chasing a firm number can be hard.
- 1) I assume that these schools chose the balanced calendar for themselves for specific reasons. What do those faculty members think about the proposed change? 2) I know some of the research that shows fewer academic losses (in terms of test scores) for students who are on a balanced calendar. If these schools' academic performance shows a decrease, is Unit 4 ready to accept those academic results as an unintended consequence of trying to achieve uniformity in the district schedule? 3) I don't understand based on the PDF of the Cooperative Strategies presentation why this is a change that needs to be made. Is this a proposed solution for a problem that doesn't exist?
- 1. Teachers and families are the biggest stakeholders and are being included super late. 2. Instead of hiring a PR firm (?!!!) use the money to advocate for, inform, and involve families that need help EARLY ON. 3. Any change of this nature needs to be planned years in advance and to implement it you need to start by fixing the transportation system! Kids are waiting 2 hours for the bus to get to/from school. How are you going to manage shifting kids around like this? 4. Don't ignore how the kids feel very attached to their school, friends, and community. Don't ignore that component. Any change should NOT affect current placements. 5. Define your goal. Some days the superintendent is talking about achievement, other times it is something else. Change yes, not chaos.
- A balanced calendar design might be widened to lessen the degradation over summer vacation. Particularly important for low income families, as child care, and other issues arise that are obstacles to retain learning, let alone continue to learn.
- A balanced calendar school schedule makes great sense, in my opinion, if you are able to select that school. However, to be placed in a balanced calendar school when that is not your preference makes little sense.
- A balanced calendar tend to support stronger learning as the gap in learning from summer to the fall semester is shorter.
- A friend who lives across the street from CB was out in Kenwood. If they tried to get their daughter into CB for early drop off it wouldn't work because their kids would be on two different calendars, being the same would make it easier.
- A good number of families in the district chose balanced calendar schools because it fit their lives. And since making that choice they've further adapted their lives to that schedule. To disrupt it for the same demographically driven reason as the rest of this proposal places the political aims of the board ahead of the family time/life structures of these families. And to reiterate - no evidence supports the claim that any sort of educational outcomes will improve as a result of these changes. These proposed changes are a demographic shell game, with no basis in educational value, that will be a significant cultural and emotional disruption for a majority of the Unit 4 community.
- A regular schedule is preferred.
- Add balanced calendars to the other schools. It seems to be a model that works.
- Again - people have chosen these systems for a reason- more continuity throughout the year, custody arrangements, what works best for their family. Pulling it out from under people in such a small time frame seems questionable.
- Again people should be able to research each school and decide what is best for their children and family.
- Again, I support having the option to choose a schedule that next serves the needs of the child.
- Again, this is difficult for parents with kids in grade school, junior high and high school if they are on different calendars.
- Again, we planned our life and built a home based on current school of choice because we wanted our child to attend a balanced calendar school (Barkstall). Not happy at all that it might go away.

- All balanced would be ideal
- All calendars should be balanced, but if you can't do that then leave the balanced calendar schools (and IPA) out of this. People choose those for specific reasons, and should be allowed to continue choosing that.
- All Champaign schools should be on same calendar with air conditioning in every school
- All Elementary Schools should have the Balanced Calendar.
- All school should be put on that schedule.
- All schools in a district should try to be on the same calendar. I currently have 3 children, only one in school at the moment, but it would be very frustrating once they're all older to deal with multiple school schedules when they're all in the same district. ***ALSO, I would like to add that regardless of which model is used, if there is currently a student attending a school, every effort should be made to send any siblings there as well, instead of assigning the incoming sibling to a different school based on geography***
- All schools should be balanced calendar.
- All schools should be balanced calendar. The students don't lose as much of what they have learned when they have a shorter Summer and frequent breaks throughout the school year. Why didn't the propose that all elementary schools be balanced calendar.
- All schools should be balanced calendars. This option should not be taken away!
- All schools should follow a balanced calendar. It's the healthiest choice for students AND teachers.
- All schools should go to balanced calendar, it's better for students learning and retention.
- All the schools in the district need to be on the same calendar - having two elementary schools on balance causes a strain and higher enrollment at other schools.
- All Unit Four schools should move to a balanced calendar schedule.
- Although I'm under the impression that Balanced Calendar helps with learning loss, I understand the district is trying to improve transportation issues, and I assume that's why this proposal has been made. I don't know how much it was considered to instead move all schools to the balanced calendar.
- An article from department of educational organization and leadership at university of Illinois sums it up....balanced calendar has the potential to improve and equalize academic achievement. A reduction in summer learning loss means less review time and thus more instructional time for all children. Research has found that children from poorer communities attending modified-calendar schools outperform their counterparts in traditional-calendar schools. In schools where supplemental instruction is offered during some of the vacation periods, it can prevent the least-advantaged students from falling farther behind academically. Balanced calendars has the potential to enhance equity and social justice.
- Anything that any involves uprooting current students is a huge NO from us. Especially when we are barely recovered from a World Pandemic. This makes zero since at this time!
- Are we going to ignore data showing that balanced calendars improve learning outcomes?
- Are you honestly wanting to increase the student population at Countryside and St Matthew's? That's what these plans do.
- As a a parent, Both of my children benefit immensely from the balanced calendar break. They work very hard when school is in session and the intersession breaks give them a chance to reset mentally and emotionally. As an educator at Kenwood Elementary, the breaks give me a chance to reset mentally and emotionally and spend real quality time with my two children. After doing so, I come back rested and excited to teach my class again. I love my job and I

love my school. I worry that switching to a regular calendar schedule would increase the likelihood of burnout for me, my colleagues, my students, and my own two children.

- As a colleague to other teachers that work in these schools, I hear that the Balanced Calendar allows for less achievement gaps throughout the year and less learning loss. As stated above, I think it is always important to allow parents choice. If a parent wants their child to be in school year round, they should be given that option.
 - As a current elementary school teacher I've never really saw the need for a balanced calendar school.
 - As a parent of a child going to a balance calendar year. I greatly appreciate having that choice. I think children do much better when they get breaks in between. The school year and have a shorter time between one year to the next. There is a reason balance calendar was put into place in many states with evidence especially for those who are struggling academically . I think a compromise of maybe adding a fall break of two weeks instead of 3 and cutting the summer 2 weeks shorter would be a good option as well. Summer is still long enough to feel like summer and kids aren't forgetting everything over the break. I personally like taking vacations on off seasons and this way I don't have to pull my child from school. I would like to keep a choice of a balanced calendar.
 - As a teacher that has worked with both calendars given currently in unit 4, I would be distraught if the balanced calendar was to be eliminated. Balanced calendar schedule is researched backed, unlike the outdated regular calendar schedule. I, and others I have talked to, will be looking at leaving the profession over the change of balanced calendar being eliminated.
 - As a teacher who has worked both regular calendar and balanced calendar, the amount of time it takes to get students back into academics after summer break is so much shorter in balanced calendar. Plus, the breaks come at the perfect time to give students and staff a chance to recharge, especially after a stressful 9 weeks.
- Honestly, balanced calendar would be ideal for everyone, but since I'm sure that is not an option, I STRONGLY disagree with removing it as a choice for those who want it.
- As a working single parent, the balanced calendar is a great thing. The shorter, more frequent breaks are much easier to manage. More people could benefit from it. Taking it away is a poor decision.
 - As an educator, I think all the elementary schools should be Balanced Calendar
 - As I do not have children in either school, I believe only the parents, children and staff should have a say.
 - As long as it remains a choice to attend those, I do not care if they continue to be balanced calendar as some families like this model. If it becomes mandatory to attend them then I think they should be on a traditional calendar.
 - As mentioned above, my daughter attends Barkstall specifically for the balanced calendar that it provides, which affords her the chance to spend time with her moth four times a year for extended periods, instead of once or twice a year for what would amount to a smaller overall proportion of her year. Moreover, the balanced calendar option is growing in popularity around the country because it provides a schedule that isn't based around the agrarian calendar, a mode of dividing up the year that simply isn't applicable or helpful for families living in urban environments like Champaign. Families like ours are spending a tremendous amount of money on childcare and extracurricular programs throughout the summer, and families that can't do so find their children too often without supervision or direction, a significant factor in neglect, abuse, and delinquency. With the balanced calendar, it is easier to manage childcare and activities for short bursts throughout the year, contributing to the well-being of families throughout the entire community. Please don't take this option away. If anything, balanced calendar schools should be more widespread than they are now, not less so.

- As my children go to a balance calendar school, I'm not opposed to them changing to a traditional schedule.
- Ask the parents at that school do they support their calendars. I don't benefit from their schedules.
- At first I liked it, but then it was too hard to find child care during the three week breaks. Also, with three kids it was hard having my middle schooler/high schooler on a different schedule than my elementary school kids.
- Balance calendar is a great option for students, families, and staff. It would not make sense to remove this option in such a large community.
- Balance Calendar schedules work very well for many families and teachers. Why change a good thing? Many teachers feel that the more regular breaks in the balanced calendar give them the mental health breaks that they need to not burn out. If you get rid of this, you'll probably lose even more teachers.
- Balanced Calendar allows families to reduce dependence on childcare, summer camps, etc. For working families this is particularly important. Working mothers, particularly, may have decided to move to Champaign instead of a nearby area based on the balanced calendar schedule. As a recently tenured faculty member I know that removing balanced calendar options would have huge impact on my colleagues! I come from a working class background - my siblings with kids have managed to use shift work to ensure that a parent is always home. Not all families have shift work schedules that can enable childcare, and very few faculty families have family in the neighboring area to have backup childcare options!
- Balanced calendar families love the schedule, love the education outcomes. Don't rip that from them. Change them all to balanced if nothing else, the whole summer off system is barbaric and has no true benefits.
- Balanced calendar had been wonderful for Barkstall students, staff, and families. All parties involved get a needed break during the school year helping with mental health, self care, exhaustion, and burnout. Discipline referrals are lesser because students get a break. When summer comes, students' learned information from the school year is retained more for when they return to school in July. I have worked at both regular calendar and currently balanced calendar. I notice many more pros than cons in using a balanced calendar. Instead of taking away balanced calendar, why not add more schools to balanced calendar?
- Balanced calendar has been a life saver for me as a single parent. I cannot take 3 months off in the summer, but I can work with shorter breaks throughout the year.
- Balanced calendar has been a wonderful option that my family of 4 kids thrived under. My oldest was the first school of choice class (K 1998). The clusters could keep the balanced calendar schools and then IPA would be the exception in that group. Perhaps allow for some exceptions to the clusters if necessary. Eliminating balanced calendar schools may have many negative consequences on both families and the staff members who choose to teach at these schools. The balanced calendar option distinguishes unit 4 from other area districts and has been an asset to the community. If the schools are well attended now, there should be a way to accommodate balanced calendar schools under any new scenario. The consultants and the BOE REALLY NEED to listen to the community on the balanced calendar issue.
- Balanced calendar has been nothing but a blessing for our 4 children. Removing this choice will be disastrous for some families. I support reconfiguring the school of choice system WITHOUT removing the balanced calendar choice. Balanced calendar should be normalized and utilized by other communities.
- Balanced Calendar has been successfully implemented for many years in this district and it helps prevent burnout among students and staff. The decision to eliminate Balanced Calendar should be done with research and data, not simply for the sake of putting the schools on the same schedule. I strongly do not support this

option.

- Balanced calendar has offered opportunities for my child to use the off peak season to travel and enhance his learning outside the school. It has also prevented the loss of the summer regression in learning. Also, I wonder if Champaign local area will be ready to have enough summer program coverage when an additional 2 schools operate at the regular calendar.
- Balanced calendar has worked extremely well for our family. Also, because of the shorter summer, there's less academic loss. The district should be looking to expand it...especially for lower performing populations...rather than eliminate it.
- Balanced calendar has worked for many families. I feel it is a very successful plan and sorry to see that this is even a discussion.
- Balanced calendar has worked well for a number of families and staff, providing a much needed recharge two extra times during the year. Although I support it, I don't think test scores from the two balanced calendar schools have shown any strong evidence against summer learning loss.
- Balanced calendar is a great option for students and families. Taking them away would be yet another poorly focused priority. The balanced calendar has been successful and popular.
- Balanced calendar is a great option for students who could greatly suffer from summer learning loss
- Balanced calendar is a schedule that makes sense!! Students and teachers have less absences because of the breaks that fall after each quarter.
- Balanced Calendar is a wonderful thing. Intersession breaks are a pleasant change of pace for the students, and giving teachers a chance to refresh and recharge between quarters benefits everyone. Six weeks is plenty of summer vacation; in the modern era with reliable air conditioning and both parents working there's just no reason to take 3 months off all at once. Forcing all schools to return to the traditional calendar would be a huge step backward for the district. Of course I understand that for some families the traditional calendar is still more convenient. One size does not fit all, which is why Schools of Choice is so valuable. I call on the board to abandon this misguided effort and put forth a new plan to increase achievement rates by improving the schools where they are, instead of rearranging students against their families' will and in opposition to their needs.
- Balanced calendar is an appropriate option for families who livelihoods or schedules don't meet the regular schedule. The balanced calendar provides a level of comfort for those families struggle. Most balanced calendar families have been balanced calendar families, removing this forces families to have to uproot or make massive changes that could cause more families to struggle
- Balanced calendar is an asset to both staff and students. When I taught in a regular calendar the regression of students over summer break was extensive and would take a quarter to recoup the lost skills. Teaching at a balanced calendar school the regression is almost non existent. Do not eliminate the balanced calendar instead make more schools balanced calendar!!!!
- Balanced calendar is an asset to the community as a whole and offers a diverse option for working families. I Would love to see any objective data that would support removing this option. From a parent viewpoint, discussion of balanced calendar has increased in visibility the past several years. It was very exciting to have this option. Now to possibly have it removed is infuriating. Especially since there is zero discussion about the "benefits" that removing this option would offer, when there is clear data to support balanced calendar in reducing staff/ student burnout and learning leaning loss over longer breaks.
- Balanced calendar is an option that many parents want. I worked at Barkstall. It didn't work for my family, but many others thrived with that calendar.
- Balanced calendar is better for learning. Research indicates balanced or year-round school is especially beneficial for lower SES,

which is who you claim you're most concerned about in wanting to eliminate it. If you want to bring all schools onto one calendar, why not make all elementaries balanced instead?

- Balanced calendar is better for mental health; periodic breaks reduce student and teacher stress. A shorter summer lessens students' learning losses and the balanced calendar breaks allow time to work with students in need of remediation. Balanced calendar provides students with better access to academic support/learning, as well as consistent nourishment for growing bodies. Why doesn't the school district work on making improvements to the balanced calendar rather than doing away with it?
- Balanced calendar is critical for many of our lagging learners especially those on IEPs who are affected by big schedule disruptions and learning loss
- Balanced calendar is good for children.
- Balanced calendar is great for people that work in hospitals. Nurses, techs, docs, etc. It is generally not good for unit 4 employees. The very employees that unit 4 administration works to destroy every chance they get. New administration, less administration. We need leadership. Not stupidity.
- Balanced Calendar is not right for my family, but I know some who very much appreciate it and I feel for them.
- Balanced calendar is proven (research) to improve retention of knowledge. It also gives families opportunities to take trips or be with family and not have to miss school to do so. I know families will take a week off if they want to no matter what. The balanced calendar shows that Unit 4 is progressive and truly concerned for the welfare of their students. This is a really big deal for us at Barkstall. Thank you.
- Balanced calendar is proven to close the gap academically and help with mental retention of students. You also see far less burn out from staff and students due to the breaks.
- Balanced calendar is such a wonderful thing for students and staff.

The students get regular, meaningful, restful breaks. Staff can be recharged and refreshed. Students can pick up with learning from right where they left off and don't experience as much learning loss over the summer. I feel that Unit 4 should add more schools to balanced calendar, not take away. The schools and community can support families and balanced calendar by offering daytime programs at schools for daycare for families that work on a traditional school schedule. Balanced calendar could be a very effective way of helping many students by not only providing the breaks needed to rest, but also maintaining knowledge over those breaks. It would help the district as a whole with academic achievement.

- Balanced calendar is wonderful and should continue especially considering almost every country which performs better than US students does not use our traditional calendar
- Balanced calendar lessens the burnout rate for both students and staff. There is also a shorter gap between school years which helps students retain what they learned the previous year. Parents and staff of balanced schools are very happy with the schedule and would love to see it continued.
- Balanced Calendar makes no sense at all!
- Balanced calendar provides a unique benefit for students in non-Christian religious families. Jewish children miss several days every year in non-balanced calendar schools. So do muslim and hindu children, as well as several other minority religions. The balanced calendar schools ensure minority religious and racial background children are in school more days, are in school more consistently, and are not isolated or ostracized because of their religious obligations and backgrounds. Balanced calendar schools confront many more diverse backgrounds than other schools in the District, and because of those diverse backgrounds have adapted more inclusive models designed to avoid exclusion of minority children such as ours. It is not just social emotional learning support that has developed, but a safety mechanism - some children, including Jewish and Muslim children, are unsafe in certain spaces - it is why

such families tend to be heavily clustered in certain neighborhoods in town. It's not mere preference - it's self-preservation and a need to keep families safe. This is also why we choose Champaign rather than outlying communities where such diversity is not as common. The schools our children have attended, since the consent decree, have become more diverse, and the ethos of those schools better recognizes the need to prevent isolation of such children. While our differences may not be as obvious in data, the schools are very aware of the diversity in those schools and the need to provide safe and inclusive space for those children among other children. That is provided, in large measure, by the balanced calendar model at these schools.

- Balanced calendar provides another choice for parents who feel that this kind of learning environment is best for their child. The frequent breaks offered by year round schooling give kids more opportunities to relax and let some of that stress slide away. Not only that, it reduces teacher stress and increases the quality of their instruction as a result.
- Balanced calendar provides much needed breaks in the fall and spring for both students and staff, while providing a shorter break in the summer to prevent students from losing skills and knowledge previously learned before breaks.
- Balanced calendar reduces burnout for families and teachers. It provides working teachers more time with families throughout the year. Most school families I have worked with enjoy and support Balanced calendar.
- Balanced calendar research shows that students learn more with a year round calendar.
- Balanced calendar schedule is great for students. It gives them mental breaks throughout the school year, which I feel children need. Also the shortened summer breaks help kids retain what they have learned the previous school year.
- Balanced Calendar schedules are amazing and is the reason I wanted to teach at Barkstall. It allows kids and staff more often

breaks and less burn out. All of my families for years have loved the schedule as well.

- Balanced calendar schedules are greatly beneficial to students who are neuro-diverse (such as autistic) because there is less loss of progress and learning having shorter breaks between school years and helps with maintaining their routines.
- Balanced calendar schedules are proven to be more beneficial for academics and well being. If anything, all schools should switch to the balanced calendar schedule. Do not eliminate them! We do not partake due to our school, but if our current school had it we would LOVE it.
- Balanced Calendar schedules seem to be the best system for schooling in general, however, having students on different calendars - as anyone with a middle school student and a child at Kenwood or Barkstall does - is ridiculous.
- Balanced calendar schools are a great option for some families and their schedules. They have already fit their lifestyle around it.
- Balanced calendar schools are an attractive option to many families, including mine. I cannot understand the recommendation to remove them.
- Balanced calendar schools are proven to increase achievement and reduce troubling out-of-school behavior among students. Why would you eliminate this option altogether? Giving students 3 months off in the summer is a recipe for trouble to happen because they're unsupervised while their parents work. Really, ALL schools should be balanced calendar if we really want to make any progress.
- Balanced calendar schools have proven that short breaks throughout the year with a much shorter summer break helps students retain learning from throughout the school year as opposed to long summer breaks in which there is a loss in retention in learning.
- Balanced calendar schools offer a choice to families...and provide a

method to minimize long term gaps in the learning environment.

- Balanced Calendar schools seem to be a barrier to incoming/transient students going to those schools, because if they move to Champaign in August or later, they cannot attend B.C. schools.
- Balanced calendar schools work really well for some families. It is hard to support removing it when other options haven't been explored to try and keep it.
- Balanced Calendar seems to perpetuate inequality as it doesn't allow students who enter late to enroll at either of those schools. This continues to push students into lower-performing schools where there are empty seats.
- Balanced calendar should ALWAYS be an option.
- Balanced Calendar sounds like a good idea to provide continuity of learning for faster progression in the following year. However, I do not have first hand experience with it.
- Balanced calendar was ending for my special needs daughter. She was able to use that time to go to doctors and catch up on much needed rest. I felt and it reflected in her grades, that she retained more information and was able to put forth her best work. We also noticed that the staff was rested and ready to teach again with positive attitudes. I would not recommend getting rid of balanced calendar because it helped my father to be extremely successful in elementary school. I think the only problem was not having a middle and high school balanced calendar
- Balanced calendar works extremely well for many (or most) learners. It prevents burnout as well as the "brain drain" and rough transitions of long summer breaks. The parents who choose it (and all of them do so because it can work with their schedule) love it. Why fix (in this case) something that's not broken?
- Balanced calendar works great for some kids. It was sold by unit 4 that kids on a balance calendar retain more of what they have learned during the year than students on the regular calendar. Even working families that have attended schools with balanced calendars have made it work. It was great for our kids. They were always happy to start back to school and have the longer breaks.
- Balanced calendar works well with some family schedules and is a nice option for some families.
- Balanced calendar would be preferable to reduce the wasted time reviewing the knowledge lost over the long summer break.
- Balanced Calendar would have worked better if one middle school had been part of it.
- Balanced calendar would make meeting our workplace expectations and balancing family needs impossible.
- Balanced calendars are a useful approach that seem to be liked by teachers, students, and parents. If there are advantages to student learning (e.g., through shorter summer) that should not be discounted for the convenience of making it easier to shuffle students to different schools. It would require more thought and work, but maintaining balanced calendar schools seems possible under one if not both scenarios.
- Balanced calendars are statistically better for students.
- Balanced calendars are very desirable for some families. Personally I love that schedule and wish that more schools would adopt it.
- Balanced calendars give both students and teachers the opportunity to have healthy breaks throughout the year without disrupting curriculum and retention of knowledge. This is how schools across the country should be structured!!!!
- Balanced calendars have empirical support for student knowledge retention, esp for families with fewer resources for summer enrichment. Why are we taking this choice away?
- Balanced calendars have shown that children retain what they have learned from year to year better. I had three balanced calendar kids. I would suggest two week breaks though and a slightly longer Summer. My kids missed school and were ready to go back after 2 weeks.

- Balanced calendars may not work for all, but continued support of this is a requirement for the community.
- Balanced calendars schedules work better for some families. Why remove options when there is no clear gain from doing so?
- Balanced calendars seem cool but don't impact my family directly. I trust the community partners, board, and Superintendent.
- Balanced does not work for those of us affiliated with the university, which much of this town is. It would be a HUGE disruption. Also, people live much of their lives on an academic calendar, why not get children accustomed to it as well.
- Balanced is a good idea but only if all schools, including high schools, are on it. Everyone with more than one child will sooner or later be faced with one child on each schedule. That makes problems for vacations and childcare.
- Balanced schools provide an alternative to families looking for a different type of schedule. Many school districts outside of unit 4 offer balanced schedules, 4 day week schools and other creative options. We did not attend a balanced school but I have heard many positive compliments on the balanced schools.
- Can I pick "strongly do not support" multiple times?? We adore the balanced calendar. There are so many benefits. Right when my kids start getting burnt out on classes, they get a nice break. There is still a decent summer break and we get to start again before my kids forget everything so, instead of having a summer break where you don't think about school and forget everything, they get used to taking short breaks and then going back more prepared to learn. It also allows our family to take vacations that aren't as hot or crowded which allows us to get more out of them. We just returned from DC. Having been to DC in the summer and now in September, it was much nicer this year. The walking wasn't as stressful and my kids got more out of it because there wasn't such a press of people and my son was able to really take his time and read exhibit placards. We would be very disappointed if we no longer had the balanced calendar. We already have a Disney trip booked for next fall intercession and it would be unfortunate to have to pull our kids out of school for two weeks for a trip that we purposely planned in a school break.
- Can you explain why you are opting to end the balanced calendar?
- Can't change this process without changing from balanced calendars
- Causes awful experiences for kids as they transition to middle school.
- Choices fit better with families!
- Come up with a strategy to preserve the balanced calendar schedule options for those families who prefer it. The opinions of families who are currently enrolled in the balanced school year should be weighted more to make a sensible decision on this
- Coming from a family of teachers, both former and current, their consensus is there is much less of a drop off in student performance when in a balanced calendar format.
- Consider adding schools to the balanced calendar schedule to provide low SES families and students with this opportunity
- Consistency is key to keep students better educated. Balanced calendar requires lots of planning for parents. Not a good option.
- Could also make all schools Balanced Calendar. The key is that all buildings follow the same calendar.
- Crazy. These are disturbing children and teachers environments and give a log inconveniences to every family.
- Cual sería el calendario equilibrado?
- Data shows children retain more in a balance calendar setting than in regular school settings. Why stop that?
- Dealing with the balanced calendar is a pain in the butt and I'm sure that for some families this is even worse (especially if siblings are in different schools with different calendars). However, the biggest problem is the lack of local childcare options during the

extended fall and spring breaks. Overall the balanced calendar has been amazing for the kids!! They don't get burned out at the end of the semester and I don't have to worry about knowledge losses over a long summer. I would choose the balanced calendar again even with the scheduling challenges for this reason--perhaps more schools need to shift to it and not less and then there would be more options for child care during those breaks?

- Decreasing the options of parents for a schedule that may work better for their family in the hopes that the resulting pie in the sky perfectly homogeneous districts will somehow solve Unit 4's problems is some of the greatest counterproductive magical thinking strategy planning I've ever seen. Please keep it up, you're sure to reach your goals of 0% fluent children shortly.
- Difficult when you have children of different ages in one family.
- Does a balanced calendar lead to better results in general, or is it a better system for some children? The fact that this is not a consideration in your planning suggests the process is flawed.
- Does not affect me as my child goes to regular balanced school.
- Doesn't affect me however it seems to be a reason why some families chose to opt into the balance calendar. How dare you take it away without speaking with the families at those two schools. It's not fair! If it's not broken don't break it!!! Focus your energy and time on other issues such as Chromebook education being the new trend instead of lectures, kids taking notes, books, pencil, paper, true educational experience. How about providing foreign language options in all of the elementary school; statistics show it's best to learn a second language early. You want to change something, how about offering basketball and football to elementary school children. How about offering track and dance to elementary school children. You want to fix the problem how about working with families and assessing their needs. Help restore families and help families bridge the gap; whatever that may look like for that family. How about bridging the gap of going door to door to get your teenager back in school and off the streets. How about getting more social workers to help with mental health issues, family crisis, ACES, family therapy, children experience loss due to gun violence or death of a parent at a young age. It would be nice to support the teachers and make them feel appreciated and not have to wear so many hats. When you talk about change be a part of a solution for better outcomes instead of causing issues that are not needed. Trying working on preexisting issues/ concerns and see if any of the above bring a better outcome. Don't go messing up someone's life or disturbing these kids and causing them stress; let them be at peace. You worried about numbers then try fixing a solution above; I bet it works. You have to work with the entire family and see what supports you can offer a child not meeting the recommended benchmarks for his age and grade. Try offering tutoring supports at the school in elementary and middle school. Try offering diploma programs for parents without one. Better idea; fathers matter...co parenting skills for parents, job opportunities for parents, life skills for parents, I can go on and on and I'm sure you have heard it before; try it! I believe it will work.
- Doesn't research show it helps with retention? Aren't we trying to close the achievement gap? I know families who love it.
- Don't see understand it
- Either all schools in the district should be year round or no schools should be year round. If there is an elementary school that is year round then there should also be a year round high school and middle school that it feeds into. Whoever originally made that decision didn't fully think that through.
- Either all schools should have it or not. Too complicated for families who have kids on different calendars - for vacation plans, daycare plans, etc. All school should have same general calendar.
- Eliminating balanced calendar would be detrimental to my students and me personally. Balanced calendar is best practice for students with special needs especially. With more frequent breaks students are fresh and ready to learn. There is less lost time because summer is shorter. Personal this calendar has kept me from educator burn

out... I believe adding more balanced calendar schools would be a benefit to our district for students and staff alike. When people interview at my school one of top 3 things I love about this school is the calendar. It would be a real shame and a disappointment.

- Entire district should move to balanced calendar. It's so much better for the students and especially teachers. I acknowledge there would need to be a comprehensive plan for Kids Plus or other programs for the three week break periods in fall and spring in order for this to work for parents in the community.
- Even though I do not prefer balanced calendar their are families that preferred it and maybe because of the line of work they have. It would be difficult for these families to adjust.
- Even though I would not choose that option for my own child, I think that many families benefit from this schedule.
- Even though my children are at a regular calendar school, we know families at balanced calendar schools who love it. Having a balanced calendar option was very attractive to us when considering which local school district to move to, and even though we don't attend I think it is a mistake to completely remove the program that seems to work and fit for so many families. If anything, I think it makes sense to add balanced calendar middle and high school options.
- Every family has reasons that they chose the schedule over other option. You must not ignore their choice just because of your convenience.
- Every school in our district should be on the balanced calendar but especially our elementary schools! It it much better for learning and much better for educators.
- Everybody knows they are "balanced calendar" before selecting this kind school. The diversity of calendars provides more options for diverse populations
- Everyone I know that works at or attends Balanced Calendar schools are greatly in favor of them. I think it is a wonderful

resource to offer to our community and it would be a shame to take it away.

- Everyone would be on the same page. Having two schedules in the district affects meeting attendance and availability for personnel.
- Families already planned their lives around the balance calendar. You can't just disrupt child care, work schedules, family vacations, and religious services that line up with a balanced school year. The only thing these plans seem to care about is checking some sort of woke box and has no interest in what's best for the community.
- Families and students of balanced calendars have already built their lives around this schedule. There is no basis to change this. In addition, this is a pretty weak survey considering you want to uproot 65-90% of the students in this community. Wow.
- Families and teachers purposefully choose Balanced Calendar schools. It is a good option for those that want it.
- Families arrange their lives around the balanced calendar. If a decision is made in December, you are giving families roughly six months to find alternate day care. This is not acceptable.
- Families at these schools should be polled to determine this.
- Families choose the Balanced Calendar for their own personal reasons. It works well for some and there is a nice break throughout the year. I am not sure how it looks with achievement data, but I have friends who teach at both schools and they enjoy it.
- Families chose to attend this school. They should be the ones that say if this should change.
- Families have been TRAUMATIZED over the past 4 years in this district and around the country. I'm not blaming anyone for covid or how it was handled - I think ya'll did that one right. BUT, the result was still trauma. Then, a contentious contract with teachers over EXTENDING the day. Again, families were put under great duress. And now this... Lastly, we are tired of being shamed by the District and Board for voicing opinions and asking for

transparency. I don't support HOW this is happening.

- Families have built their lives around the balanced calendar. Some selected the school because of the calendar.
- Families have chosen year round schools for very specific reasons. It works best for their families. There are plenty of studies that show the benefits of balanced calendars. If anything, the district should be considering moving one of the middle schools to the balanced calendar instead. One of the reasons people don't choose the balanced calendar schools (the main reason I hear of, actually) is that they don't want to try to deal with one kid on a balanced calendar and another kid on regular calendar in middle school. That would be really hard to manage for families. Maybe make IPA balanced calendar, uniform, and dual-language, that'll keep it separated from everyone else with its middle school, too.
- Families have managed their schedules around a balanced calendar. You can't just take it away to fit scenario 1.
- Families have organized their lives around this unique schedule and this change would completely disrupt their routines and schedules.
- Families who have balanced calendar year, love it for that reason. I'm not sure if taking it away makes everything in the district better. I don't have an opinion because my child is not involved in a year around school system.
- Families who have chosen balanced calendar schools are happy with them and shouldn't have that option removed.
- Family time and able to travel not in park travel (summer) is important. Students need a break from time to time as they will retain more information with a shorter summer.
- First of all, there are parents who have chosen the balanced calendar option as a means to distribute child care throughout the year instead of all at once over the summer. This change will represent a significant hardship for these families. Likewise, the early-out days for staff development represent a gross misuse of our children's school time. Other school districts manage to fit in a full day for their students and I'm wondering why unit 4 can't manage to do the same? Further, unit 4 transportation is a MESS with the current schedules. How on earth do you propose to align all the schools on the same schedule AND have enough transportation staff to handle the bussing? Your track record suggests this is NOT feasible.
- First year sending our child to barkstall and extremely impressed with the balanced calendar. Would be very disappointed to see it removed.
- For some families, balanced calendar provides so much! Our local daycare centers also provide great opportunities for families during intercession. How will elimination of balanced calendar impact childcare access? Will centers be negatively impacted by this and create adverse community impact from loss of income?
- For the families that choose balance calendar, it is what aligns with their family mission and goals. The built in breaks allow time for students to also be children, to travel and have real world experiences outside of school, and to be refreshed before entering a new quarter. With so much global emphasis on mental health, especially for our children, I view the the removal of balanced calendar as a mental health support that families are implementing with their children. As a district, the offering of balanced calendar is one of the few mental health supports that U4 is actually able to enforce that does not require additional training, staffing, or money. Streamlining all of U4 to balanced calendar is a better proposition than removing it from 2 schools.
- From a strictly academic standpoint, having a balanced calendar is a strength. But, since the rest of the district does not follow the same calendar, it negates the benefits and is just confusing. Calendar should be the same across the district.
- From the people I've talked to who participate in it, they find it beneficial and prefer it. When I started teaching and did research on schools that had a similar set up, the benefits from it far outweighed the cons.

- Getting rid of balanced calendars due to late filers seems like a heavy handed solution. Instead there should be more focus on identifying and targeting potential late filers.
- Giving parents options in their children's learning is a unique aspect of unit 4.
- Has the district considered a modified balanced calendar schedule for all schools? Have all schools with a 2-week fall and 2-week spring intersession break. This would shorten the overall summer break by 3 weeks. Hopefully, less loss of skills would occur with a shorter summer break.
- Have not seen evidence that balanced calendar is helpful in Champaign.
- Have we considered balanced calendar for more schools? These schools seem to be doing well and it allows for less learning loss during the summer.
- Have you even looked at how much better it is for the students that go to balance calendar?? There scores are much better. They learn better having breaks. Maybe ALL THE SCHOOLS SHOULD BE BALANCED. Or did the people who you hired tell you not to have it. You all jump at anything. Just leave things alone!! You've done enough damage. Find something else to do with your time.
- Having a smaller summer break help children with fewer resources at home
- Having balanced calendar year prevents the slide you typically see in the summer. My child did not have that summer slide. The schedule was perfect.
- Having had all 3 of our children attend a balanced calendar school, I feel very strongly that it is a schedule that not only benefits the children (less burnout between breaks and less re-teaching at the beginning of new school years), but it also has a HUGE benefit to teachers for the same reasons. I feel like the entire district should move to a balanced calendar schedule, not have it taken away.
- Having only 2 schools on separate schedules has never made any sense to me. Please do not hire another outside consultant to figure this out.
- Having two calendars introduces significant complication and confusion across the school district. Friends with children at balanced calendar schools have difficulty arranging childcare during intersession weeks because many community organizations and camps do not provide options during this period (Champaign Park District, YMCA, etc). It negatively impacts the "community" feel of Unit 4 when we can't celebrate milestones together like the first/last days of school. Not to mention the complexities if you have children in middle and elementary school on different calendars.
- Honestly I think it is a little strange that different schools operate on different academic calendars. This should have never been allowed in the first place.
- Honestly I would like to see all our elementary schools and middle schools go to balanced calendar. It has been proven to help reduce summer learning loss and provide respite for students and teachers throughout the year.
- Honestly, the balanced schedule does not work for us. But we are currently not in a balanced calendar year school. This is the same issue as school start times. If you mess with calendar year and school start times, you are disrupting working families schedules and lives and child care option. Think through that please. If this truly doesn't affect many people, then go for it and remove it. But if there people who have these needs, why disrupt this option? There are only 2 schools that use it.
- How about "Does anyone believe students will succeed without strong parental support"? Or try this "will any of these scenarios compensate for disinterested parent"?
- -how about considering more balanced calendar schools to help promote less loss of learning during long breaks vs getting rid of it. We see traditional calendar isn't fixing all the learning gaps with our students. There are districts that do it for the entire district

including middle school and high school. They are able to do it even around sports and extra curricular. - if doing sister schools why couldn't there be a balanced sister school group like combining Barkstall and kenwood. - balanced schedule is a great schedule to refresh both students and teachers; students and teachers work hard for a quarter have a break and come back ready to work hard for another quarter, then repeat-helps prevent teacher burn out!

- <https://news.illinois.edu/view/6367/198865> There is actually information out there supporting all schools moving to a balanced calendar.
- I (and my children) love balanced schedules, everyone should have one. My only concern is when I have one child on a balanced and one on a traditional schedule.
- I actively avoided choosing a balanced calendar school during the schools of choice process. Ultimately, it will not affect my family under these new scenarios, but I may have chosen our proximity school if it had been standard calendar. Not that proximity matters anymore, of course, since our child would be sent across town in both of these new scenarios.
- I actually think it would be better for more Unit 4 schools to transition to a balanced calendar. It makes more sense for students. I know this may not be true for many parents nor teachers, however.
- I actually think that parents would appreciate more balanced calendar options. Taking this away would greatly impact families' daycare and potential employment in some cases.
- I also support adding a balanced calendar to all schools. What is the research on removing the balanced calendar versus adding the balanced calendar to all schools?
- I am a parent who takes their child to a balanced calendar school and I have never complained about it. Neither have any of the other parents I know who take their children to this school. Why

eliminate something when nobody has complained about it?

- I am a supporter of year-round education. Balanced Calendar was a compromise. It isn't currently serving our needs.
- I am in 8th grade and I went to barkstall elementary, and I enjoyed having breaks. I wish that the middle schools had it as well
- I am more concerned about pulling my children out of the routine they are used to so a new experiment can be done on my children based off the messed up racist society I have always been living in. My children are minority children and no matter where they go to school in America they will always feel like a minority. This new change that you are trying to do will be for nothing. I will plan to homeschool if this is going to happen I could care less about a balanced calendar I care more about disrupting the routine my children are used to and forcing them into a new environment when going to school for many hours in the day is already a big enough adjustment. What a mess our children have to be put through shame on all these adults.
- I am neutral. I have never had children involved in balance schedule. It would make sense to me to have all children on the same schedule as it was when I was a child.
- I am not at a balanced calendar school, but my understanding is that it is a popular choice and supposed to reduce learning loss. My understanding of the proposal is to do away with balanced calendar in order to provide the opportunity for late registrants to attend those successful programs. I don't understand why if the balanced calendar is successful we remove it.
- I am not aware of how this is to be done. Not enough information to make that determination.
- I am not familiar with this set up, but it may be desirable for some in the community. Please do more outreach to explain why this is an issue.
- I am not opposed to having a balanced calendar schedule but it would need to be all schools for it to make sense for a family.

- I am pro balanced calendar, but with less days off
- I appreciate the option, but not well informed.
- I believe a balanced calendar is well suited for kids that have disabilities
- I believe all our elementary schools and even the middle schools should be balanced calendar. As a balanced calendar alum, parent and employee I find it highly superior to outdated regular calendar models
- I believe all schools, all grades, should be balanced calendar. The fundamental purposes of 'Summers Off' have become obsolete.
- I believe families choose these schools mostly because of the schedules. I believe that no families were asked about this because these proposals came out.
- I believe families want choices. I understand that it works for some families, but not others. Has it been considered adding more students/schools to balanced calendar and having fewer traditional? Both calendars have pros and cons, but I wonder how it would be received if there was one or more balanced calendar school per cluster/zone. Less time away from school means less transition time and, in theory, less summer slide. Could this be a way to support families that don't need long summer breaks or who have childcare issues?
- I believe it is mentally healthy for the younger students and their teachers to distribute their breaks/time off throughout the calendar.
- I believe many families (and perhaps teachers) chose those schools because they offered the balanced calendar. To remove that option now seems disingenuous to those families and staff.
- I believe that a balanced calendar is the way forward for more schools. The long school holidays leave students whose parents work at home with often few activities, particularly low income families. I think that schools that offer the balanced calendar are invaluable to families that chose this option. It is also valuable for staff as they have more frequent periods of rest and are better energized for the next few weeks of teaching.
- I believe that a lot of families have come to rely on Balanced Calendar Schools and that they can be more beneficial for parents for childcare and for students not having burnout. I think that this would be a hardship for families to take away this option for them.
- I believe that if there is a balanced calendar, it would make more sense to make it an all or nothing scenario. Having students in one family on two different calendars (for ex and elementary + a middle school student) would I imagine make things challenging in some families. I noticed that Peoria 150 has started something similar and curious how that has been received and has been working
- I believe that one of the unidentified issues with Balanced Calendar schools is that many Unit 4 Administrators are not available to assist. When eliminating these schools are you saying that there is not benefit to the balanced calendar. Once again why are Low SES student late to register? Are you sacrificing these schools to meet your pre-planned agenda?
- I believe that the entire school district should be on the balanced calendar, more time in school, less time to get into mischief, which Champaign is full of.
- I believe that this calendar gives kids a break and that's good for their mental health.
- I believe the balanced calendar option works well for some families.
- I believe the option of making more schools balanced calendar should be investigated. While year round school schedules have not been shown to improve learning overall it has been shown that at risk students do better in year round students as they generally experience more learning loss during summer months.
- I believe the whole district would benefit from a Balanced Calendar year, to minimize learning loss and support working parents.

- I believe, as an educator, that balanced calendar helps mitigate the "summer slide" and helps students retain knowledge, plus utilize breaks to have breaks throughout the year and help with school anxiety and behaviors.
- I can see both sides of this issue. However if you are taking away the location of my child's school I guess it would have to be run on the same schedule.
- I can't comment on this because I never had a child utilize a year round calendar.
- I chose Kenwood for balanced calendar, gifted program, and uniforms. You are/will strip all redeeming qualities. I want my son to go to school with diversity but by you not addressing his educational needs at one end of the spectrum and only focusing on the bottom end of the spectrum, I am looking to have my kid leave. This is going to be a sustained movement out of public schools of gifted students if you do not address their needs in any plan.
- I currently work at a balanced calendar school and my concerns for ending balanced calendar are vast. I have taught for 11 years and have seen the benefits of balanced calendar. Teachers and students are able to have regular breaks between rigorous work and are able to come back well rested and ready to continue our learning journey. Teachers in a balanced calendar are able to reflect on their practice and make significant changes to the structure of their classrooms and lessons (especially during the 1st intersession break). I believe teachers in balanced calendar schools spend significantly less time at the beginning of the year and after breaks, reacclimating students to the school environment. Teachers in a regular calendar school spend the first few weeks just reviewing and adjusting to being back at school, whereas balanced calendar schools hit the ground running and are covering content by the end of the 1st week. Balanced calendar also has better student attendance than regular calendar. I would also like to know what data was analyzed comparing balanced calendar and regular calendar schools academically. Specifically, the data regarding MAP scores from Spring to Fall -- observing the percentage of students who show loss of learning. My suggestion: If going with a cluster model, you could keep Kenwood and Barkstall a balanced calendar school and make 1 addtl school in the 3rd cluster a balanced calendar. Still allowing for equal choice in all 3 clusters without eliminating balanced calendar. In considering the teacher shortage climate, having balanced calendar meets the needs of students (which is our first priority) and also helps alleviate teacher burnout, which we desperately need in our current system.
- I do not have a child who would currently be affected by this. I defer to people who are better informed.
- I do not have a strong opinion for keeping or getting rid of it, but wonder about the logic of having elementary balanced calendar schools without a middle and high school option for it.
- I do not have an opinion on removing balanced calendars. I would need additional information regarding what benefits are expected prior to forming an opinion.
- I do not know why this is even being looked at. Where is the data that says it is your lung schools are no longer working for our School district and the community. I would like to see the data made public.
- I do not participate in balanced calendars, but it seems to not make sense to have balanced calendar elementary schools without balanced calendar middle or high schools
- I do not support a balanced calendar for Unit 4, since only two schools, not the entire school system, use them. These schools were never considered an option for my family because it would not be possible for us to have two different school schedules in our household.
- I do not support removing the balanced calendar schools without you talking to EVERY parent who is actually affected by changing their children(s)' educational calendar. You should be polling the 2 schools- parents, teachers, and students at these schools. This is a college town and some families specifically selected these options

due to work schedules. If you are supposed to represent this district, why do you NOT listen to the voices of the people in this district???

- I do not support this because it is my understanding that there is evidence that suggests that balanced calendars are particularly helpful for low SES students who otherwise tend to lose more academic achievement scores over longer summers. Assuming this is true, and balanced calendars do, in fact, help low SES students succeed, it would be even more of a reason not to change the current system if such a change would mean the balanced calendar option was feasible to administer and thus not there for additional support for the families who prefer it.
- I do not take advantage of this option, and I imagine it is a logistical issue for the administration to navigate with this large number of elementary schools. However, I wonder if this proposal to remove these options is out of convenience to simplify the changing up of school placement, out of the evidence that not enough families wish to take advantage of the balanced calendar year and increased choice is desirable, or for logistics, like hiring and supports for the schools.
- I do not use balance calendar school, but I know many families do and rely on the schedule.
- I do not work or have children attending BC schools, thus no opinion.
- I don't have kids there but I can only imagine that families who have chosen balanced calendar did so for a reason.
- I don't like it because with there not being enough bus drivers sometimes the school that the bus share with don't get bus service as needed when they are on break
- I don't like the time set up of balance calendar.
- I don't mind it
- I DON'T support them taking it away
- I don't use balanced calendar but I do know many families this works great for and why remove something when many families are used to it and it works for them.
- I dont do balanced calendar but some parents like it because their child learns all year round and I see nothing wrong with that or why it needs changed
- I don't have a child at a balanced calendar school and don't have a comment on this.
- I don't have any children who attend but I feel for some families they do like this schedule and it's a beneficial option for the community.
- I don't know enough about how these families feel to comment. Please consider these families when making your final decision.
- I don't know if there is any evidence about the benefit to balanced calendars. I have no opinion.
- I don't know what they are.
- I dont see a way to eliminate schools of choice without getting rid of the balanced calendar.
- I don't want a balanced calendar school which is why I did not pick my proximity school in the first place. Neither scenario 1 or 2 would place my daughter at Kenwood or Barkstall.
- I feel as the balanced calendar works for me and my child and I don't understand what's the big issue of the balanced Calender. Are schools who are balanced having issues amongst themselves without comparing them to the other schools?
- I feel like my kids forget less with the balanced calendar. I like the shorter summer, it lessens the possibility of boredom. I like that travel during breaks is less people.
- I feel like unifying the schedules can only make it easier to achieve the goals, particularly with reference to making the choice process and registration more transparent and equitable.

- I feel that it should be a choice for parents. But if assigned to these schools it can create a hardship for parents who work, and parents who have kids in different schools.
- I feel that removing balanced calendar will help allow for the rebalancing of all schools. It would be hard to balance all schools when two are left out.
- I get what you're trying to do but this is not the way. The numbers don't back it up. And the people you're affecting and just data, they're kids and futures. These kids have been through enough heartbreak the last 3 years. Let them stay where they feel part of a community and are thriving.
- I had my Children in "Balanced Calendar" my kids thrived in the environment. The teachers were more relaxed with 9 weeks on, 3 weeks off. With shorter summers, my kids did not lose their information as fast as they did during the " Regular Calendar". I am more in favor for ALL of unit 4 having a " Balanced Calendar" rather than " Regular Calendar". It is a more structured educational environment that will lead into better work ethics. Also, they have more time hanging out with peers instead of having 3 months of no real interaction with structure. The idea of a " Regular Calendar" is an outdated idea since we do not have children working farms in the summer to help their families. We need to help our Teachers and staff have healthy breaks and the " Balanced Calendar" provided this for their family and health. Please reconsider your decision. My children did so great in a balanced school environment. Thank you
- I have had 2 children attend Kenwood and now my third child is there. I throughly support the balanced calendar schedule and would be so disappointed to see it go away. My boys thrived off of having breaks spread out throughout the year and this needs to remain a choice for parents.
- I have heard it is harder to find childcare during the balanced calendar fall & spring breaks for that reason I support getting rid of it.
- I have heard teachers and parents in favor of balanced calendar as a good option for their families. Keeping it would provide that opportunity to our community who choose to partake. Removing the option might create efficiencies in the district which I am also in favor of-particularly transportation issues. However, it is not more efficient to make every school exactly the same IF you do have these differing opinions and needs because they you must have ALL resources at EVERY school, while you could have certain schools that provide certain resources for the certain populations that need them.
- I have liked the balanced calendar but have a middle schooler now on a separate schedule so this isn't that important to my family.
- I have never been in a balanced calendar school, but have heard from others who have - both families and teachers - that really love it. I don't have strong feelings about it, but modifying the current calendar for all schools to somewhere between the "balanced" and the "regular" calendar might help ease that transition in eliminating it. (Start in August as usual, have some longer breaks, and finish early to mid-June maybe?)
- I have never experienced balance d calendar and don't have enough information to provide input.
- I have never used balanced calendar and my understand is that it does not show the academic gains that were hoped for (but am happy to be corrected if that is not the case). I would defer to the opinion of families who use the program to understand if it is really valuable to them. Perhaps have 1 balanced calendar option at a traditionally under chosen school and maybe allow families from other zones or clusters to use that program if they wanted?
- I have no interest in balanced calendar for my student but I see how this could be problematic for families who rely on this type of calendar.
- I have no option on this only because it is an option I would never choose for my family. But apparently there are lots of families that the balanced calendar schedule works for because Barkstall

continues to be one of the most selected elementary schools in the current selection model.

- I have no real dog in this fight. The parents/teachers/staff at those schools on those schedules should be trusted to inform you the best.
- I have no students at any Balanced calendar schools, so I am unaffected by this part of this proposal.
- I have not chosen a balanced schedule for my son nor have my stepdaughters had a balanced schedule, but I know people to like it, so I feel it should still be an option.
- I have not utilized this option, however I know families who do and they like it. I feel like the more options that can be offered to families the better as life is so complex and people's situations can be so different. I also do find that the idea of taking smaller breaks to benefit students' information retention makes sense and would assume it's effective. That being said I do prefer the typical school year as I know what to expect with work and it's what I'm used to.
- I have observed substantially less learning loss for my children with a balanced calendar than the regular calendar. Breaks throughout the year also help my children with learning fatigue. I am strongly opposed to eliminating the balanced calendar.
- I know families that appreciate the balanced calendar option, but I don't have personal experience with it.
- I know that some people like them, but I don't think they really rely on them so much so that they are a necessity.
- I know that the teachers, students, and families would be very disappointed if the balanced calendar was removed. However, I feel that the argument that the balanced calendar schedule limits late enrollment could be a valid one. I'm willing to accept the removal of this calendar if this is the case.
- I know the students and teachers in the balanced calendar school really enjoy and support it.
- I know there are families at these schools that love what Balanced Calendar provides, but I have no experience with them so I have no opinion.
- I like balanced calendar schedules. Students lose so much information of the summer and having longer summers will further damage our children. Our children (from the community) are already suffering from virtual school.
- I like it a lot it should be more school like this out here and it should be a high school one too
- I like the balanced calendar, but I think it should be a choice for parents, not forced on them based on geographic locations. So, it makes sense to get rid of balanced calendars based on the new plans, esp #1
- I like the concept and our kids have benefitted from it for many years. The fact that only two schools were on this calendar, however, is incredibly inconvenient for families. If there were even a middle school on a balanced calendar it might have helped, but as it is I'm happy to see it end.
- I like the idea of a balanced calendar for student learning, but it doesn't match the other elementary schools, the middle and high schools, or the University town rhythm in which we live.
- I like the idea of balanced calendar would be in favor of it district wide
- I like the option and I also like uniforms (not sure if they go hand in hand). I feel that schools with strong features/specialty areas is good approach to mixing sex and race
- I live behind a balanced calendar school and deliberately did not send my kids there. it was too complicated with multiple children and no local family support. I see value in balanced calendar for students but it seems it works better when it is all or nothing. I would venture a guess that there aren't many districts that offer two different calendars.

- I love how the schedule works with mine. Now that I will be working at carle and hopefully soon moving near barkstall the all year around for me works especially for holidays and how the summer works as well.
- I love that my child can go to school year round. She loves it and it works. I knew what I was signing up for when I wanted her to go to this school. If someone didn't want a year round then they shouldn't take their children there.
- I love the concept or balanced calendars but If we are not looking at doing it at a middle school then why have two elementary schools on that schedule
- I loved the balanced calendar and wish all schools would move towards that. Or at least do 2 weeks in spring and fall.
- I loved the balanced school year, it helped a lot with my son. He needed a schedule that he could go by and I believe that it made him a stronger student going into jr high and high school!
- I personally like the Regular Calendar for my kids' school year, but I also believe that there should be an option for parents who do like the Balanced Calendar school year.
- I personally think the balanced calendar could be academically best for ALL students but understand that there are complications in the upper grades because of sports.
- I prefer Barkstall's 8:50 AM start time. That was one factor in our choosing this school.
- I prefer the idea of moving all schools to balanced calendar....
- I really like the balanced calendar but I understand the issues it causes the district. I honestly think it breaks up the year and prevents some of the learning loss.
- I really like the fact that you can choose balanced or regular. Balanced has really been good for our family with breaks easier to cover and less loss of learning.
- I really liked the balanced calendar. I think all the schools should move to that.
- I see the advantage to having all of the schools in the district on the same schedule - has any thought been given to making ALL schools on the Balanced Calendar?
- I strongly considered requesting Kenwood for the balanced calendar and know I would be devastated if it was taken away especially if I chose it for my work schedule.
- I support a balanced calendar school, however if you go with the new scenario's obviously changing from a regular calendar to a balanced calendar does not make sense.
- I support the Balanced Calendar for all schools, it provides students with breaks throughout the year.
- I support this if the families affected by the change agree to it.
- I take this one personally since my son attends Kenwood. I wasn't sure going in how it was going to work for us. A year later, I wouldn't dream of going back to traditional calendar. My job gets demanding in the summer, making it not an ideal time for travel. With balanced calendar, I've been able to plan trips with my kid in the Fall and Spring that don't leave me feeling guilty or anxious that he's missing school or I'm dropping the ball at work. Over the summer, I ran into a friend whose child is on traditional calendar and she lamented the challenge (and expense) of finding camps to fill 8 weeks of summer, since neither she nor her spouse could take that much time away. My son LOVES the Intersession breaks. Even when he's just attending Kids Plus at his own school, the shake up in the routine is enough to make it feel like a break and he's always happy and refreshed to start classes again. I really feel like the consistency of the balanced calendar is a huge benefit for my son; he's even keel, rarely bored, and doesn't have to spend long sessions away from his school friends (as an only child raising an only child, I know how long and lonely summer can get). I get that this schedule isn't the right fit for everyone, but for those of us who are onboard, it's absolutely the best fit.

- I taught at Barkstall. I loved the calendar as it was beneficial to teachers and families in many ways
- I taught for 40 years and now volunteer. Children are happy with a balanced calendar. They get their breaks without losing their sense of proper school behavior/attitude, so less start-up time is lost to getting them back into school mode. Oh, and the breaks in Fall and Spring are so nice!
- I think all elementary schools should start and end at the same time for the ability for parents to plan for their children.
- I think all of the Unit 4 schools should go to balanced calendar schedule. With all the learning loss that occurred with COVID, having kids in a year round routine might be good thing. It could certainly help them maintain good habits year round, versus slacking off, sleeping and having screen time for 3 months in the summer
- I think all schools in the district need to be on the same calendar and serve the same grades. I.e. all K-5, 6-8, 9-12 or K-2, 3-5, 6-8, 9-12 AND all regular calendar or all balanced calendar.
- I think all schools should be on a balanced school calendar. Children don't forget as much when they have a shorter summer break and then take breaks throughout the year.
- I think all schools should be on the balanced calendar
- I think ALL schools should follow the Balanced Calendar schedule.
- I think all schools should go to the balance calendar, although we currently are not on once they are better for learning loss. Why do only some schools have uniforms, it makes zero sense for a school choice not to require uniforms.
- I think all schools should move to balanced (middle included). It is such a wonderful schedule and the community offers Day Out programs during breaks. I'll really hate to see it go.
- I think all schools should move to the Balanced calendar. When I previously taught at Barkstall, having the breaks between quarters helped students to be able to come back and refocus and learn more. Students also forgot less over the summer and I didn't have to start over on concepts as often.
- I think ALL Unit 4 schools should consider Balance Calendar schedule. Children lose so much knowledge during the summer, our lower scores may improve by this practice. Balanced calendar helps parents spread out the cost of daycare and camps. Also in the summer it would help keep kids off the streets for the full 10 to 12 weeks between grades. At this point, I will have a child in both calendars in 23-24 and will not like that so same calendar would work better for us. Balanced Calendar schools love the fall and spring intersession.
- I think balanced calendar is more beneficial to students and should be adopted by the rest of the elementary district schools at a minimum.
- I think balanced calendars (as well as 4 day/week schedules) are progressive moves away from outdated school practices that don't serve the best interests of our students. Balanced calendar schools are well-liked for good reason. If anything, I think we should go district-wide with balanced calendar.
- I think children learn differently and this type of calendar might be better for certain children. Having structure and routine is certainly helpful for many children and disrupting their schedules would likely have an adverse effect on their learning. I'm sure this would also cause disruption in many parents lives as changing schedules at work can be difficult. There will probably be situations where there are shared custody agreements that would likely cause some parents legal issues.
- I think each calendar works best for different families. I personally do not like year-round school but for some families, it works great. I think that if we were to take that away, it could really cause problems for families who have built their schedule around it. I do think that if someone wants regular calendar, they should be guaranteed that and not thrown into a year round school and vice

versa.

- I think for some families the balanced calendar schedule works better for their families. It is nice to have this alternative in our district.
- I think having all the schools on the same calendar is a good idea. I didn't understand why they decided to do what they did in the first place.
- I think it allows student to grow. If this was a factor when my children went to school I would of sent them to balanced calendars
- I think it creates a disjointed and dysfunctional district. Having all schools on the same calendar would make for better unity for planning, curriculum mapping and helpful for all other organizations and programs that provide programming for our students in the community. It is not balanced and so unfair to the families who did not want the option and get stuck with the choice. It is also problematic in that some K students and their families not knowing they would be on balanced calendar do not attend starting in July missing the most important aspect of starting school. The district needs to be transparent and ask Is there any evidence that it has increased student performance? In calendar planning it would be helpful to include parent surveys and input. Maybe there could be a compromise. If there is savings in eliminating maybe the district could provide extra curricular programs in the summer for low income working families to lessen the burden on families that cannot afford care in summer programs.
- I think it is a great option for parents and students and may reduce learning loss over summer.
- I think it is nice to have a balanced calendar as an option at a few locations. It also gives the district feedback on which way produces the best academics results.
- I think it makes sense that all the schools run on the same calendar
- I think it works for those families that specifically chose that option.
- I think it's hard having a separate calendar for certain schools. I am not personally affected so I don't have an opinion. If that model is effective for increasing achievement, I wouldn't want to see it removed. Is there any data from the years of having this model that suggests it is worth expanding or that it is not effective and should be discontinued?
- I think it's nice to have some year round school options for parents who may need that for their work schedules, however it should be available for all families to opt into instead of just being assigned to it.
- I think its an attractive feature of our district that we offer both balanced calendar school and traditional calendar schools for our families. As we know, education is not one size fits all, so I'd hate to take away that option from students who learn better and families who prefer a balanced calendar school.
- I think its good for the kids and teachers to have the breaks. Although if the shorter breaks are not benefiting the overall outcome of academics then it would be ok to change.
- I think it's nice to have the balanced calendar as an option, but don't think it's an absolute necessity.
- I think most staff were open to the balanced calendar option during contract negotiations. It would be a disruption for families to reschedule childcare and other things, but with enough advanced warning, it should be okay. Why are you recommending the elimination of balanced calendar? I don't have a strong opinion and would want to hear from those families and staff that will be affected by the change.
- I think providing clear reasoning as to why the district would eliminate the balanced calendar option would be helpful. I'm not seeing it?
- I think that for some families the balanced calendar schedule makes it easier for working parents.
- I think that the balanced calendar school year is good for some and

maybe not so good for others. I think it just depends on the family.

- I think that the 'balanced calendar' works well for some parents, and poorly for others, and that parental choice should be the main determinant both ways, to the extent possible. That said, if there are large numbers of parents who dislike having their children in the 'balanced calendar' school but were unable to exercise alternatives, then I think the 'balanced calendar' should be removed.
- I think that the district has done a terrible job of offering any data to support the benefits of year-round schooling, including summer slide. It has an added option for parents who might like this option. It feels like perhaps even more schools should consider it if it has advantages for student learning. It is just never discussed or analyzed for public consumption.
- I think that the summer slump/loss is real and support all unit 4 schools adopting the balanced calendar schedule.
- I think the balanced calendar is academically innovative and provides needed structure for some students. It would be good to phase this out gradually for those students already accustomed to the balanced calendar
- I think the balanced calendar model is a better educational model. I think it's better for kids and for teachers. Unfortunately it is hard to have 2 schools using this model and the rest of the district on a different schedule. It would be nice if more schools adopted this model instead of taking it away- but I don't see that happening, unfortunately.
- I think the Balanced Calendar model is a huge asset to Champaign Schools. Honestly, it'd be nice to give some families the option to have a balanced calendar through 8th grade. I do not think we should eliminate it. I'd support expanding it before eliminating it.
- I think the balanced calendar works for a lot of families otherwise they would not have chosen them. If the schools were available when my kids were in grade school I would have chosen them.
- I think the families that attend those schools should be able to decide.
- I think there should be one balanced calendar school choice in each cluster.
- I think this is a great option and would hate to see it removed. However, logisticstcally and operationally I can see its challenges.
- I think this model works very well for some students and families have committed to the schedule. I think data on retention needs to be studied to determine if this has been beneficial in closing the achievement gaps.
- I think this will be hard for the families and staff that are used to this schedule!
- I think we SHOULD have all schools in balanced calendar. That way kids will not have much loss of knowledge in the summer.
- I think you should consider switching all schools to the balanced calendar format.
- I thought balanced calendar schools were supposed to keep kids learning more and reduce loss over breaks. Is the research showing this is not the case? If kids are underperforming, wouldn't it be better to keep them in school more for extra help and support?
- I thought the concept was to expand balanced calendar eventually, not to take it away. We need longer school years and local and federal support for the vital structures childcare and learning play for families.
- I typed the response above before seeing this question but will copy and past it again. One of the goals for this project (although not outlined clearly in the presentation or the emails sent to us) is to help provide more opportunities with those that are underperforming in our current school system. The data provided to us to support this was limited and only cited the worse case scenarios. It doesn't show us any comparisons to other children in the same schools which have this underperforming demographic.

The entire premise behind balanced calendar is to help students better retain and use the education they have. It would be interesting to see the number of underperforming students in those balanced calendars schools as opposed to those with a more standard school year. The reasons cited for removing balanced calendar are simply for increasing choice and don't provide any information on their success or performance at educating children in these poorer performing demographics.

- I used to work at Barkstall Elementary School and believe the balanced calendar was beneficial to student retention as well as teacher/student learning stamina . BUT, I understand it's difficult when other schools are not the same schedule.
- I want it to stay the same schools
- I want them to stay with the same schedule
- I was a balanced calendar student and my oldest child is a current "balanced schedule" student. Yes, finding childcare for the three week breaks can be difficult if you are not able to utilize kids plus. However, the amount of information that I myself and my child have retained from the balanced calendar schedule makes the break struggle worth it.
- I will leave this decision up to the parents who currently attended balanced calendar schools. They should be the ones making the decision.
- I wish more schools had a balanced calendar. As parents who work it makes more sense for the kids to have more frequent shorter breaks
- I wish that EVERY school went to balanced calendar. It seems far better for students AND staff. I've heard that unit 4 cannot afford to do it, however is it better for kids? What do building sel surveys, discipline data, and all the other data points show... it's balanced calendar better?
- I WISH the district would move the entire district to this calendar. It is proven to be safer, less regression, and more balanced for

everyone. Why they don't consider this, I will never know. However, balance calendar how it is now is not implemented well. They are often forgotten about, they lack admin support when they first begin in July, need trainings at different times.. it seems like it just adds more steps for those families and the district. As a household with two people working parents, if our children were placed on the balanced calendar Schedule we would be very stressed about childcare.

- I wish Unit 4 would create a middle school and high school with balanced calendar. It has been such a positive thing for my kids (5th and 2nd grade). There are studies that show this schedule is beneficial to their learning. I love the balanced calendar and would be so sad to see it go.
- I work at a balanced calendar school. Students, staff, and families love it. Research shows that model is better for preventing learning loss. I believe some schools should remain balanced calendar in the district. If you move to clusters, one in each cluster could be balanced calendar. There should be more balanced calendar options, not fewer.
- I work at the balanced calendar schools and I love it. I really see it benefiting students too. I've worked at a traditional calendar and I see our students bounce back from summer break learning loss much more quickly on the balanced calendar. It's also great for staff morale. There's always a break to look forward to and staff come back refreshed. I strongly encourage you to at least keep it at Kenwood and Barkstall, and consider expanding it to other schools. It is a much better way to schedule the school year.
- I worked on the Balanced Calendar schedule for 5 years. The mental health benefits for me as staff were immeasurable. I saw this benefit in other staff and students as well. Many families rely on this for their students' success in retention and mental health.
- I would prefer for the entire district to be on the balanced calendar schedule.
- I would actually prefer that the community switch entirely to

Balanced Calendar. However, I believe this is considered infeasible on various levels. Having only two schools in the community on a greatly different schedule is awful, regardless of whether that schedule is better or worse.

- I would be glad to have consistency for all schools across the district.
- I would have loved balanced calendar but when I would have had kids in elementary and middle they would have been on separate calendars which would have been difficult for scheduling. Keep balanced calendar if a MS and HS could work that way as well.
- I would have loved for my girls to go to our neighborhood school Kenwood but it was balanced calendar and it was full and wouldn't have worked with our schedule
- I would hope the idea of balanced calendars would be extended to middle school as a pilot program. Additionally the idea of uniforms at every level could potentially help to remove any negative stigmas for underserved and marginalized students.
- I would like the option for a balanced calendar, and my kids go to Dr. Howard. I think the full summer off is extremely challenging for both their learning and spending family time together during other parts of the year, while trying to accommodate the school calendar. We will stay at Dr. Howard regardless of Scenario 1 or Scenario 2.
- I would like to see all schools move to a balanced calendar
- I would need far more information on how the changes would help benefit students or begin to substantially address desegregation issues.
- I would prefer balanced calendar for my child. There should be more balanced calendar options instead of total removal. If additional schools switched to balanced then there could be a balanced calendar cluster option.
- I would support moving ALL schools to balanced calendar.
- I'd be in more support of balancing all schools.
- I'd like to know how those students are in class and test scores. Across the country the success of balanced calendar schools is touted so why eliminate something as an option if it is working? Why not propose expanding it to include Stratton or Garden Hill?
- I'm in favor of adding a balanced calendar middle school and high school, not removing this concept. I wish we were all on a balanced calendar.
- I'm not sure I support balanced calendar schools if there's not school of choice.
- I've worked at a balanced calendar school and it should be protected and even spread to more schools. It is a much better calendar for children.
- If a simple majority of parents vote to remove the balanced calendar, the school board should do so for the 2024-2025 school year AT THE EARLIEST. I am willing to bet some families have plans set for 2023 and into 2024. This will also give time for local facilities that provide care during balanced calendar off-weeks to adjust their expectations. I could also see a scenario where a balanced calendar school still exists as an opt-in option for families who prefer that.
- If all schools need to follow the same calendar (the arguments for which are somewhat questionable), then that should be the balanced calendar.
- If anything the district should be moving towards balanced calendar with all schools.
- If anything, all schools should be changed to balanced calendar. Lots of teachers and families will leave if it is taken away
- If Balanced Calendar needs to be removed to make the schools more diverse, then I support it.
- If balanced calendars exist, more schools should incorporate them. The programs in town do not recognize the balanced calendar and therefore involving your kids in the programs is more difficult to

schedule, ie after school programs (not Kids Plus).

- If children are forced to attend these schools based on regionality rather than choice, I don't think the "Balanced Calendar" can be kept.
- If families can no longer opt in/out of this option based on their personal schedules, It would be unfair to require families to adjust to this. There are child care issues to consider when students are off and parents or not.
- If forced to attend one of those schools due to this ordeal. I would like to not have a balanced schedule.
- If it is working for the families who choose this schedule, I believe having diversity in options is appropriate. I'm sure it is challenging when there are middle/grade/high schools with varying schedules and children placed in different schools.
- If moving to scenario 2, the removal seems required, so it seems like a "necessary evil" to achieve the goals. Balanced calendars can be a nice option for many families but it's not a common offering across school districts, so I don't think it would be a shame to remove it. That being said, my family wouldn't be affected and didn't want balanced calendar so my perspective doesn't matter much.
- If people want to be in that type of calendar, I think it is a wonderful option that unit 4 offers to families. How world class of Unit 4 to offer such an option for families!
- If students are struggling academically in your school's, why don't administrators take a pay cut and give the share back to the classrooms at the early levels. The other option could be, stop highering consultants and put that money back to the classroom at the early grades. Seriously, how much of our tax money has to go to a district who can't tell the difference between their ass and a hole in the the ground.
- If the current model of choice stays the same, then balanced calendar does not affect me. If it becomes part of my children's schedules, that does not work for our family. We have designed our work schedules and shifts so that we DO NOT have to pay for childcare.
- If the families who attend and teachers who work at those schools prefer the balanced calendar, then they should still be offered.
- If the school district forces families to new schools, removing our choice of school, we shouldn't be forced into one with a balanced calendar.
- If there hasn't been any complaints about the balance calendar from parents and students then do not change it. I recommend asking those parents how are their opinions about this change then based on the information gathered approve whether or not to apply this change. Students like structure.
- If there is no balance calendar for middle and high school, why have at elementary level?
- If we are going to be forced out of our current school we cannot also accommodate a balanced calendar that does not fit our job schedules. Let alone having multiple children going to different schools on different calendars. That would be a disaster and families WILL begin leaving the district.
- If you are going to force kids to move to different schools than all schools should be same schedule and the majority is a NON-balanced one and most parents are used to that.
- If you are going to have a balanced option, then it needs to go across the K-12 schools.
- If you move forward with either proposal, the balanced calendar schedules have to be removed, which is detrimental to the current students/their families utilizing this schedule.
- If you want buy-in from the parents and community, you need to demonstrate how this program will improve the education of the child/student. I never saw in the newspaper any information/links to studies showing that such a plan will improve education. It

looked like the main goal was to help integrate the community (a good goal), but parents and others want the main goal to be a better education. If you can sell that to me, I will change my opinion. Thank you.

- If you want to get creative, then do it at a private school.
- If you're serious about closing the opportunity gaps and eliminating crime, all K-8 schools should be moved to balanced calendar. Kids in school creates more structure and more achievement. There's plenty of research to back this assertion up.
- I'm new to the area. Thank goodness that I didn't need to learn this variation also.
- I'm not currently impacted by balance calendar, but I do not want to be in a balanced calendar unless the whole district and all grades go to it. One or the other, please. I have 4 kids from 13 to 4 years old and don't want any on different schedules.
- In my limited understanding of research regarding balanced as compared to traditional calendars, balanced calendars prevent the sometimes steep drop-off from the summer break. If the goal is to improve learning I am unclear why this is a good idea.
- In my opinion, it can be hard to juggle different school schedules if a family has students in elementary, middle, and high school.
- In the standard calendar, students loose too much progress in long summer vacations
- In this case the district seems to be pointing at data that says that balanced schedules do not improve student retention in comparison to the regular school year. The problem is that data from around the rest of the country and the world says that student retention is better with year-round schooling. If it isn't working in Unit 4, then it is probably because Unit 4 isn't doing it correctly or well. Instead of just cutting these programs, why not analyze how successful schools work with this model and try and emulate them?
- It didn't work for our family but others may like it.
- It does not impact me so I do not have a strong opinion.
- It doesn't affect my family directly, but I'm hearing from other parents they like it. If it works, why stop it?
- It effects the transportation of the other school s
- It fits our schedule and we love my kids going to the balanced calendar school Batkstall
- It has been observed and proven that a balanced calendar can improve a student's academic achievement. Combined with varying parent/guardian schedules and lack of summer months flexibility, students who need the year around structure and for those who have only known this schedule, again we are not putting the interest of our children first.
- It has its beauty but does not work well for my family.
- It is a good option for families who have build their family/work schedules around them. These are things that aren't easily changed.
- It is best practice for students and teachers to rejuvenate and recharge. Parents and students alike love this schedule. Fix the thing that is broken. Attract more workers with better pay in transportation.
- It is critical for many families work/life balance.
- It is not balanced it it confusion... not only for the children but for the children with unstable parents..we do not need an unstable school system too..What are you thinking?
- It is not for my family. I feel the families they have kids that go to a balanced calendar school should have more say in this change.
- It is proven through studies that balanced calendar schedules are better for kids' academic retention. You should provide more balanced calendar schedule schools, including middle and high school with the same schedule.
- It is so confusing that we have different school calendars.
- It is too confusing for it to be different.

- It is utterly shameful that it is recommended to get rid of the balance to calendar school – as it is better for children to be on a balanced calendar. What is best for the children should outweigh others convenience.
- It is wrong to spring this life changing schedule change on the Kenwood and Barkstall communities for next year. More time is needed to evaluate and collect feedback. Many parents with kids at these schools have already made life decisions specifically designed to manage the balanced calendar. It is unsupportive to make this change out of nowhere.
- It makes little sense in a college town where many people operate themselves on an academic calendar to have year-round "balanced calendar" options for elementary.
- It makes sense for consistency among other schools but I've heard there are benefits to year-round school.
- It makes sense that moving everyone to the same schedule would simplify things for families and the district.
- It may work for some families but would be a nightmare for other families, depending on work schedules and child care availability. Parents should be able to choose such a school rather than be assigned to one.
- It provides more choice and flexibility for those families. If it's not being fully used remove it. If people are using that service keep it.
- It provides parents with an option and goes along with science.
- It seems like evidence suggests balanced calendars are more helpful for kids, but I don't really know. If that is the case, it would seem it should be expanded.
- It seems like removing these balanced calendar schedules punishes families who are trying to literally balance their work and family lives. The families I know how choose these schools need this option so that they can have their children in school during their busy seasons of work and then enjoy time at home with their family when they have larger chunks of time. This proposition seems punitive to families who try to plan ahead. It seems like an attack on the affluent.
- It seems like the balanced Calendar has been beneficial to those who need it.
- It should be up to the teachers, administrators, and parents of students at those schools to dictate their calendar. If the reason for changing the balanced calendar to the standard calendar is because it makes it easier for the district to plan that is not a good reason to make the switch. It is because a balanced calendar doesn't support the student needs than that is a more acceptable reason for the change.
- It was a fantastic calendar for our family when our children were in elementary school. We chose the school based on their calendar. When both parents work, it was terrific.
- It was a great option for my family and I wasn't bothered by it
- It was a very great perk to find out my kids were going into a balance calendar schedule. There are so many benefits to spreading out academic teaching throughout the year with small breaks in order to avoid the large gap of no learning that the summer brings. I would rather have all schools be balanced calendar than remove it completely.
- It was the best option for my child and family. My child had the break we needed and the staff seemed to get the same sort of break needed too. My child seemed retain more as it seemed fresh having a shorter summer. Kids need the structure and also some time to relax. This is the only environment for this. Kids need this more than ever.
- It was very helpful to have balanced calendar when I worked full time as a single mom. Especially because after school programs and summer programs are very expensive and usual full before I even knew where to sign up. Now, I don't have the ability to work due to additional child care needs at home. But, the school closest

to our address doesn't offer balanced calendar. Looking forward to not having it for younger children.

- It would depend on the data and whether or not it shows if there is any benefit to a balanced calendar.
- It would help with overcrowding. All school would have the same start so all school should the same placements. Right now new students do not join balanced calendar as they are so much further ahead in the year.
- It would make logistics easier across the board and give more options to be flexible. I have no big issue with it, but since there isn't an option to continue it on through middle or high school it doesn't seem worth cost and complication.
- It's inconvenient most of the time especially with childcare.
- It's nice for families to have options for their calendar but I understand that it shortens the timeline on an already complex school of choice system
- It's not clear which schools have this nor the exact implications.
- It's amazing for teacher and student self care! So many benefits such as attention, retaining information, spreading much needed breaks throughout the school year, and school culture. I STRONGLY ENCOURAGE THE DISTRICT TO ADD MORE BALANCED CALENDAR SCHOOLS - NOT LESS!!!
- Its amazing kids have a shorter summer so they forget less and they get breaks so they dont butn out. My kids love it.
- It's fine for some people probably, no real preference.
- It's hard for parents to find a place that provides full day care because the balanced calendar breaks do not all align with the regular calendar
- it's not very "equitable" to discuss this while not all staff, students, and families are on break for balanced calendar. The board is apposed to be all about equity. If you look at the test results you'll see balance calendar have better results. Maybe all SCHOOL NEED

TO BE BALANCED CALENDAR. Did you ever think of that. The school board is a disgrace. Your only thinking of what will make you look good.. Your so worried about doing equality. You need to re think all of this. Quit hiring someone to come in and tell you what to do. You should know . Oh, yes you don't have a clue of what's going on. You say you've been to the schools. We'll just being there for a few minutes doesn't do a thing. You need to see what really goes on. You all NEED TO SUPPORT THE TEACHERS!! and think of all the families your going to affect.

- It's what works for some students and staff. Why get rid of it?
- I've never liked this model which is why I put them last on our school of choice
- je ne soutiens pas
- Just get rid of balanced and see if that helps the problem first!
- Keep children on the same schedule they are on based on families accommodating their schedules and lives to their students
- Keep it simple! Stop complicating everything. Kids need consistency and supportive environment to maximize learning.
- Keep this - why change now are you kidding me! What a mess.
- Kenwood already has a diverse racial and economic student body
- Kenwood has been the leader for 27 years of balanced schedule. They have always remained at 55% or higher in the SES population. Currently they are, according to the district at 57% SES. The district says to be full at Kenwood they would be at 426 students. That 426 count is with 2 additional classes. 2 and 3 grade levels are still working on phasing out the gifted program. (Even though the principal asked to have a 3rd, 2nd and 3rd, 3rd grade) which would help close the achievement gap, but who cares about that after covid?!! The numbers are skewed according the numbers shared. So why am I saying anything about all of this? It's because important to realize that KW does get a majority of the families to respond and register every year. And since we are over half SES,

there is no reason to change this special school. The balanced calendar works great for the families. They have loved it there. Some students thrive on this schedule because of health issues. Giving breaks to many families throughout the year has huge advantages. It also provides intersession. If anything, we should have a middle school be balanced, that how much it is loved by teachers and families. It is a special little gem of champaign. Please do not change this gem! If it really is all about the kids , this schedule is key to what these kids need at Kenwood! And please don't blame the registration at Kenwood for lacking on our SES families. They will fight you for this, because they do get their kids registered. Thank you for seeing the passion at Kenwood. Perhaps Kenwood would be a good place to start looking at why our model has worked for 27 years. Ty

- Kid was a product of balanced calendars think with the breaks and short summer helped kid maintain and exceed his learning. Lack of lost time
- Kids should be learning all year
- Kids with learning issues need schedules with shorter breaks between instruction cycles. Balanced calendars afforded them that opportunity.
- Leave as is!
- Less learning loss for balanced calendar.
- Let people decide what is best for their families-there are ways to improve the system without throwing it out. Ask the consultant about that. I reject both of these strongly. It's a no from me. The beauty of this community is its diversity. It is in the fact that our shoelaces are tied together. We are a better Champaign because of our schools. We are not Bloomington Normal, Peoria or Springfield. Ask the demographer about that.
- Let's support invisible minorities whose holidays are supported best by the balanced calendar. Balanced Calendar also allows families to vacation or travel abroad at times that are less busy.

- Love having those options
- Make Cooperative Strategies provide references from other school districts that have implemented similar plans. Provide school district names, when the plans started, have they been measured on the outcomes? Did the plans work and for how long have the plans been in place. I don't believe that economic status of individual students and their classmates will have any effect on their academic progress. Why have certain schools in poor economic regions actually preformed quite well academically? Why not improve our schools that are not preforming rather than blowing up the current program? Why is saving on busing costs such a big issue for Unit 4? And why is that such importance?
- Make the entire district "Balanced Calendar"
- Make them all balanced calendar. Prioritize learning ahead of sports.
- Many families and teachers depend on balanced calendars, and if they are going to go away, we are going to have a tremendous exodus out of the district. This exodus is already occurring in many ways, but if these plans are executed they will exacerbate it.
- Many families chose this option for a reason that works for them. Is the district trying to be even more inequitable by taking this option away?
- Many families depend on and love the Balanced Calendar approach for their children's education. Removing this schedule for 2 entire schools and forcing students and families to adjust to new calendars, new schools, new teacher, and new classmates would be a tragic mistake.
- Many families picked those schools because of the calendars, so it seems rude and tone deaf to remove a feature of why the schools are chosen.
- Many families prefer a balanced calendar for their children. They feel strongly that a balanced calendar supports their chip's academic success. I feel it is wrong to just eliminate this with no

direct input for families involved

- Many in depth studies have shown and proved that year-round schools assist in and promote information retention going from one grade to the next. As well as promotes the ability for students to transition from one grade to the next with more ease.
- Many of our families rely upon the balanced calendar as their children require the consistency and shorter breaks so as to lessen the possibility for regression in skills when there is an extended summer break. This is especially true for our students that struggle academically or receive special education services.
- Many Parents need to have Balanced Calendar, for numerous economical and education needs. Not all Children can learn with the loss of three months, and others children have experiences during the summer months--every family is different and have different circumstances. Spending the kind of money on these "Studies" are a waste of Tax Payers dollars, when what we need to focus on is family circumstances, creating this social and educational circumstances...many Fathers do not believe in educating their children...many families as well--that children need to work and make a living, not be educated and make a better living...these family ideologies, need to be re-evaluated...many people do not want to even acknowledge health and well being--that is where our educational tax money need to be focused on--- and siblings...my gosh, i will repeat this over and over, sibling relationships are completely ignored...in this sham of problem solving!
- Many students and families need the balance calendar.
- Many teachers feel that children lose less math skills with the Balanced Calendar. The traditional summer is a time to lose what they learn. Also, children seem to retain their reading skills on the Bslnced Calendar.
- Maybe consideration for a balanced calendar should be given for all schools. Will this help with the achievement gap?
- Most students and parents and teachers working the balanced schedule are already accustomed to doing such. This will impact the way they are able to go about their lives.
- My 2 kids went to Kenwood and we LOVED the balanced calendar school. It gives the kids breaks during the school year to recharge and then the shorter summer break helps them maintain more information. I always wanted a middle school and a high school on the balanced calendar school year too. Plus you are not limited to taking a vacation during the busy summer months.
- My child and my family are best served by balanced schedule. This makes it easier to supplement his education with things like trip to children's museums when they're not packed. Furthermore he has learning disabilities that are best served via balanced schedule
- My child attended Kenwood for a couple years and I loved the school, but the balanced calendar doesn't work for everyone, and it didn't work for our family. There isn't enough support for childcare during the extended winter break with balanced calendar.
- My child attends Kenwood and my family really enjoys the Balanced Calendar schedule. I would be sad to lose it for my family. If removing this will credibly help with resolving the achievement gap in our community then I have no objection to removing it, however I have not been convinced that Balanced Calendar is contributory to that problem so I don't understand why its removal is part of this discussion.
- My child does not attend a balanced schedule school, but I know of families that have come to rely on this schedule.
- My child does not attend balanced calendar school but several friends and colleagues have kids in them, and they like the schedule.
- My child doesn't attend a balanced calendar school, but I assume the parents and guardians who chose them did so for a good reason.
- My child goes to a balanced calendar school. I neither like or dislike

it. Summers are shorter which is hard when some of her friends are still on break, but she gets to enjoy longer breaks throughout the year.

- My child goes to Barkstall because they have a balance calendar. The schedule works better for our family. I've also seen that my children retain much more with only a 6 week summer. My oldest son went to Dr Howard and had a really hard time learning and retaining what he had learned the past school year. He need more outside help then the school could provide.
- My child has never attended a balanced calendar school so I don't feel that I have an opinion however I would not want my child to attend a balanced calendar school due to the fact that both my husband and I are teachers working in a traditional school calendar year.
- My child is not in a balanced calendar school, but the reasoning is the same. Families have planned their lives and work with this schedule expectation. Those that have been able to hang on to their jobs the past few years do not need another hurdle at this moment to overcome. Please wait before making such impactful changes so parents can make school decisions with more advanced knowledge.
- My children attended balanced calendar schools and it provided a wonderful balance of breaks and school time for the year. I had only wished one of the middle schools and high schools also had a balanced calendar to continue through graduation.
- My children both attended Kenwood (currently in middle school) and we LOVED the balanced calendar!! The mental health benefits for students and teachers on the balanced calendar are phenomenal. It makes me sad to hear this recommendation—balanced calendar worked so well for my kids that they BOTH have stated they wish there was a middle school and high school on that schedule. If anything, I wish the district would consider extending the balanced calendar to more schools! It always provided my children with the opportunity to re-charge just as they were starting to feel burned out. And at the end of the three week breaks they were eager to get back to school and see everyone. It really did wonders for their engagement.
- My children did not have a balanced calendar but the parents I spoke with whose kids did, seemed very happy with it. I see no need in removing it.
- My children go to a regular calendar school and we did not want barkstall because it was on balanced calendar. We would have been more open to barkstall if it were on regular calendar.
- My children have never attended a balanced calendar school, so I do not have a personal experience with it. However, I do have many colleagues and friends who love the balanced calendar schedule.
- My children loved the balanced calendar.
- My children will be displaced from a dual language school that has been building their knowledge of a second language and culture since kindergarten. The program was designed to have students start early and build through their elementary school years.
- My daughter attending IPA is very important to her. Bilingual classes help her in her career steps.
- My family loves the balanced calendar. It keeps students learning year round, with smaller breaks. That allows students to retain what they learned better than they could through the longer summer breaks. It also gives students a good balance between learning time and breaks, reducing burn out.
- My friends and family love the balanced calendar.
- My grandkids have been at Barkstall balanced school and have had a positive experience
- My husband and I attended Kenwood and the balanced calendar was ideal for our family's situations and work schedules. As someone working in education now, I can see the extreme value in having this option for students, especially from lower SES backgrounds, because of the ability for students to retain what they

have learned from year to year. I can see why it is not feasible for a lot of students once they get to middle and high school with sports over the summer, but at an elementary age it was perfect. I do not know a single person or family that attended a balanced calendar school that did not like it. It seems to be something that once you've attended or worked there, you understand it. If you never attended or worked there, it's harder to understand the impact it has.

- My kid is not in a balanced calendar, but it is frustrating that Unit 4 can't get on the same page with Urbana/Mahomet and have calendars that mirror each other. And having "wednesday off" for admin days needs to get out of here
- my kids are at south side and we love it there! So this wouldn't affect me, but the parents that I know that have kids at Kenwood and Barkstall LOVE the balanced calendar. Some because it works better for their neurodivergent children or simply they prefer it for their family.
- My older boys attended Westview normal calendar and at that time I was one sided and all for that calendar. But now having my youngest at Barkstall and seeing the difference in his learning and that the smaller breaks in his school year it just makes more sense. He retains what he's learned and after 3 weeks he's ready to return to school. With the normal calendar my older boys forgot what they learned and needed to reteach the stuff and they also got bored during the summer and was happy with the long summer break but at times were ready to go back. I just think after having the balanced calendar for 1-2 grade it's very beneficial for school kids. I think middle and high school should also be balanced not only for the students but for our teachers so they can have little breaks as well. I know that my son loves it and I know he doesn't forget what he's been taught. So I am not for removing the balanced calendar and think this is a terrible idea as well. Think of our students on both of these things that the district is looking into. These changes aren't a good idea. If anything make all of our schools year round.

- My oldest attended St. Matthew for kindergarten and first grade. We transferred to the public schools because her classroom did not reflect the diversity that Champaign has, and we wanted her to have that experience. She attended Barkstall for the remainder of her elementary years, and her brother attended school there for all of his years. We love the year-round calendar as well as the uniforms. But more importantly, numerous studies have shown that year-round school leads to better retention rates. If the district has to choose one model, I'd personally prefer a year-round platform for all of the elementary schools and middle schools. Then, students who tend to fall behind could have programs set up for them during the breaks to help with retention/building skills while having intersession breaks from a traditional day.
- My oldest kid will be going to middle school with regular calendar, while my two youngest kids will go to "Balanced Calendar" schedule. Also, my wife is a unit 4 elementary school teacher at IPA, which has a regular calendar schedule. It is very painful logistically when one part of the family goes by the "regular calendar" while the other part of the family goes by the "balanced calendar". Finding a babysitter is very hard, but more importantly, expensive.
- My son benefits from the balanced calendar by retaining more information and keeping routines.
- My Son Loves going to ipa to take him out of his schooling environment could do him more harm than good!!!!
- My son went to Kenwood and the balanced calendar schedule really helped him. He had some reading disability so it was better for him to not have that huge summer break. It helped him to retain more. I really believe that having the balance calendar is a great choice.
- My stepdaughter's mother lives over 10 hours away and the balanced calendar enables her to spend time with her mother in reasonable chunks. It was a huge component of our custody agreement which just cost my family \$10,000 (and I imagine the

court costs were similarly high for her mother as well). This would put us back in court which is an enormous burden both financially and emotionally. And I can't more clearly state this: We could lose custody of our child. Either way a decision would go would have a terrible impact on both my stepdaughter and her non-custodial parent. If anything, all of the local schools should go to a truly balanced calendar rather than insisting on a seriously antiquated notion of a "school year". This, along with low-cost childcare and enrichment opportunities during school breaks would go a long way to supporting working families in this community. I paid over \$1,500 for the most inexpensive summer camp I could find for alternate weeks last summer. That's for 2 kids. This is why so many of our community's children are left without adequate supervision and is a major factor in child abuse and neglect. I say this as a person with an MSW.

- My understanding is that balanced / year around schools can help prevent "summer slide" - loss due to lack of regular practice / support. Would it be possible to have more balanced calendar school and that be 1 of the clusters in scenario 2? Is the sense that families w/ lower SES won't choose those? Could these be more incentivized?
- My wife and I agree that the balanced calendar is an asset to the community. It is something that makes unit 4 special and unique. Many studies show how effective a balanced calendar is in helping kids retain information and also for a mental health/rejuvenation balance in their lives. The balanced calendar also helps teachers, administrators, and staff have a better work/life balance. This is an asset to the community and MORE schools should switch to balanced calendar.
- My youngest son has autism, the calendar being balanced has helped him so much since we moved into the district. The breaks are really good for him he doesn't get so overwhelmed.
- N/A
- N/A

- n/a
- N/a
- N/A
- N/A
- N/A
- N/A, my son's school doesnot have balanced calendar
- NA
- Need a new school board!
- never liked balanced calendar but I don't have a child there so don't really care. You can find evidence on both sides supporting if it really helps a child or not.
- No
- No comments.
- No evidence presented that balanced calendars hurt student achievement levels
- No opinion
- No opinion
- no opinion
- No opinion
- No opinion
- No opinion as an non balanced calendar family
- No opinion; hoping that those families are asked about this
- No reason to discontinue just because you want to change boundaries. Students/parents and staff both like this calendar. Choice of calendar for parents should be available.
- No strong opinion.
- No way! This is a joke. Many parents rely on this schedule.

- None
- None
- None.
- Not a parent to a balanced calendar student so I don't have a strong opinion here.
- Numerous studies show the benefits of balanced calendar from a retention and educational perspective. Please don't take this option away.
- Offer balanced calendar at middle/high school level
- One child currently attends a balanced calendar.. no preference either way. It does make childcare difficult during breaks, but do understand it might provide a better educational environment.
- One of the reasons we chose Kenwood Elementary is because of the balanced calendar. The research has shown the children lose some of what was taught in their prior year over the summer. Having a balance calendar smooths out some of that dip. Please keep the balanced calendar.
- Originally the balance calendar was supposed to be only a trial program and other schools would be added a later date, but this did not happen. We now have air conditioning so that is no longer an excuse for not following the plan and not bringing the balanced calendar to everybody.
- Other districts that utilize balanced calendars have intersession for students to catch up if we are behind. Unit 4 does not do this during intersession.
- Our child currently attends Kenwood which utilizes the balanced calendar. This type of calendar has worked well for him and our family. The balanced break schedule has allowed him to recharge periodically and come back to school ready and eager to learn.
- Our family is in the public school system in large part due to the balanced calendar option. We have planned years ahead based on the calendar. Eliminating it would significantly increase our childcare cost and be a financial burden on our family.
- Our family is not affiliated with these schools, so I have no opinion on the balanced calendar.
- Our grandchildren do not attend either school.
- Our kids have gone to Barkstall for the past 5 years and we love the balanced calendar. I was hoping to send my son in two years.
- Our kids love the balanced calendar and love Barkstall
- Our proximity placement is Barkstall. I work in education and the main perk of that is having summers off with your kids. Because Barkstall is balanced calendar (but nearly no other schools locally do this), we had to opt not to attend. We would have selected it had it been a regular calendar school.
- Pandemic was disaster enough. Don't make things worse.
- Para sera honesta, no se. Hay muchas ventajas en que los estudiantes no de les olviden todo lo que aprendieron. Si estoy interesada de mandar mi hijo a la escuela de Barkstall si tiene ese tipo de Calendario pero tambien si esta en un calendario como los otros escuelas.
- Parents and children have built their life around it. Teachers will be affected.
- Parents choose to send their children to a balanced calendar school. These parents need to be listened to as to why a balanced calendar is chosen.
- Parents chose those schools and their calendars for their lifestyle and it has been an integral component to their families operational needs
- Parents who have chosen this option have their lives/work planned around this calendar.
- People in those two school really love the balanced calendar. There is no good reason to pull the rug under their feet.

- People made the choice because it is best for their family. In fact balanced calendar schools provide shorter breaks and less learning loss. A step backwards.
- Perhaps if Unit 4 and the community figured out scheduling, transportation and PARENTAL buy-in, all children, families, teachers, schools would benefit from the balanced calendar model. My older daughter was one on two in 1998 who did not get into either our first or second “choice” — and our street went straight into the front door of Bottenfield. We went to all the meetings and did all the “things” right, but it was ridiculous. School of choice really meant nothing to us and almost resulted in our daughter going to school farther from home. I feel for those parents with little ones. And I wish better things were happening in homes as well.
- Personally I am neutral but I know many people in my community that would be very sad if the balanced calendar is eliminated, and for no good reason.
- Please also remove the uniform requirement.
- Please do not do Cluster One.
- PLEASE do not move current students. Kids have been very disrupted in the last few years & it would be wrong to pile on. If busing costs are the issue, change busing eligibility rules (eg don't bus across town except to designated school).
- Please do not remove the balanced calendar
- Please see what Peoria, IL did with switching their entire district to Balanced Calendar. They have a more diverse student population than Champaign and larger lower income student population and switched the whole district to balanced calendar this year. One of the main reasons the district sighted was student mental health after the pandemic and giving the students short breaks during the year. I don't understand why one district 1.5 hours away would do the exact opposite of what a much more diverse district has implemented. The teachers are also liking the calendar change after initially resisting it in Peoria. I really hope you take into consideration not getting rid of balanced calendar it is great for so many families currently at Barkstall and I have to imagine it helps with teacher burn out. Thank you.
- Rather than abolishing the balanced calendar, it should be implemented across the board, as at least one prominent educator has argued: <https://news.illinois.edu/view/6367/198865> I realize you are only interested in diversity, but educational goals are still paramount.
- Rather than doing away with the balanced calendar, I think the number of schools using it should be increased. Middle and high schools as well. Too much learning is lost in the summers.
- Really?
- Remove the one thing that helps improve test scores? Do not agree.
- Removing an option that some families see as a necessity because of work during the summer is not acceptable.
- Removing balanced calendar only makes Barkstall more attractive. Also since Unit 4 has not used the balanced calendar concept, as designed—to improve achievement—it is now simply a scheduling function, so it doesn't really matter.
- Removing balanced calendar schedules does not solve a problem. There is no problem directly related to those schools having a balanced calendar. This is an example of fixing something that is not broken and further disrupting the established routines of a school will invariably have detrimental effects on the educational experiences of the children attending there.
- Removing the balance calendar would help in reducing the bus service cost. Using that money in far better places.
- Removing the balanced calendar from Barkstall and Kenwood would be a huge mistake, and result in a lot of strife for parents and Unit 4 staff. If anything, more schools should move to this calendar, to reduce the “unlearning” that occurs over a long

summer break.

- Removing the balanced calendar option makes sense, but please provide more time. Many families have already made plans for the next year, making assumptions about the calendar. Like my concerns in the previous question -- I would be in support if you moved more slowly. This is too fast, and people's lives are impacted negatively.
- Removing the balanced calendar option would be a real blow to so many that find this option to be successful for their children. It seems so successful that I am shocked there isn't an option that adds another balanced calendar elementary and middle school option to the current two elementary schools. For those in this situation currently we can tell you that the longer breaks in fall and spring help with burn out and morale. It would be very devastating to lose this option.
- Removing the option to have a year long school does not improve student achievement. Many families love this schedule and it is imperative to have multiple options of learning within a community.
- Research has shown that balanced calendar schedules benefit children because much learning is lost in the longer summer break. There should be more year-round schooling going on -- not less.
- Research has shown that students and staff do better in year-round or balanced calendar schools. Rather than abandoning this schedule, making the entire district on a balanced calendar schedule may help create the improvements that Unit 4 is seeking.
- Research has supported the effect balanced calendar has had on student learning. As a teacher, I have witnessed over half of our students come back to school after each intersession revitalized and ready to learn ! Continue to give parents and staff the option, certainly it's an option that parents have supported by enrolling their students .
- Research shows a balanced calendar education is beneficial to students.
- Research shows that balanced calendar is actually way more beneficial to education. I stand with the families & teachers that have chosen that option and have built their lives around it.
- Research supports the benefits of balanced calendar to combat learning loss. Families and staff appreciate the option and benefits.
- Roll out to incoming kindergarteners. Starting something now would be incredibly traumatic.
- School of choice and the balanced calendar are the final two pieces of the consent decree that has been strategically dismantled bit by bit. The balanced calendar helps children to retain the information better from year to year. Champaign Schools are not doing well enough overall to cut educational programs that have been successful. Your plan is appalling. It will negatively impact African American children.
- Schools should all be on a regular calendar. Plus it would open up my options for students to attend those schools without the hassle of the 3 week or so breaks.
- Since it is not continued into the upper grades, I don't see the point, especially for families with multiples children
- Some families find the balanced calendar fits their needs better than the regular calendar. I think it's nice for families to have the choice.
- Some families have built their life around that schedule or picked it because it works for them and it was an option and I don't think it's fair that they would have change everything.
- Some families likely rely on the balanced schedule; children who have been going to those schools have become accustomed to the setup; seems pretty brutal to remove that.
- Some families may need a balanced calendar schedule to suit their lives, parents work schedules, etc. Not sure how taking away this option would benefit anyone.

- Some families may prefer that model and should have that choice.
- Some families really like the balanced calendar schedule and I like the idea of leaving it as an option. However, families should still then have a say in whether they attend this school as this calendar is not a good fit for all families.
- Some parents like having this option.
- Some people like that schedule
- Some students NEED a more regulated year, that the balanced calendar schedule provides. Has there been ANY discussion with the families currently at the balanced calendar schools about their feelings...my guess is no b/c the district doesn't care about the impact on families or students.
- Stop grooming kids, you pedos
- Studies have consistently supported a balanced calendar as beneficial to students. This works for so many families and staff. Why is this even included? It does not bridge the racial gap. It is a draw for many teachers and considering our districts struggle to keep teachers, now seems like a terrible time to lose this option.
- Studies have shown students perform better when they engage in a balanced calendar year round. By doing this, we reduce summer learning loss and increase positive engagement with at risk youth. We also benefit special education students, like my own, who struggle with transitions and benefit from short and frequent breaks to decompress throughout the year. If late registration is the concern, certainly there are other modifications that can be made to mitigate this issue.
- Studies show that summer reading loss is greatly decreased in a balanced calendar. We have seen a vast improvement in reading and math comprehension with less time off in the summer. I understand that this calendar does not fit everyone's lifestyle, but removing it will be a disservice to the students and families that chose the year-round option.
- Summer childcare is already difficult if not impossible to find. We moved to the area this summer and by the time we arrived, all the summer camps were full. I ended up having to pay for care that was not affordable in order to be hired for a new position. Removing the balanced calendar schools will cause an even greater care shortage
- Support removing the balanced calendar. Too difficult for working parents to find child care in October.
- Switch all schools to balanced calendar instead.
- Takes away a choice away from families who this works for.
- Talk to parents who go there.
- Teachers and families both seem to love balanced calendar. Why not have the whole district go to balanced calendar if you must make a consistent change?
- Teachers and families who operate on the balanced calendar note its many benefits. I do not feel the BOE has any evidence their hasty upheaval will be in any way more beneficial than the current balanced calendar model.
- That was the best part about Barkstall. I think for some families and learners this is a really important part of helping them thrive in school.
- The "summer slide" is better prevented with a balanced calendar. Rather than removing it, why are we not moving toward all schools doing this? Research shows it's better for learning!
- The agrarian model should have been changed decades ago. If anything we should be moving toward balance calendar year.
- The Balance Calendar is balance therefore allot and far better for the working families that can not afford the current long term summer vacations, therefore leaving their children with allot of isolation. Summer Learning Lost is directly linked to the current antiquated, obsolete AGRARIAN calendar.

- The balanced calendar does not allow students to hold the “thread” of the educational year in which they are attempting to learn. The breaks in the balanced calendar are disruptive and undermine the educational experience for the students.
- The balanced calendar doesn’t affect my family, but I do see its merit.
- The balanced calendar gives much needed breaks to kids throughout the school year. I believe all schools would benefit from this.
- The balanced calendar has been very beneficial for my children and family. This is the main reason our children attend Unit 4 elementary schools. We will pull our elementary student if this changes.
- The balanced calendar has led to better material retention and a greater sense of academic continuity for my son.
- The balanced calendar is a great option and we've loved it. Instead of looking to get rid of it, it should be looked to for expanding it, and not just at the elementary school level but all the way through middle and high school. It makes much more sense in today's world.
- The balanced calendar is a great thing! It has many advantages and is truly the best way to educate children. The long summer break leads to an enormous loss of knowledge during the time off. I currently have one child in each type of schedule and the balanced is hands down better. Retention and motivation are high and skill degradation is much less with the balanced calendar. I STRONGLY believe that ALL unit 4 should change to the balanced calendar and embrace what is already a good option! Please as a school board DO NOT make the changes that you have put out to the public. Just because a consulting firm makes recommendations it does not mean that any are viable options.
- The balanced calendar is an amazing option and research shows it is better for the kids. I love this unique option in our district and it’s a huge perk to having my kids at Kenwood. I think it would be awesome if more schools in the district had this calendar. Also we already put a down payment and started saving and planning for a vacation for next Fall break not expecting any of this to change. I’m wondering if other families might be in similar boats.
- The balanced calendar is an asset to the community. It is something that makes unit 4 special and unique. Many studies show how effective a balanced calendar is in helping kids retain information and also for a mental health/rejuvenation balance in their lives. The balanced calendar also helps teachers, admin and staff have a better work/life balance. This is an asset to the community and MORE schools should switch to balanced calendar.
- The balanced calendar is helpful to working parents and helps students retain knowledge over the summer.
- The balanced calendar is nice but I find it hard when its only 2 elementary schools rather than a set of schools that feed into a middle school with the same calendar. We are currently at a balanced calendar school and we like it but we are unsure how it will go when we will have 3 years of kids on 2 different schedules. So I am unsure of how to respond. We have seen more gains on MAP testing than we have in loss which I think a balanced calendar contributes to
- The balanced calendar is something I rave about to everyone. There are so many studies that support children lose so much of what they learn when they are out for 12 weeks at summertime and I can see how well my child does with only being out for 6 weeks. Can we switch everyone to balanced calendars? Other places that have children out for short summers have stronger test scores.
- The Balanced Calendar is unique to the area and a draw to Unit 4. It is a positive option for some families to have!
- The balanced calendar means students are learning more consistently throughout the year.
- The balanced calendar offers so much flexibility for my family. It

also provides my child with more frequent breaks from school which I feel is important to his mental health

- The balanced calendar only helped students whose parents didn't read to them at home
- The balanced calendar option fits the schedule of many families in the community.
- The balanced calendar schedule doesn't work for our family and we'd be very frustrated if assigned to a balanced calendar school. However, i think there are many educational benefits for families that it does work for.
- The balanced calendar schedule has been more beneficial for our family and our learner's abilities. The shorter summer and longer breaks throughout the year help with learning loss. As a longtime parent of Unit 4, I have been so disappointed in how things have been handled in recent years. It seems like teachers and parents and given the last opportunity to provide input in these schemes. There is no buy in from the people who these changes impact because the board refuses to consult parents and teachers before their mind is made up. It's so disappointing.
- The balanced calendar schedule is not supported by the community. Working parents do not have options for childcare through the park district or other organizations during the long fall and spring intersessions. Also, it doesn't seem fair to require uniforms at only 2 schools. Policies should be the same across district schools. Uniforms are an added burden on parents who must purchase additional clothing constantly.
- The balanced calendar schedule should be adopted at all other buildings, not discontinued. There are many studies that show balanced calendar or year round school is beneficial especially for disadvantaged students who may "lose" more knowledge over a large summer than their peers. If unit 4 wants to close the achievement gap then they should be adopting the balanced calendar not discontinuing it.
- The balanced calendar schools offer a great option for many families that have structured their lives around this schedule for years.
- The balanced calendar schools serve families who need that option for their work schedules.
- The balanced calendar seems like a good choice for some families but I don't think we would choose that over the regular calendar. I can't say that I disagree with removing the balanced calendar from those schools because that does not affect us and should be left up to those families
- The balanced calendar should stay if it helps diversity goals- keeps the university calendar people focused on other options
- The balanced calendar simply doesn't make sense for working families if you have children in other levels of education.
- The balanced calendar works well and is a good option for families. To be honest, what needs more support is our after school programs - very much lacking.
- The balanced calendar year cuts into summer vacation time and dictates when families are able to take their whole family on vacation. If for some reason a sibling is assigned to a balanced calendar school and a sibling or step sibling is assigned to a regular calendar school this makes planning increasingly difficult for not only summer but year round schedules for parents.
- The balanced calendars did not work for our schedules but it was nice to have that option if we wanted it when choosing our school. However, if the schools are assigned based on a geographic location, not by choice, then parents may be forced into a balanced calendar that doesn't work for them. That, I don't like.
- The balanced schedule does not work for our family, but I understand that other families highly favor it.
- The children are ready to come back to school in July and have not forgotten as much. Also the two week break allows time for

remediation before adding more instruction.

- The district never committed to this model. Not having a balanced calendar middle/high school option makes this less ideal for families with multiple children.
- The district should adopt this calendar at all buildings.
- The entire school district should be on the balanced calendar. Significant learning is lost during the summer. Longer breaks during the year allow for regrouping. The reason our family never utilized the balanced calendar in elementary is because there were not options at the middle or high school level.
- The family challenges of having students on multiple school calendars (because not all are in elementary school) are not outweighed by any academic advantages to the balanced calendar.
- The idea that, down the road, my kids could be on differing school calendars is why I didn't like those schools.
- The incredible benefits of "Balanced Calendar" for student learning retention are great.
- The lack of resources has created a need for all elementary schools to be on the same calendar. It is time to unify.
- The main reason we were at Barkstall and then we picked Kenwood for our kids is the Balanced calendar. Deeply upsetting to see the potential of it going away. It is great for kids and teachers as well to get frequent breaks. Please see research behind balanced calendars. We LOVE it.
- The only concern would be the BUS availability
- The return to school after the 6-week summer gives our children the opportunity to engage earlier in academics with less concern of loss of retention and routine. Additionally, kids with the opportunity to return to school have social services sooner and year-round (food programs, rehab/therapy services, social workers, special Ed, ESL). Balanced calendar offers opportunity for children to engage in a timely framework.
- The same
- The school district has been a mess and the way that they handle situations at the school's 3 strikes her out after you get a fight or things like that they should be dismissed ASAP and also the there's no structure anymore there's no structure from the administration the the starting times are the same as the high schools and Jefferson middle school I don't know if you've ever or any administrators ever been out to see this but it's the same time as centennial it's a log jam I mean get off your butt and get out of your 5 different buildings that we pay for and do something about it. It's common sense but nobody wants to get out of their office that early in the morning and go look at this traffic I mean it's common sense
- The school district should be all on the same schedule/calendar.
- The school needs to be on the same schedule
- The students keep gains. Students and Teachers are happier and more resilient.
- The students who attend these schools thrive on this schedule.
- The whole reason why we go to Kenwood is because of the balanced calendar. Kids are ready to go back to school by July 4th and so are the parents. You also get more time during the school year to plan for vacations.
- The year round calender has worked out great for my kids. Going back in July was perfect because they were bored and itching to get back into routine. The three week breaks give a short time of refresh and a needed mental break.
- There are documented studies that show balanced calendars help with learning retention.
- There are educational benefits to balanced calendars. Why not move all schools to a quasi balanced approach?
- There are many families across the SES spectrum that prefer the balanced calendar, and the balanced calendar structure is

documented as having educational advantages. Why not consider adding a third balanced calendar school to your option 2, meaning that each cluster has a balanced calendar option?

- There are many families who struggle to find childcare during the intersession breaks even with Kids Plus and the park district. It can be difficult for parents who have kids at middle or high school level who have a different school schedule than their elementary age student. I also don't see how it improves student achievement and learning when they don't offer any intersession learning opportunities.
- There are probably parents who prefer the balanced calendar and I don't see why we would take the option from the parents.
- There are pros and cons
- There are proven benefits to balanced calendars and I like having those as an option for our community. I suppose the proposed scenarios might eliminate that option for many though, in which case I suppose I'd have no opinion on their removal.
- There is a large body of conclusive research that supports year-round schooling. I would urge Unit 4 to either create one additional balanced calendar school so there is one in each cluster, or to transform the entire district to balanced calendar. Doing so would be a drastic move, but the intersessions would allow for quarterly remediation and acceleration instead of only offering one 5 week summer school. If our priorities are truly equitable and we desire to increase student achievement and close opportunity gaps, moving more schools to a year round schedule paired with moving students has the potential to have a much more positive impact on our students and staff.
- There is a severe teacher shortage. Why are you trying to upset the staff at those schools?
- There is ample data supporting the benefits of balanced calendar, particularly related to reducing summer learning loss by the Black and Brown students the district says it wants to help.
- There is good research to support Balanced Calendar instruction and I'm sure many families and teachers will be disappointed at this choice. In addition to the above concerns, I feel the district should be sharing their plans for changes to middle school placement and high school boundaries at this time as well as these are no doubt in formation.
- There is much research that supports the learning and retention tied to a more balanced calendar. I think having all schools on a balanced schedule would be much more effective and help academically and socially.
- There needs to be a balanced schedule option if there is a cluster in all clusters.
- There should be a year-round option. But equity is the highest priority, and if we need to remove this option to optimize equity, I understand making that change.
- There should be an option for balanced calendar for families who want it.
- There should be more, not fewer balanced calendars. It is truly the best balance of in school time and out of school time. I wish there was a middle school with a balanced calendar. Having the different option can also help parents spread out the costs of child care. Clustering it all in the summer is cost prohibitive. The fall and spring breaks have Kids Plus which a more affordable option than summer camp.
- There was a reason balanced calendar was made a part of unit 4. Families chose this.
- There was an article just released from the U of I by Corolyn Shields providing research on the success and need of balanced calendar schools. Here is just a tiny piece of her article "Students loose less learning by attending a balanced calendar school. There is considerable evidence that, overall, summer learning loss equals about one month of instruction. This is more pronounced for math than for reading, greater in the higher grades than in lower ones,

and much more significant for children from less advantaged families. So a balanced calendar has the potential to improve and equalize academic achievement. A reduction in summer learning loss means less review time and thus more instructional time for all children. Research has found that children from poorer communities attending modified-calendar schools outperform their counterparts in traditional-calendar schools. In schools where supplemental instruction is offered during some of the vacation periods, it can prevent the least-advantaged students from falling farther behind academically. That's why I am interested in balanced calendars - because of their potential to enhance equity and social justice." I recommend EVERY board member take time to read the entire article AND actually research about the balanced calendar BEFORE making decisions that will continue to hold our students back. Balanced calendar has been very successful in the district. Listen to what the elementary teachers are saying about student need. You are not in the classroom, none of you are even visible in buildings. How do you even actually know what students truly need when you're not there to witness what is happening every day?

- There's a reason why parents chose the balanced calendar - why take that away?
- These proposed scenarios and changes will hinder and impact families and students who are currently affiliated with schools in Unit 4 school district. We strongly oppose changes that would impact currently enrolled students.
- These schools have helped families and built community. Not everyone can have a summer off. Working families need more options, not less.
- These students are finally getting back to normal and now you want to do this!
- They all should be on one
- They work for sale folks.
- think the option is good for parents that need a schedule like that.

only bad thing is that no middle school or high school has that option so a house hold with multiple kids makes the scheduling rough when you have kids at different schools on different schedules.

- Third student in program first grade now. Gets bored in summer but enjoys time off through year.
- This Balanced Calendar makes absolutely no sense at all. The kids vacation periods don't match regular world-wide calendars. Balanced Calendar restricts kids from playing with friends during regular vacation period, as well as it brings and additional problem to parents that work.
- This calendar was so supportive of my children's learning style. They LOVED school and liked the short summer so they could get back to learning. There was less education "lost" over a longer summer.
- This change is a long time coming. We need to eliminate Balanced Calendar.
- This decision should involve families and staff at these sites.
- This has been set in place for some time now, and some families need this set up. Not to mention after personally switching from regular calendar to balanced calendar, I see a HUGE difference in how it positively affects students and staff.
- This is a great option especially for our families that travel abroad and go back to their home country. This gives them the option to go back several times during the year instead of one long stretch in the summer. Data has already shown that retention rate with a shorter summer is better as well
- this is a hard schedule for child care during breaks and does not seem to have the desired benefits
- This is a popular program and a forward thinking part of the district. Instead of getting rid of it I think we should expand it especially adding a middle school to the balanced calendar.

- This is a very important option for many families. How can you just eliminate it altogether?
- This is an important option for many families!
- This is great option for parents who choose to travel or vacation with their children. Again, stop [expletive]ing with people's lives and making things worse.
- This is highly disruptive to the students attending these schools. Parents have selected their schools because of their work schedule and child care issues.
- This is not in regards to balanced calendars, but information that I want to contribute. Whatever scenario is chosen, I think the district should consider beginning the change with new kindergarten students instead of changing all grades at once. The students who are already established at a school should be able to remain at that school until they move on to middle school. They have already begun building relationships with school staff and I believe they will be most successful if they are allowed to stay in that environment.
- This is the wrong way to go. While the research on it is still divided, the balance calendar schools have always been welcome in the community. What happened with Stratton was unfortunate when it was balanced calendar, but the other two have always been fine.
- This issue is not nearly as important to me as the one above. We have one child and love the balanced calendar - we get to take longer trips in the spring and fall during what are off times for most schools, and we like that he hopefully loses less knowledge over a shorter summer break. However, if we had another child in middle school on a different school calendar, that would be very problematic, so I can see why that would be an issue for some families. The only real drawback for us is that it's been difficult to find childcare options for school breaks that only 2 schools in the district have. While options are very limited, we have found them, and it's been nice for the kids to have fun at camp with their same friends from school.
- This model is purposefully chosen by some families because it is a good fit for them and their unique circumstances. Giving families this opportunity seems only fair.
- This never made sense for any family with more than one child (with no middle or high schools using the balanced calendar). At some point, and sometimes for years, families end up juggling different start and end dates of school for kids in the same district (not to mention vacation weeks that don't align). If using this balanced calendar has added value to our district in some way I am unaware of then feel free to excuse my vote, as I've never thankfully been personally impacted by this, I've only just heard complaints from other parents about it so if it helps working parents to get rid of it I am all for that.
- This option is available for those that want it. Taking away is not helping the parents that need this kind of flexibility in the school year.
- This program works as it is and has for many years. It is a choice that many choose not to participate in. Please let those who believe it helps their child learn have that choice.
- This schedule works better for our child who does not do well with transitions
- This should be a choice kept available to those families who prefer this type of calendar for their children.
- This should be based on what is best for families.
- This type of calendar benefits some students and having the option strongly supports student learning and the diversity our district needs
- This was a terrible idea from the very beginning; I would have had to quit my job if my kids went to "balanced calendar" schools, as there isn't childcare regularly available when those schools are out of session. Plus, if you have multiple kids, once your older ones are in middle school calendars will never align! We would have never been able to visit out-of-state family, go on vacations, etc.

- This won't specifically effect our family but families that we do know that use balance calendar do it because it works well for their family.
- This would be highly disruptive to the communities that currently attend those schools. They structure their lives around that balanced calendar year and it would be difficult to change such structures so quickly.
- This would have the same disruptive effect on the students.
- This would make the sister school option palatable as it would make Barkstal an option for us since our closest school (Carrie Busey) wouldn't be an option
- Those schools have made that choice to have their schedules. Leave them to it. It works for them.
- Though my kids DO NOT go to Barkstall and Kenwood, my friends who have children there like it because it fits their lives. NOT EVERYONE can work with long summers. You are trying to make a large ound block fit into a tiny peg and remove the individuality many families units have to accommodate their lives. Whoever paid to get these ideas going is OBVIOUSLY on their payroll for political payroll to throw our money away. You are going to lose A LOT of wealthier families who have the option to go to PRIVATE SCHOOL to fit their lives. Your test scores will suffer and funding will drop. I have seen this in Chicago where I am from. Many school remain underperformed because someone decided to create ridiculous maps with a "good idea fairy."
- To be able to include these schools in the new system, it seems necessary to remove the balanced calendar option. Students in these schools would have to move to the traditional calendar schedule when moving to middle school anyway.
- To be honest, I haven't heard a reason to remove the Balanced Calendar. I am not affiliated with either school, but from what I hear, those communities love it. I think having that option for families is good.
- To provide a later start date in choice of school, and more equitable choice in schools, this seems like a reasonable option.
- Too much disruption is not gonna work.
- Transportation and the overall efficiency of the district is a critical factor. Balanced calendar may be a nice option for families to be able to choose, but if we can get all of our students to school everyday and on time without it, then it's time to remove that option from the table and prioritize critical operational infrastructure such as transportation. Although some families, perhaps those in higher income areas, may not see the tangible benefit for diversifying demographics in the same way as they see the more tangible balanced calendar, the realities of our demographic challenges are much higher priority than the convenience of scheduling the calendar year. I see balanced calendar as a privileged bonus that our districts size affords us and not as a critical need.
- Try this first and see if it helps. Hold off on other drastic changes please. Our kids have been through so much.
- Two of my children went to kenwood. The balanced calendar was AMAZING. Once our oldest went into junior high we couldn't operate with two different schedules. Once we moved the kids to a traditional schedule we saw just how great the balanced calendar was. My kids stayed fresh and excited for school. They never felt tired or burnt out. Even on the family time it was great to have an opportunity to vacation and travel without having them miss school. We loved it and we miss it. We wish it was ALL unit 4 through high school. The older grades, especially, could benefit greatly from a balanced calendar.
- Unless a large segment of the population in Champaign supports the balanced calendar, I think consistency among the schools calendars is a better option
- We are very unhappy about moving our 6 year grandchild who is in 1st grade to a new third school

- We attended Kenwood and loved balanced calendar for better retention of materials and less time wasted on review in the following year. Balanced calendar should be available at each level of schooling.
- We chose a balanced calendar school for a reason. If you want to level the playing field, don't start by looking for ways to tear existing schools, students and programs down. Try looking for ways to build things up instead.
- We currently attend a balanced calendar school and as an educator myself, I think the breaks are beneficial to all students and staff for overall wellness.
- We did not choose balanced calendar because it does not work for our lives. However, I know families choose these schools specifically for that calendar.
- We do not need to put more kids through more trauma by pulling them from the schools they are attending!
- We enjoyed balanced calendar but I will leave it to others with young children to weigh in. Would have loved it if there had been a balanced middle school option. It became really difficult for awhile there with 3 kids at 3 different schools (Barkstall, Franklin, Central) and 2 calendars (Reg and Balanced).
- We feel a balanced calendar is a much more efficient and productive environment since there is not nearly as long a gap between grades where skills can atrophy. The longer summer is a holdover from when the vast majority of the country consisted of farmers and the summer months were required to help with that process. Unit 4, overall is not a rural school district. I understand that the 3 week intercessions can be difficult for some families to navigate compared to a traditional calendar. However if the entirety of the district converted TO the Balanced schedule, then resources might be leveraged to provide discounted / reduced cost intercession programming for all of the district.
- We have been at Barkstall for a little over 2 years now and we really like the balanced calendar schedule. It is also nice with school choice as it is now that people can pick the balanced calendar school if they want to. If the district picks scenario 1, they would probably need to get rid of balanced calendar because you are no longer giving people a choice.
- We have been at kenwood for my oldest and now my youngest is there in 1st grade. We've always loved the balanced calendar. I wish more schools had it. The kids don't need 3 months of at summer. They lose less only having 6 weeks out and spend less time having to reteach this at the beginning of the school year. I think it's important to have a consistent schedule.
- We have not gone to a balanced calendar school, but it is too bad that there is no way to leave that choice as an option for families.
- We have really enjoyed the balanced calendar option (for our family it works very well), although I can understand that for many families it does not work well.
- We have SO many Unit 4 grade schools (not to mention a decent variety of private schools and homeschooling coops) that have a more traditional calendar. Having two schools with this approach seems more than reasonable, especially because I've read research in the past that this type of calendar's breaks through the year prevent burnout and stress...it helps with the big loss of knowledge retention over a really long summer break, etc. I just read the superintendent's email that your only goal is to diversify the schools. Kenwood is incredibly diverse and even if it wasn't, I'm not sure how taking this type of calendar away would improve diversity (esp since it could likely harm achievement).
- We just started with balanced calendar. I like it. It is good for the child, good for the family.
- We like balanced calendar but would also be ok with switching to regular schedule.
- We like the balanced calendar. It gives our kids a chance to have a break during the school year and we feel it prevents the end of the

year burnout as well as the summer slide. By changing the way the school district is set up and removing balanced calendar we would not be able to continue having the opportunity for our children to go to Barkstall.

- We literally moved to Champaign to attend Barkstall and the balanced calendar a little over a year ago. Our whole world is turning upside down with these changes I had no idea were coming. We love balanced calendar. It's incredible. I'm sure you know better than I do the benefits of balanced calendar. Why eliminate it if data proves it's better for students? Isn't that what all these changes are about? Change everyone to balanced calendar.
- We live a block away from Carrie Busey, the first year we were sent to Booker T Washington, we didn't go there and went private. The next year we tried again and didn't get Carrie Busey we got south side. We decided to give that a try and love it. Now our daughter will have to move schools again. That's 3 schools in 3 years and we've been at the same address. This plan, school board and district is a joke and keeps getting worse: all these options force people to move or go private and you still won't be able to manipulate the numbers in ways needed or put the kids and families first.
- We love the balanced calendar and believe it facilitates improved learning in our children.
- We love the balanced calendar because I was under the impression more shorter breaks led to better retention of facts/etc. and less review time needed. I am confused how making the schools get rid of it would be more equal for people applying. We all have the same application deadline. A deadline is a deadline and I think all the schools should be in session on a balanced calendar.
- We love the calendar. It prevents boredom and loss of gains over a long summer and breaking up our childcare needs works for us. It also seems to help prevent midyear burnout.
- We loved balanced calendar
- we loved balanced calendar school and thought it was great to get rid of that summer lull - the boredom at end of summer and transitioning back in after being away for so long, but I can see where that would be a stress on some families, especially those who had siblings at a regular calendar school also to be on different breaks and timetables.
- We loved balanced calendar. It kept the kids engaged and limited the loss of knowledge over a long summer while giving longer breaks throughout the year. You should consider moving all schools TO a balanced calendar.
- We moved to Champaign for this reason and ability to live in a neighborhood and "choose" a school for our kids. The balanced calendar is much better for retention
- We need the kids to go to school year round and longer days to help them catch up!
- We need to have a choice. Some students struggle with retention over longer breaks. Students and parents need the balanced calendar option.
- We picked a school with a balanced calendar because it works best for our family. I have not seen any true reasoning about how getting rid of the balanced calendar would benefit the children.
- We selected Kenwood and Barkstall as our number 1 and 2 picks last year specifically because we wanted the balanced calendar.
- We should not remove the balanced calendar option, but should embrace it. If you look at current research, all schools should be moving to more of a balanced calendar approach, as it better supports learning. Perhaps you should consider combining the two into a new approach by adopting a modified balanced calendar that would have two week breaks in the fall and spring, instead of the 3.5 weeks (which is too long) that are currently given. That would allow for better knowledge retention than the traditional calendar, but wouldn't be such a huge change either. In addition, while discussing scheduling, it is imperative that the school day not

be started any earlier than the current start times (and this includes plans for the extended day beginning next year). The day does need to be extended (for ALL grades), but the extension needs to be added to the END of the day. There is an abundance of research to support the fact that kids don't learn as well early in the day, but we (Unit 4) continue to fail to follow best practices in our decision making, which is utterly astounding. The children are suffering, yet no one seems to consider them at all when making these decisions.

- We specifically picked Barkstall due to the balanced calendar. Again, there is plenty of evidence suggesting the negative impact of the summer slide on students' advancement. The balanced calendar allows the student breaks from learning where the family can focus on reconnection without degrading family time nor loss of knowledge.
- We use it, we like it, it gives a shorter break in the summer, and my son retains information better. Why disrupt that? We also travel internationally has my husband is foreign, and it gives us more options without having to miss valuable school time. This is a very international community, I think you forget that.
- What are the data showing that moving away from a balanced calendar would improve performance? Maybe all schools should move to a balanced calendar, and if the study does not know if that is true or not, why not?
- What is the rationale behind this? Are these schools particularly socioeconomically unbalanced? The schedule really works for the families there.
- what studies have been done to say that the balanced calendar isn't effective? again I haven't seen enough information for me to be swayed the other way yet.
- What would be the purpose or proposed benefit to removing this option?
- When My son was entering Kindergarten I went to several elementary schools for orientation. The first school was barkstall and honestly was not impressed. Didn't feel welcome. They did the tour and that was it. No interaction. We went to Carrie Busey and they were great! Asked the kids questions, made us feel welcomed and wanted. We went to a few others but they didn't stand out. Our last stop was Kenwood. Again they were awesome. Felt welcoming, interacted with parents and kids and to learn of the balanced calendar was an amazing bonus. In the end Kenwood was our first choice because of the kindness and welcoming arms of staff and the topping was the balanced calendar. It made our decision for us and we are so thankful for it. After my son was there and we got to know the teachers and staff we loved it even more! So many kids will miss out if they take this away. Our kids thrived so well on this calendar. Once we left the calendar for middle school our kids have struggled and their scores show it. There are enough studies out there to show that kids on this calendar score better and retain the information better. I honestly wish we had a balanced calendar all the way through high school. Rather than take it away give it to everyone!
- When my son was in public school we enjoyed the balanced calendar. He seemed to lose less over the summer and it was easier to get him back into school with a shorter summer break. He also wasn't bored by the end of summer and it gave him nice breaks during the school year. We enjoyed taking "off-season" vacations during fall break as well.
- While I support the idea of Balanced Calendar in theory, a traditional calendar works better for my family.
- While I think this is a good idea, I wonder if the data demonstrates the impact of balanced calendars on learning. The initial thought was that if we adjust breaks, students won't suffer as much learning loss. Do we have data to indicate this? I have a feeling (without seeing the data) that learning is more greatly impacted by socio-economic status than enrollment in a balanced calendar school. However, if balanced calendars are indeed demonstrating data that students do not suffer as much learning loss and our Black children are achieving at the same rate as their non-Black peers, then

perhaps we all need to move to balanced calendar (even JH and HS!).

- While my family enjoys the balanced calendar, it never made sense from a management perspective. I personally feel they should all be balanced calendar because it's better for the kids and learning and retention. But decisions don't seem to be made with child wellbeing as the top priority.
- While there are issues with scheduling consistency, I've heard from many teachers that they would "never go back" to a traditional calendar after working at a balanced calendar school because they see more academic benefits (shorter breaks, retention of ideas is stronger) and stronger benefits for students who live in lower SES households. For many students, the long summer break is time of great anxiety--food insecurity, parents/caregivers working full time so they must be responsible for themselves and possibly for younger siblings, etc. Balanced calendar schools reduce some of that anxiety by shortening breaks. Community organizations provide various activities--for free or reduced rates--that are sustainable for these shorter breaks, but not for longer, 2.5 month breaks. Right now, some of the students living in lower socio-economic areas have the opportunity to attend a balanced calendar school where the school itself provides more stability for them and for their families (e.g., less need for finding childcare which can be expensive). Removing that option, just like the proposed redistricting changes, will likely harm the most vulnerable students.
- While this does have challenges with different breaks of MS and HS, it offers a "balanced" year to youth who need that.
- While we do not utilize it, I strongly support the balanced calendar options and think there are advantages for many.
- Why aren't all the schools on a balanced calendar? It's not like we are taking kids out of school to plant crops like we did in the 1860s.
- Why cant this be done? Or make an entire cluster a balanced calender?
- Why do we need balanced calendar?
- Why does the school district want to disrupt family lives of those families who chose the balanced calendar? While there may be delusional school board members now, that does not have to be true in the future!
- Why does this matter to anyone who doesn't go to these schools? I had my doubts about a balanced calendar but it helps my kids stay engaged longer throughout the year by providing more intermittent breaks and less time not learning anything during the summer so they don't forget everything.
- Why end something that makes sense to the 600+ students that choose these schools. All for the purpose of looking statistically balanced on paper, truly unbelievable.
- Why is this even considered? If anything, all schools should move to balanced calendars. This is a positive offering of our district.
- Why not have all schools use the balanced calendar? It shows the children retain information better.
- Why not invest in this calendar more? Less summer lost.
- Why not put secondary schools on balanced calendar as well? It's a great model that should be expanded. Athletics can still hold practices and games during those breaks--they do now during Winter and Spring Break.
- Why would you get rid of this?
- Why would you go backwards - when they decided on balance years ago they said a middle school would become balanced that never happened. Why would you get rid of balanced when most big districts offer balanced. Why doesn't the entire district go to balanced? Also the board is making these decisions and it effects non of you personally. You will probably leave IPA alone cause we all know that is the golden school of the district at this time.
- Will they get rid of uniforms as well. Don't wanna be forced into a school that has uniforms

- Wish all schools would go to this calendar. It seems so much better for the students. But hard when you have children in two different calendars.
- With balanced calendar schools out of session, my kids bus has been combined and late 3 times this week and no bus at all one day. Removing balanced calendar to help solve achievement and transportation issues makes no sense at all. To be frank, I've lost all trust in Unit 4 to care for and educate my children.
- With our daughter, the year-round schedule helps retention and minimizes burnout by breaking the academic year into more manageable and easily-digestible chunks. I also really enjoy the balanced calendar because it allows us to take family trips in our kids' formative early years during "off-peak" times of the year. Yes it poses some logistical hurdles with the breaks at different times throughout the year, but those breaks are each much more manageable than having an extended 10-week break over the summer.
- With such limited choices, the balanced calendar aspect shouldn't further limit who can and cannot aspect these schools. If we are trying to diversify schools, I can only imagine that this is a limiting factor for many families.
- Working at a balanced calendar school helps reduce teacher burnout. Childcare is provided during breaks. Breaks are shorter so childcare is easier to find overall than for several months in summer. Traditional calendar is based around archaic agricultural social systems and heat. Balanced calendar is less disruptive to learning.
- Working at both balanced calendar and regular calendar schools at the same time is very undesirable. Our summer is reduced to about 1 month and when balanced schools are on break, we teachers still have to teach at regular calendar schools so we do not get much of a break.
- Working parents build their lives around the balanced calendar. Some students thrive in a balanced calendar environment. Is there actually any data that suggests balanced calendar prevents an equitable situation for students?
- Works for some families. Teachers too will want to shift schools if this is removed
- Would be fine either way, could make it work. But would prefer traditional calendar.
- You provided this option for families and now want to take it away?
- You should not change children's schedule.
- Your school of choice gave parents the options to choose what works best for them and their families. It is well established and working for families. Telling parents now you don't actually care at all what works for them, you only care about how many rich kids are in their kid's school is despicable. Why not try to actually hire enough staff? Retain good teachers by respecting and listening to them? My friend taught science for 10 years at Franklin and left because of how much the board of education did not listen to or care what teachers had to say. Offer better literacy programs at all schools. Offer any educational opportunities away from school through local field trips like to UIUC engineering or agricultural department. Anything you could try to improve equity and test scores would be better than making 90% of kids go to a different school without their friends, without the teachers they've known, the school they've gotten used to, the principal and aides they've become comfortable with. Did you even know that most Unit 4 elementary schools are not even currently following the LAW? The Right to Play act has been in effect since August 2021, and the bare minimum of 30mins of recess has been implemented but the rest of the law like, it cannot be taken away as punishment, if held indoors it has to be in an area that promotes physical activity (not the classroom) and it SHALL NOT INCLUDE THE USE OF SCREENS is getting broken all of the time. Indoor recess is held inside of classrooms, with computer games, and Netflix shows on the projector. You're so focused on attaining some utopian dream overnight that you can't even be bothered with the day-to-day

reality that Unit 4 schools are not even following THE LAW.