

CHAMPAIGN UNIT 4 SCHOOLS

SCHOOLS OF CHOICE: DECEMBER
2022 SURVEY RESULTS



Schools of Choice: December 2022 Survey Overview

In September of 2022, two student assignment scenarios were presented to the Champaign Unit 4 Schools community. The community was asked to respond to these scenarios with feedback via an online survey and participate in a series of focus groups and community meetings.

Upon receiving feedback, two additional scenarios were created that responded to the concerns brought forth within the September, 2022 survey. These new scenarios, Scenario 3 and Scenario 4, were reviewed, and Scenario 3 was deemed infeasible for the District due to its inability to provide demographic balance among schools without creating a large number of island boundaries throughout the District.

In December of 2022, another survey was sent via email to all CU4 parents, guardians, and staff members. This survey focused on Scenario 2 and Scenario 4, as both of these scenarios are viable for the District. A survey for future parents and community members was available on the project website for others that wanted to respond.

The online survey was open for response for three weeks and in total, 991 surveys were received. This report details the results of this survey.

Table of Contents

Schools of Choice: December 2022 Survey Overview.....2

Overall Results3

Results: By School Affiliation4

Results: Comment Feedback by Respondent Category6

Please provide feedback specifically regarding Scenario 48

 Parents8

 Staff.....50

 Incoming Parents/Community Members.....56

What challenges do you foresee with either scenario (2 or 4)?59

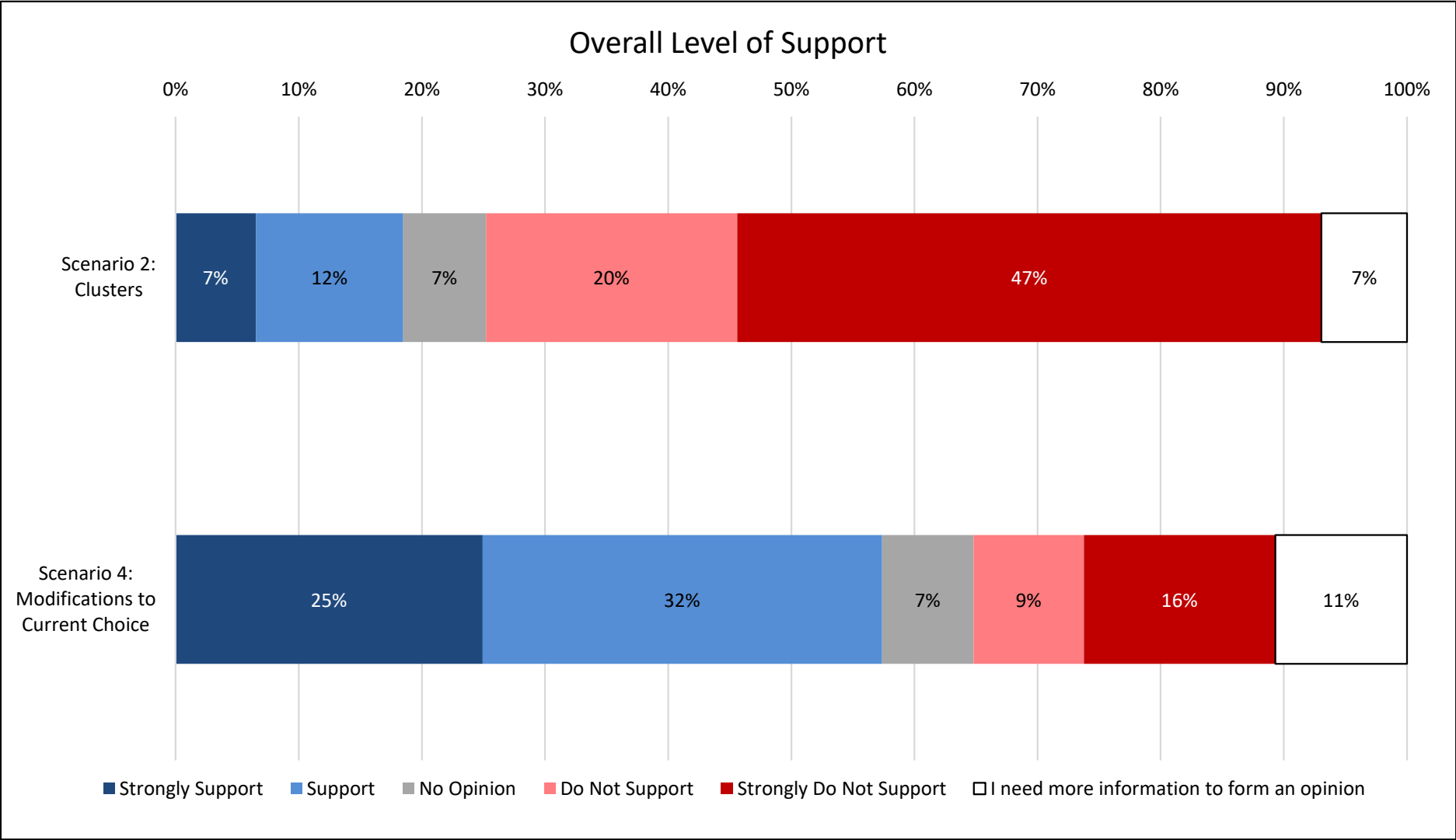
 Parents59

 Staff.....103

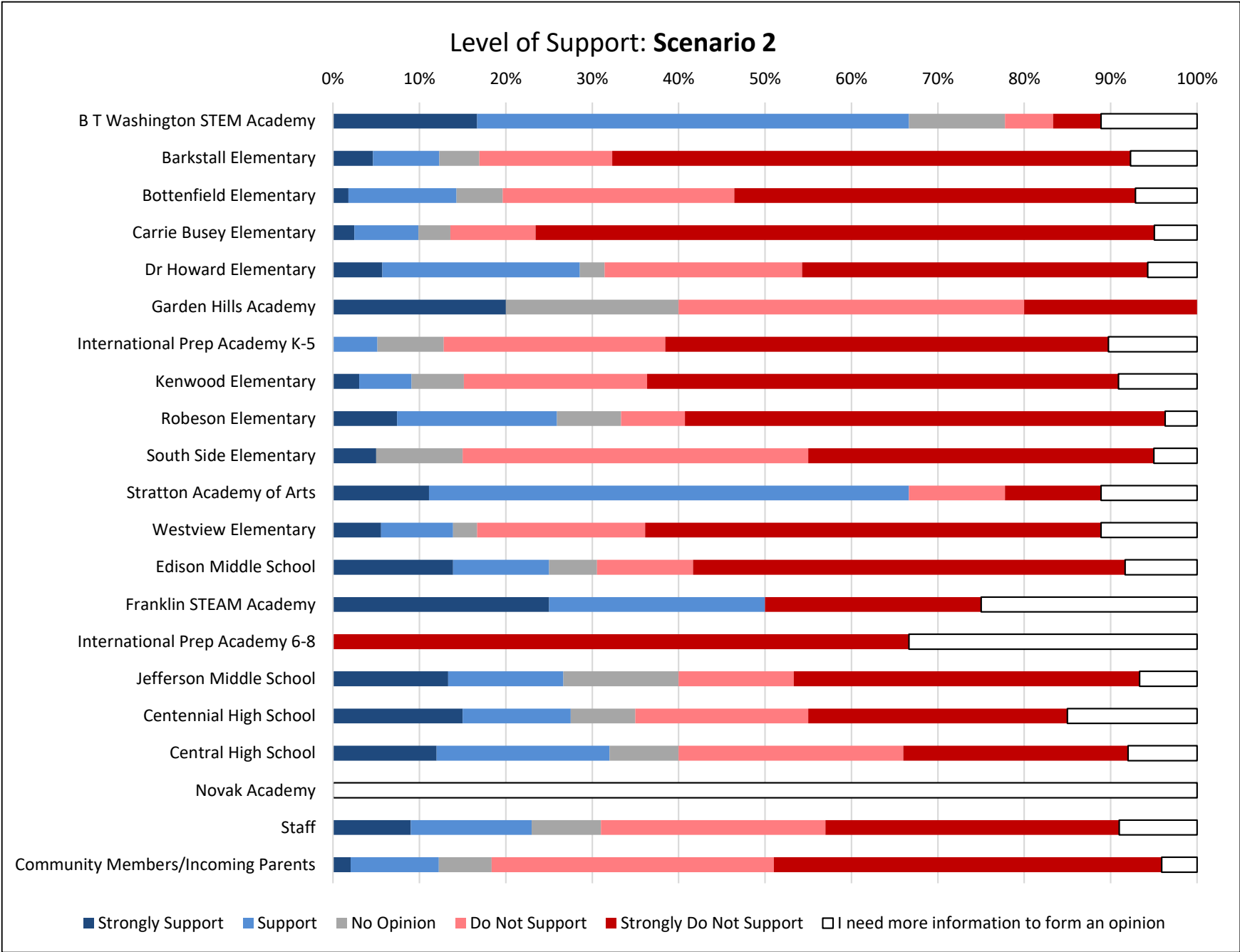
 Community Members/Future Parents.....108

Overall Results

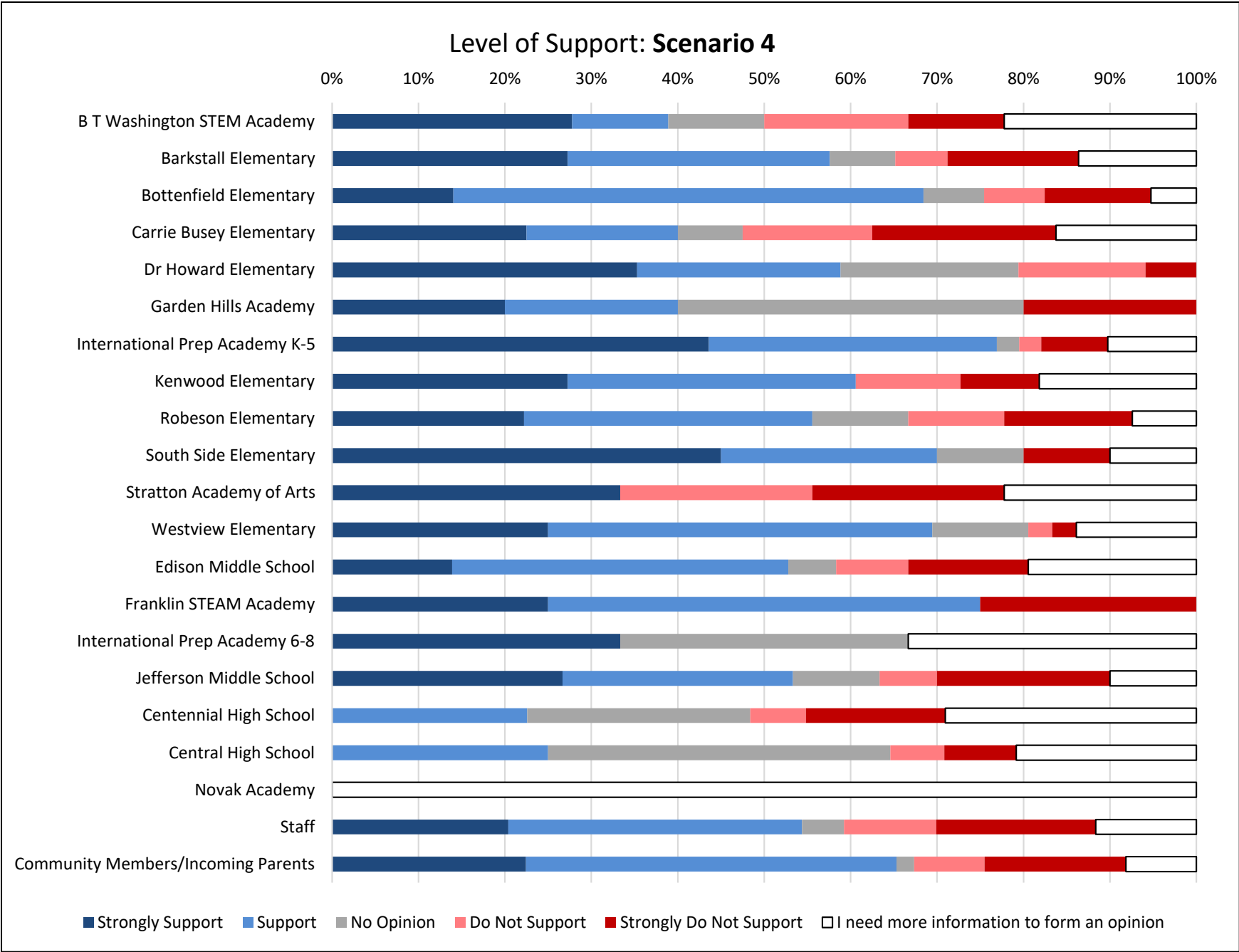
Please rate your level of support for Scenario 2 and Scenario 4.



Results: By School Affiliation

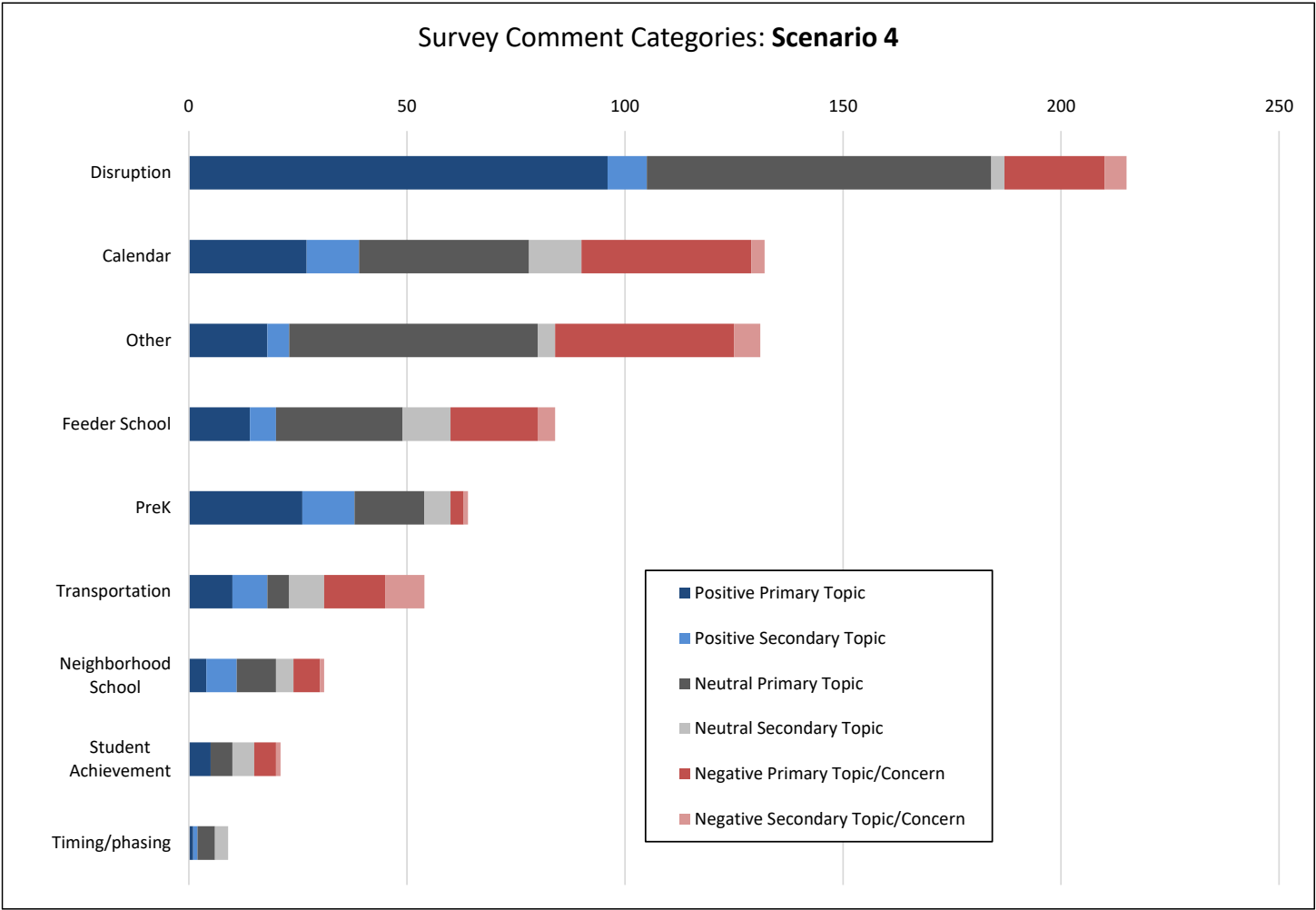


Results: By School Affiliation



Results: Comment Feedback

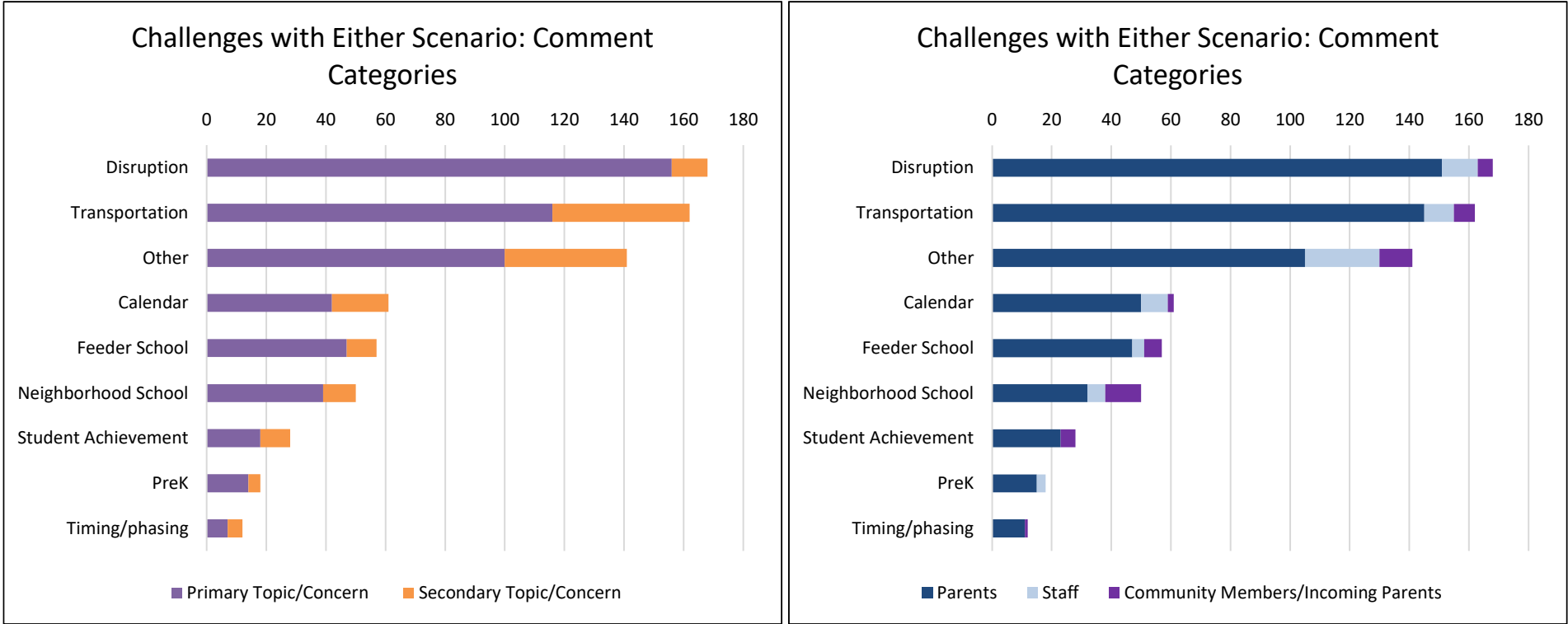
The following pages contain the narrative feedback entered into the survey. Cooperative Strategies reviewed each comment and determined if the tone of the comment was positive, neutral, or negative, then tagged each comment according to the primary and secondary topic introduced. Profanity and identifying information has been redacted from the comments. The chart below illustrates the breakdown of the primary and secondary topics associated with each comment for the prompt: Please provide feedback specifically regarding Scenario 4.



Results: Comment Feedback

The charts below illustrate the breakdown of the primary and secondary topics, as well as the respondent associated with each comment for the following prompt:

What challenges do you foresee with either scenario (2 or 4)? Please be specific about the scenario you are referencing.



Results: Parents | Please provide feedback specifically regarding Scenario 4.

- 1. I do not support removing the balanced calendar year option. Is it underutilized? Need more info on this.
- 1. I think that many of the small changes in Sc. 4 are beneficial. 2. Perhaps consider also changing middle school assignments to being geographically based. As an example we live in Savoy and children in our neighborhood ride buses to all 3 middle schools. Perhaps just 1 middle school. Or even in SOC really limiting based on proximity to the school so you have the ability to keep kids in certain neighborhoods/areas only feeding into 2 instead of 3 MS. I do think it is significantly inconvenient for Carrie Busey kids to be placed at the MS furthest from their homes if 50% are within 1.5 miles of school. We already drive our Central student to school each day (previously Edison) because the buses took over an hour and she always missed most of her 1st hour. 3. Please be sure that the most at risk children have access to Pre-K. 4. Provide clarity on assignment process and ensure that proximity is first priority(as that was #1 importance to families) followed by SES.
- 1. This scenario keeps kids in their current school which despite how "resilient" children are, is essential to their development to be around the peers and staff they know and trust. 2. How will adding a fall break change the overall school calendar? Will children need to start the year early or end later than they do now. 3. Do parents still choose 5 schools in the kindergarten enrollment process and then get assigned a school?
- 1.) The removal of balanced calendar school options goes against all proven research that shows the positive impact on children and increased achievement. Its embarrassing that the removal of these options is even being considered. Our family would love to attend a school with a balanced calendar, as this benefits the children educationally and is convenient for our work schedules. 2.) Reimbursement for mileage/transportation- This is not a wise use of funding and there is no plan in place of how this will actually work. If we had more information on the process of this it would be more appealing. The estimates provided are not realistic, and do not take into consideration the amount of time involved in the extra travel for families. 4 trips across town, in the busiest areas which are already overcrowded, is not acceptable nor feasible for anyone. How will the district/state afford this when more families than Unit 4 estimated opt in for this re-imbursement? More info needs to be provided. How is this actually funded? Will this require another tax increase? If so, not interested. 3.) No waitlist is not acceptable. All schools have this options now, and if you remove this you also remove families appeal rights. This is not just. 4.) Still concerned that student achievement is not being factored into any of the options for change. Achievement must be considered for all students along with any plans to impose the districts goal of better SES amongst schools. 5.) Safety- how will the district ensure the safety of children in unknown and new neighborhood with ongoing high crime?
- 4 does not really affect us, there would be no change. We like this
- According to the presentation this scenario is the least disruptive. I strongly prefer trying improvements to the current Schools of Choice model to see incremental progress rather than undergoing a complete overhaul and disrupting the majority of students.
- Adding 6-8 seats to Garden Hills is an innovative solution to middle school capacity.
- Adding full day PreK is wonderful. How many seats would be available? How do families qualify or even go about signing up for the program? Adding 6-8 to GH is great. With the current staffing issues at this school, how do we work to get and keep teachers in this building? Can we get an explanation for why middle school assignments were thrown into the scenario when they seemed to not be in the conversation at all up until this point? The conversation this fall was about diversifying SES in Barkstall and CB, but now they will both feed into Franklin which seems like then the SES balance will be an issue in middle schools. Transportation reimbursement- Will this be sustainable for years or is this just a one year reimbursement? Will it be for just elementary or for middle school and high school too? This seems like something difficult to track especially for families with students in multiple buildings. Can you be specific about what modifications

will be made to the choice program?

- Adding PK is a wonderful addition to the new plans. Also, making a middle school swap will possibly make a huge difference as well. This Scenario seems to incorporate community feedback and new ideas and that is commendable!
- After everything our students have gone through, changing their schools will place a lot of undue stress on them and families.
- Allocate resources properly to EVERY school, and proximity works
- Allowing kids to continue at their existing schools and not requiring the majority of kids to change schools is key. Also, continuing with sibling preference and proximity as factors in school of choice is important to our family.
- Along with using proximity and socioeconomic diversity for student assignments, will teachers also be diverse and trained in cultural responsiveness? What do resources look like at all schools? What are some other things being done to remove the disparities in performance with black/brown children?
- Although I do not fully support any change to the current system in such an expedited manner, I believe that scenario four Will be the least disruptive to students and not displace over 76% of students and will be in more achievable goal for next school year, Then the other scenarios provided.
- Although this plan resembles the current method of student distribution, it still does not reflect what parents have voiced as their primary concerns of proximity, lack of disruption, student achievement, and safety.
- Although we would like to continue having a balanced calendar at Kenwood where our child attends, we can deal with and support scenario four. The balanced calendar really works for our child as the shorter, but more frequent school breaks allow him to intensely focus on learning without him becoming burnt out or tired of school. This scenario is not perfect, but seems to be workable as a viable option to minimize changes for current Champaign students.
- As a Kenwood family, we are NOT HAPPY about removing the balanced calendar, but the universal Fall Break helps somewhat to ease the disruption. However, it does not shorten the Summer Break, which is another reason we prefer the balanced calendar.
- As a parent of Barkstall children, I am sad to see the balanced calendar go (research re: "summer learning loss"). It is the least disruptive option, which I am in favor of given a need to address pandemic-related mental health and instability issues (security and stability is critical). Concerned about costs of reimbursing transportation--the reimbursement itself and the admin needed to do so. Though, I understand the bus issues.
- As an active duty military family that experiences disruption to our home and school lives every 1-2 years, it is extremely important to us that we don't change schools. According to the superintendent's email on 13 December, scenario 4 guarantees that we would not.
- As long as student are not disrupted in their current track (staying in current school until all grades completed at that school), I have no opinion on the scenario.
- As long as you make it a priority to keep siblings together at the same school, I think this could be a good option. However, I don't think you need to change the feeder schools for the middle schools. I don't think it will actually change things enough to outweigh the headache it will for those families affected. Plus a longer commute for Savoy families.
- As measured by student outcomes, School of Choice is a failure. If measured by diversity divorced from outcomes, it is doing something, but it looks like the outcomes for students haven't changed except that all of the transportation costs are bankrupting the district and taking funds away from things that could actually improve student outcomes. As measured by being discernable or empowering to parents, School of Choice is also a failure. I've had numerous friends move to the area or consider moving to the area, look up this system, and lose their minds because it is obtuse, disempowering, black-boxy, and looks nothing like anything that

someone would be familiar with. I think that you need to be far more clear about the impact of saving money on transportation on other goals, and what would be done to improve life for students if we stop spending obscene amounts of money on a Gordian transport setup. Knowing that a simplified system would divert more money to Pre-K, or family outreach to places where the school-family connection is weakest because those families are overburdened would be fantastic. I want you to those things instead of the current School of Choice model, but your prior proposals are long on process changes and upheaval for families and short on how that would free you up to make more impactful changes. And by the way, if the transport savings would go to something that I don't think is a positive for student outcomes? Then I'm back to being grumpy. I would not ask to be reimbursed for transportation in scenario 4 because I'm well enough off that I'll just do it and not be a leech on budget better spent to benefit kids. Despite this, one bright spot here is that your proposed transportation reimbursement isn't means tested. Means testing is a wasteful administrative expense and lowers participation in programs by those who need it, so please continue to avoid it.

- Assigning children to schools using a geographic system doesn't help to achieve the goal of building a diverse socially just community, unless the budget is distributed with equity.
- At the very least Scenario 4 is being phased in and leaves current elementary students in their school. This is the reason I somewhat support this approach. A proper root cause analysis and addressing of existing problems based on that analysis is still missing in this entire approach. Some aspects of Scenario 4 still seem random and are not well explained or motivated.
- Based on what I can tell from the presentation, this is the best option that has been put forth. It is responsive to feedback and is the least disruptive for students currently enrolled. It also seems likely to provide a number of possible positive benefits (reducing inefficiencies, providing all-day preK at some schools, providing choice and diversity within schools without upending everything).

- Best option to not cause extreme disruption to children currently enrolled.

- Big fan of making one calendar district wide. OK with changing start and end times, however encourage EARLY communication with families and potentially the ability for kids to transfer if school switched from early to late, etc and transportation would be an issue. I don't have enough information about the middle school plans to have thoughts on the impact on children or efficiency, but I am open to it. Some of the other details (Bondville, number of seats reserved, etc) seem like reasonable tweaks to the process. Moving registration to the summer is a good thing.

- Bondville residents should not take priority or be given preference

- Booker T Washington need to go to franklin

- Bottenfield has similar SES distribution and enrollment numbers to Carrie Busey, and us closer to Franklin than CB. If approx 50% of CB's population is within 1.5 miles of CB, that seems like a lot of kids having to travel to the furthest middle school from Savoy. Also, I do not understand how this scenario helps meet the goal of distributing students by SES to increase performance of low ses students.

- Bus service would continue to suck!

- By acknowledging that school community support structures would be disrupted with a full restructuring and making allowances for siblings, this phased approach makes more sense. It sounds like it was created not only with diversification in mind, but also family input and teacher input.

- Cannot provide transportation to my child going to Franklin Middle School

- Can't we just make the whole district "balanced calendar," instead of doing away with balanced calendar? The outcomes for kids are stronger when their breaks are shorter over the summer. While I appreciate the universal fall break, the summer is the issue for retention.

- causes least disruption to current families. allows families moving to the area a better understanding of where their children will attend school. seems to be the most equitable socio-economical and racial choice
- Change not chaos
- Choice is a key asset to Unit 4 schools. Children should not be moved from their current school unless that is the parents' choice.
- Clarify if students can remain at their current schools under Scenario 4. Keep the balanced calendar and extend to at least one middle school.
- current students will not need to move to a different school.
- Disrupting the least amount of kids is best. Not opposed to Garden Hills and IPA being K-8. Not sure why removing balanced calendar would add a week off in the fall for all schools. That doesn't really help people who want the balanced calendar or those who don't.
- Do Not Feel students need an additional fall break.
- do not have any
- Do not support love my kids where they are right now it's closer to home and the best school.
- Do the students at their current elementary schools remain there until middle school? For example, in 2023-2024, we would have a 5th and 3rd grader at Bottenfield. This school is within the 1.5 mile proximity to our home, and was also our first choice when we went through the process. We want our children to remain at their current school. Our address also is only .4 miles from Edison MS, walking distance. How does the district plan to fund and hire more educators for the Pre-K-8 schools when they have not done that appropriately in years?
- Does this mean my child will continue to attend his current school (2nd grader)?
- Don't change the times the children attend school.
- Due to the utter lack of consideration for the psychological impact your haphazard approach to making changes in the Unit 4 school district has had, we have removed our children from the district. We have zero confidence in any decisions that will be made.
- Eliminating the balanced calendar goes against what the vast majority of parents in balanced calendar schools wanted. It's not acceptable.
- Ending the balanced calendar removes the options that many parents need. Leave this as is for the calendar
- Families enrolled in balanced calendar schools are still impacted by the change, although the impact is significantly less than being removed from the home school and losing balanced calendar. I do think balanced calendar is so beneficial for so many kids. I hate to see it being taken off the table completely. The addition of a Fall Break for all will likely help soften the blow to these families. We only have one more year left at Barkstall, but the balanced calendar, uniforms, and proximity were the top reasons for Barkstall being our top choice.
- French dual should remain at Stratton (mentioned in scenario 3 but not scenario 4). It's unclear to me who the affected students would be other than Bondville. Please clarify.
- Glad to see disruption to current students being minimized. Excited to see expanded pre-K-8 options at some schools that should make it easier for those families, and give younger kids older role models to look up to.
- Go back to neighborhood schools and avoid transport issues. Schools that need extended days and smaller class sizes can be given the savings from transport. Use high-performing students as after-school tutors for those that need extended day help, and pay them to put money into economically depressed neighborhoods; this shows education can lead to financial gain, which is what many of these kids will appreciate.
- Good idea

- Good steps to fill the achievement gaps. And happy that less students would be disrupted.
- grade 6-8 using self contained classrooms, like Garden Hills scenario, deny the specialty teachers employed at traditional middle schools.
- Having a choice even a small one is the benefit of number four, not sure if I'm understanding what will happen with the kids that have already been going to kenwood and Jefferson as the bondville students come over?
- Having an all grades school has it's benefits, but I don't think it will provide the results everyone wants.
- How is it that Carrie Busey would go from 34% free/reduced to 20%? So the vocal minority of wealthy white families in Savoy and south Champaign will be even more concentrated? This seems to WORSEN the issue not improve it.
- How much money and time was spent on all of this for Scenario 4 to be the end result? What a bunch of Maroons...
- How will eligibility be determined for the Pre-K programs at Garden Hills and IPA? Is it only open to children in that geographical location?
- How will this work given thag garden hills is currently a k-5 school? Where will the extra students go? Is more money going to spent on garden hills to expand the school? Garden hills has one of, if not the highest, amount of money spent per student. How has that extra money worked for garden hills' students and families?
- I agree with scenario 4. Stratton should feed into Jefferson
- I am a single parent with 3 children in the district. My youngest daughter was placed in a school on the opposite side of town from our home and my work. I was counting on being able to apply for a transfer at the end of this year in order to live the burden that my family has endured with this placement. Would transfers be allowed within Scenario 4?
- I am all in on proposal 4, with the caveat that if siblings are at IPA, younger siblings will be able to attend as well. I strongly believe that pre k being offered full day is one major key to closing the gap, and this is a great start. I do think that neighborhood/proximity should be removed from the school of choice preference, as that is really what has brought up so many of the problems we are seeing, and I think that would go a long way to helping address it.
- I am fine Barkstall feeding to Franklin and removing balanced calendar
- I am much more supportive of this scenario than any of the others that have been presented. However, I still want to know how this will address the concerns that currently exist regarding inequality. I didn't see any explanation for that in any of the scenarios that were presented.
- I am sad to see the balanced calendar going away but I appreciate that there will be a week long break in the Fall - however, this break being 1 week long will not likely solve the problem of my kids missing several days of school due to the Jewish High Holidays.
- I am still not understanding the reason to change any of this. I would like to not change at all and leave it the way it is.
- I am strongly in support for current students staying in their schools as well as allowing siblings to join them. I also strongly support adding the pre-k option especially for Garden Hills. However, I would be SUPER bummed to lose balanced calendar and I do hope you wait until the 24-25 school year to drop that if it is decided. We already have a vacation planned and with down payment for 2023 Fall break. Many balanced calendar families already have their lives planned around this. Having an extra years notice would be respectful to current balanced calendar families in my opinion.
- I am very concerned about IPA kids, already learning "emersion" Spanish - to be moved to another school. I think all other kids are fine to be moved around, etc. I think it also leaves parents that

want their kids to attend or the Latino population to have remain in "lower income" areas to ensure their kids are at schools with their peers.

- I am very disappointed that the balanced calendar is being eliminated. I haven't seen a good reason why. The bus service has improved dramatically lately.
- I appreciate cooperative strategies listening to the community. This seems like a great, viable option.
- I appreciate everyone having a fall break. Also, it's nice that kids stay at the school they are currently at.
- I appreciate keeping kids where they are already assigned (in most cases) but am not sure how this will address the issue that our schools are not diversified in a balanced way. If more discretion will be used when making school assignments I imagine it could work - but will assignments be made in a way that will increase diversity/integration, etc. if proximity and siblings will guarantee an incoming student a space at the desired school - then other students who want these spaces will need to be placed in other buildings.
- I appreciate that it addresses concerns raised by the community
- I appreciate that it balances progress on change in the diversity and equity in our schools with emotional health for our children by avoiding too much disruption. I like that it adds some full day PreK options as well as additional middle school seats. We have an adoptive son who qualified for Champaign Unit 4 Early Childhood PreK and it was stressful knowing we had to compete for seats because there were so few available, and then only half day at that. We also appreciate that it keeps kids where they are and will continue to allow keeping siblings together. We grew our family to 4 kids by adopting two of our children from foster care and it almost seemed we'd be punished for doing so with the task of transporting kids to 3-4 different schools a day.
- I appreciate that it's phased in and allows students to finish in their current schools.
- I appreciate that there are changes to address inequities without disrupting so many kids. It feels more measured and less rushed. We can affect change over time and see how our choices actually play out.
- I appreciate that this scenario allows my elementary age students to remain in their current schools
- I appreciate that this scenario causes so much less disruption for current students, and I like the idea of Garden Hills adding a PreK program, that's a truly excellent move.
- I believe Scenario 4 is the best model of the 4 options. This has the least amount of disruption to the younger students, and continues to support issues of equity and diversity. My kids go to Carrie Busey, and I would fully support Carrie Busey being moved to Franklin. My kids also attend Edison, and the racial and socioeconomic disparity between the middle schools is apparent--not only visible in test scores but also in athletics. For instance, consider how baseball is predominately a white middle to upper middle class sport because of all the equipment and prior experience that is necessary. Edison's baseball team embodies white middle class norms and has performed really because of this. The 3 middle schools are not equitable and a change is necessary and shifting these feeder schools would alleviate some of these things. I also think adding PreK to Garden Hills is extremely thoughtful with foresight--providing early intervention with transportation is the best way to support kids!
- I believe the right resources would need to be in place and continued to be in place for the PreK situation to work. I strongly believe that it SHOULD be a wonderful solution for those whom I believe Boozer is wanting to help the most. Balanced calendar should remain however. I also strongly feel that more schools should offer the balanced calendar. I DO NOT want it to go away, in fact I think our teachers and children thrive in such an environment. IF balanced calendar needs to go away, I believe that the uniforms

should also go away at Barkstall. I also feel that the breaks in the fall and spring should be 2 weeks across the board. Summer break is TOO long for children.. that should be examined with hard, real data as to the effectiveness of balanced calendar school or year round school before getting rid of it and/or hiding it in this scenario that appeases everyone (even me!) but not with the balanced calendar being removed... Moreover, i feel that the middle schools and high schools should also go more balanced/year round.

- I believe this will cause the least disruption and keep students in the schools they are currently in, which is a big concern for me and my family.
- I can still make the choice of where I send my kid. If school you choose isn't the closest to your home. You should as a parent be responsible for your kid/s transportation.
- I can support Scenario 4 but ONLY if the year-round schools, such as Kenwood, are allowed to remain year-round schools. Research shows that year-round schools are more effective than others, so it makes no sense to get rid of them. Please keep this option for those parents that like this choice. I do like the idea of making Garden Hills a k-8 school, as that hopefully will make the school a more appealing choice for parents.
- I definitely do Not want my daughter going to No Garden Hills or I don't want my daughter going to Stratton.... Not at all
- I did not move into a good neighborhood in champaign for you guys to try and send my children to the ghetto for school
- I disagree with this strategy completely, and wish not change my children's school after having the option of choosing a school we studied and searched for. I feel those who have picked their schools should have the choice to stay or not. These changes I find are unnecessary.
- I dislike the removal of balanced calendar.
- I do not believe getting rid of the balanced calendar is in the best

interest for the students.

- I do not believe it is fair that students only have the option for dual language if they live within certain parameters. Honestly scenario 4 was what I had been thinking about before I knew it was an option. I believe giving people a choice but also allowing for those who are not able to register early an opportunity to attend the school of their choice is the right option.
- I do not feel the children need more days off by adding a fall break
- I do not like the changing of MS assignments as CB is the furthest school from Franklin and there are closer schools with similar ses balance (bottenfield). I love doing some new programming and prek at IPA and GH. I do not think they should vote on those until there is a plan to staff it.
- I do not like the cluster idea! It completely moves my child from Robeson district! I like the current schools of choice.
- I do not Support any Scenario
- I do not support any scenario that moves existing students to another school. Each scenario should begin only with kindergarten.
- I do not support any scenario that removes balanced calendars. They are essential to my stepdaughter's ability to have a relationship with her mother who lives out of state. My family has made so many decisions around the availability of that calendar.
- I do not support removing balanced calendar schools. I also don't understand how changing middle school feeder assignments addresses anything.
- I do not support removing the balanced calendar options.
- I do not think eight graders should be at the same school with kindergartens
- I do not understand the benefits of shuffling what middle schools the primary schools feed into. I have a current 6th grader at Edison and a current 3rd grader at Carrie Busey, and under the new system my younger child would not be able to attend the same middle

school that their older sibling currently attends, and it is unclear to what benefit this change will create. We would not be able to benefit from having a sibling get to follow in the system we learned and understood from their older sibling's experiences, and also the new middle school would be an even longer drive for pickup and drop-off on a daily basis. Additionally, if the primary schools are already crafted with a balancing of socio-economic status and racial diversity in mind, it is unclear to me how shifting around the feeder schools would improve those metrics at the middle schools. The primary schools are already accounting for these balances, so changing things would seem to be more of a random shuffle than a balancing one, as the balancing occurs at the primary level. Additionally, it seems it would make more sense to begin any changes with the incoming Kindergarten class, as that would not create a shift or confusion for any of the current student classes and assignments, so as to not disrupt existing familiarities with peers and teachers, as well as routines and buildings. If this entire system shift began with incoming students in the Kindergarten class next school year, it would likely be more acceptable, as it would not create a large amount of disruption to families that are already in the middle of creating a clear understanding of the school system. That said, I still don't understand what benefit comes from the shuffle of feeder schools, since the effort to create a more balanced student body at the schools is enacted at the primary school level through the school of choice system that already is in place.

- I do not understand the conversation here. Looking at the map, I like cluster 2. But why is it not on here in the survey???
- I do not want my child to switch schools. As a child with a 504 plan his school has come to know and love him and he's familiar with them which helps in his learning.
- I do not want to lose balance calendar.
- I don't have kids in grade school or middle school anymore. I think you should create boundaries and that's where the kids should go. But those that have been at their current school for 2 plus years

have the option to stay or go to school in boundary.

- I don't know enough about this scenario. I just want my son to stay in the school he's at.
- I don't like removing balance calendar. This will not solve the late registration issue. The issue with late registration is the district communication. I only found out about kindergarten registration through Facebook. No flyers were mailed out with registration information.
- I don't like that CB students would go to Franklin instead of Edison.
- I don't like this option
- I don't see how this addresses the community inequity that was the alleged focus at the start of this experiment.
- I don't see the point of making this small change. It keeps everything almost the same and does not really resolve any of the issues that you set out to fix. It feels like Unit 4 is just giving in to the demands of the loudest and wealthiest parents in the district. It also means the taxpayers paid a consulting company millions of dollars to tell us to keep the flawed system running almost exactly how it has been for over 20 years.
- I don't think transportation should be reimbursed to parents to drive their kids to school. That money should go to programming for the schools, children, and teachers. That will be a nightmare to keep track of who gets money and who doesn't. Plus you'd have to hire someone to keep track that, so that's more money that could be better used within the school system for actual education of the children.
- I don't want my kids to attend a calendar school. I don't want them to attend a school that is far from their home when they have one near by.
- I don't believe this is the best way to support socioeconomic impoverished individuals, but it's better than option 2.
- I don't like that option 4 is doing away with balance schools. Was

there an option to consider making all school follow the balance calendar?

- I don't like the idea of having prek-8 in the same building.
- I don't see how this is going to fix equity issues. Reducing disruption now won't lead to long-term change. What does "qualify for district transportation" mean? It doesn't make sense to me for families who can afford to transport their own children to be reimbursed (does not seem like an appropriate use of funds).
- I don't understand this. It. Does this apply only to incoming kindergartners or will this require a move of all existing students in k-5?
- I feel as if the parent school be able to pick what school the child goes to
- I feel like these are options just to have options since you paid money to this firm. The current system of choice already weighs socioeconomic status, race, etc. Parents are given the information about the schools. I think it is really dumb to create something to make it look good on paper! Leave the system alone.
- I feel like we should be moving more towards balanced calendars for all students; studies have consistently shown how much learning loss there is over summers and getting rid of the balanced calendar seems like its just going to contribute more to that loss. The first month of school with a regular calendar is already dedicated to reteaching everything that was lost over the summer. I do like the idea of K-8 schools. That continuity while kids are going through puberty seems like it would be helpful with regards to behavioral problems that comes with the start of the teenage years. Reimbursing mileage seems like its just a reward to people who can already afford a car/to drop their kids off at school. I assume there will also be hoops to jump through and means testing and other things that will just discourage those who need it most and reward those who have the time and familiarity with dealing with such things, who are usually of higher socio-economic class. Scenario 4 feels like capitulation to those who don't want real change.
- I feel like y'all trying to divide these kids up base on the wrong situation. Race has nothing to do with a school choice!
- I feel that Scenario 4 is the best option. Would current students be allowed to keep their current school?
- I feel that scenario 4 works the best for my child because I think the kids have already had such a hectic beginning of their school year and are finally making friends, getting to know the teachers and staff and are feeling comfortable where they are. My son was hit pretty hard with the covid arrangement and did t have a normal kindergarten like my older boys and first grade was a transition but now second grade he's enjoying school likes his classmates and for you to come in and disrupt that is not smart on your part and not only for my child but all the children who are going through the same. They don't want to be uprooted from what they've become to know and feel comfortable. I say leave our kids where they are at and let them try to have a normal school experience. I volunteer at school a lot and see these kiddos everyday and I like seeing some kind of normal coming back to these kids. So please let it be. That's why I am voting for scenario 4 it's the best option for my child and probably a lot of the kids at our school. Thanks
- I feel that school of choice breaks up the community and makes it difficult for children to have strong friendships outside of school.
- I find it extremely beneficial for students to have an option for less transitions, especially in areas where students lack stability in other ways. I also agree this would remain true for those on the IPA path as no other school offers this level of dual language teaching. I appreciate it being considered which students were already attending which schools and allowing that to remain somewhat an option. I also like the idea of transportation reimbursement because since it has been so inconsistent, I have not utilized the bus service and do drive my kids to school.
- I guess I would like more information on both clusters to determine my answers
- I have a current 4th grader at Kenwood and 7th grader at Jefferson.

If I am reading correctly, my 7th grader will stay at Jefferson for her 8th grade year and my 4th grader will remain at Kenwood for his 5th grade year?

- I have a son currently at IPA and he has a younger sibling who will need Pre-K at IPA.
- I have an IEP student at Carrie Busey. Anything that avoids disruptions and change to him will be heavily favored by me. He does not handle change well at all and took 3 years to open up to his specials teachers, we don't want to start over. His kindergarten brother reads better than him as a 2nd grader.
- I have kids who currently attend Garden Hills, and have 1 rising K. We do not live in proximity or within the cluster. Does that mean we could stay at GHA? Or would we still need to move schools.
- I have one of the kids that live in Bondville that would be required to switch their middle school for 1 year (or else I provide transportation). I've essentially been providing transportation the last 3 years because Unit 4 transportation is unreliable. The Bondville kids have paid the price for a lot of these transportation dilemmas over the course of schools of choice. It is only because of schools of choice that my child is not already at Jefferson. I do not feel it is fair to continue to penalize the kids that live in Bondville. I think instead of changing them part way through their time at a particular school, they should be allowed to finish at their current school, then their next school would be as you proposed in scenario 4. It's very much lacking in execution for the already disadvantaged Bondville kids.
- I have two current elementary school students. If they are staying at the school that they already attend, I don't really care too much about the rest of the kids in this community. But, I think kids should go to school in their neighborhood.
- I have watched the board meeting and am still left with many questions about the supposed benefit from making this change. I agree that the school of choice model has many flaws, but I have yet to hear how making this change will lead to positives. And let's

be honest, this change will cost \$ and time which likely could go toward other changes. I would LOVE to hear direct input from teachers and school-level admin about what they perceive as the current biggest issues pertaining to the district and look at if these scenerios impact those issues. If not, perhaps the district should table this discussion for now and instead put money and time into working through those top 3 or 5 issues.

- I haven't understood the full details. I see good points but I have hard time understanding how all the pieces will come together.
- I just do not understand why we are not able to keep the balanced calendar. Why, when the balanced calendar has evidence that it HELPS the very things you are concerned with, that it minimizes burnout and the backsliding over summer, that it improves performance overall, WHY would we not pick a solution that keeps it? If Kenwood and Barkstall are good schools with good scores, then why wouldn't we be looking at what they are doing right instead of changing them to fit in with the other schools? I like that this plan wouldn't displace students that have already gotten comfortable. I'm upset that it feels like you decided you didn't like the balanced calendar and set out to get rid of it without looking at all the benefits it offers and taking into account that having happier teachers and students due to consistent breaks may be a contributing factor to success. I don't see how a tiny fall break for all students in any way should be considered a consolation for losing a calendar that offered so many advantages. My husband and I really liked that we had many different choices when we registered our kids and we were thrilled to get a balanced calendar school. We have seen the benefits for our children. We have seen how they start to lose interest and start to say they don't want to go to school but then get a break and are ready to head back to see their friends and teachers. We have noticed that our kids don't forget as much over their summer break as we remember losing. How, instead of looking forward to summer break, the kids now look forward to their next break but school is a consistent routine not suddenly ended for three months and then restarted. We have benefited from the ability to plan vacations in less busy and

expensive times, being able to give our kids experiences we wouldn't be able to afford over the summer. It is frustrating that the only solutions you see are ones where a system that has been shown to work needs to be thrown out.

- I just don't see how this creates a socioeconomic picture. It isn't that way now and Jefferson isn't changing. So how is it any different now than it was before?
- I just think the idea of reimbursing transportation costs to families is crazy. It seems unmanageable and very likely to be a waste of time, energy, and money.
- I like balanced school year.
- I like keeping the K-8 schools. Reduces overcrowding of other middle schools.
- I like pre-k options and less kids getting moved around.
- I like scenario 4 because my child would stay at their current school.
- I like that all kids will stay in their current schools rather than displacing a large percentage of students.
- I like that children can still go to the school they are currently attending. My child will be going into 5th grade so really don't want them to move schools for their last year. I just think this scenario makes the most sense.
- I like that current students would stay at their current schools. I also love the idea of adding full day Pre-K to IPA and garden hills. I think garden hills being Pre-K through 8th grade will make that a more desired school. I am still concerned about staffing that building. I appreciate that siblings would still be able to go to their older siblings schools. I am very concerned about the middle school switch. Being a parent from South Champaign/Savoy, being moved to Franklin as a feeder middle school is problematic. It is the farthest school away from us, and will be very difficult to get to when dropping younger children off at Carrie Busey. I hope that Carrie Busey can still feed into Edison, which is closer. Surely

Bottenfield or South Side are close to Franklin than Carrie Busey. And like wise, isn't BTW very close to Franklin? I'm not sure how they will feel about the switch either. How will sports and extracurriculars work at the Pre-K - 8 schools?

- I like that it doesn't disrupt the placement for most children. I am all for whatever plan actually increases equity; but how you thought you could make a massive change to the lives of families with young children, after three traumatic years of covid, with little pacing or planning to implement slowly over time, I'll never know. That was so foolish and shortsighted. Don't harm families who have already been harmed. Do this slowly. And Scenario 4 is least disruptive.
- I like that it involves least amount of students having to be moved. The change of middle schools, while I understand, would mean my student not knowing some familiar faces any longer.
- I like that it keeps the majority of the students at the same school. This was my major frustration because students connect with the teachers and I felt like changing so many students would cause anxiety and learning loss as they have to get comfortable with new staff. Teachers will have to learn about all new students and how to meet all their needs, whereas now there is data with students that easily transfers in a building. I like the idea of adding Pre-K and 6-8 at GH. This would help with some space issues and provide more options for families who want longer consistency. My biggest problem is removing balanced calendar but at least if it gives removed I like the fall break option for all.
- I like that it will cause less disruption to students currently enrolled.
- I like that my child will get to stay at her school and the middle school we had planned for. Scenario 4 is the only one that does not move her somewhere else but it raises questions. How will working parents deal with a week off in the fall that was not planned for and will that lengthen the school year to make up for that week off? How will the district be able to accommodate PreK and middle school at GH and IPA? Is there appropriate space at those

- buildings? New staff will need to be hired and there are already several unfilled positions. Transportation reimbursement does not seem like a good use of district funds.
- I like that my children will get to stay at their current elementary. I like the addition of Pre-K and making GH K-8. I am concerned about the reality of staffing this however. GH is currently understaffed - what is the boards plan for addressing this? I am VERY displeased at the middle school change. We were told SEVERAL times when we registered for Kindergarten to consider the middle school we wanted our child to attend and we did. We chose elementary schools that fed to a particular middle school due to specific programs at that school. Now you have the farthest south elementary schools feeding to the farthest north middle school?? If your SOC system is going to magically balance all elementary schools then why do middle school assignments need to be changed? Leave the middle school feeders as is. I have approximately zero trust in this school district at this point. I regret not moving my family to a more stable community prior to beginning kindergarten. I hate the Cluster 3 school options. So I either get a school close to my house or I'm commuting to the complete opposite end of town - that's dumb. I refuse to put my six year old on a bus for an hour just so kids can be jumbled up to balance the testing numbers across buildings. Pass.
 - I like that some thought was given to the Middle Schools. I think the proposed feeder schools will make each middle school more balanced. I really like the idea of Garden Hills & IPA becoming Prek -8. I am not a fan of getting rid of balance calendar. I think ALL schools should sway more towards a balanced calendar instead of our current regular schedule. A better compromise would be 2 weeks in fall, 2 weeks in winter and 2 weeks in spring. Teacher institutes could happen during those longer breaks.
 - I like that Spanish speaking families are considered more by keeping IPA as dual language. I also like that students would be able to stay at their current school and the changes are grandfathered in.
 - I like that the integrity of magnet programs will remain intact. I would hope that since Stratton maintains the dual French program that one or more of the other programs in that building might be moved to other locations. Stratton has been the "home of programs" (Reading Recovery, FLS, ES, Dual French, magnet, early childhood), leaving little space for "regular" education. There are multiple spaces where up to 5 teachers are sharing spaces and trying to deliver service within those spaces. In many cases, the available space is not adequate to deliver appropriate instruction.
 - I like that we can stay at our current school and that our second child will hopefully be assigned that school once she is ready for Kindergarten as well.
 - I like the balanced calendar and want to keep it
 - I like the calendar unification
 - I like the idea of expanding Garden Hills into 6-8 grades. This will help with the over crowding of the other 3 middle schools. And addition also adding pre k to both IPA and Garden Hills gives parents an option to send their kids to.
 - I like the idea of getting rid of balanced calendar.
 - I like the idea of having IPA and Garden Hills K-8 for student continuity.
 - I like the idea of no balanced calendar and a fall break. Allowing for 5-15% of seats for late enrollment sounds reasonable.
 - I like the idea of the Pre-K at Garden Hills. That would help working families who cannot otherwise send their kids to a 3-hour preschool as that doesn't fit into working schedules.
 - I like the ideas of pre-k and middle school at Garden Hills, especially if programs can be tailored to help improve the achievement of historically underperforming kids in that area. I don't understand why shuffling elementary feeder schools was tossed in scenario 4 with no supporting data to explain why it was done or why only Carrie Busey and BTW flipped spots.

- I like the pre k for the low ses kids.
- I like the pre-k offering even if it is limited at first. Also idea of more MS seats. I'm concerned with logistics, but in any situation those issues need to be addressed. The idea of reimbursement seems a bit gimmicky, but if there is data of other districts doing this and it lowering their costs, it seems OK. I don't understand the comment "area deemed hazardous". Is that hazardous for buses to drive? For kids to walk? That wasn't covered in the presentation. So it's hard to understand that and comment on it. You'll also need to make accommodations to those currently on balanced calendar who have purchased flights, hotels, etc, based on what they previously thought would be the school schedule and not count those days as unexcused absences or hold them against the students in any way.
- I like the provision for extending registration and removing balanced calendar for help with those affected by later start with a new residence or would have to determine weeks of balanced calendar child care. While likely more difficult for teachers in planning with variability of 5-15%+ open slots to be filled and the review of start / stop times but determining support for their resource needs with as firm of expectations as possible would be imperative.
- I like the scenario. The whole time I was hoping for a scenario where we can make impactful changes with minimal disruption. I was hoping we would arrive at a solution that is as 'win-win' as possible and this is the best option I have seen. As for question 4, I answered "yes" to the possibility of being reimbursed for transporting my own kids. I will transport my children either way and don't necessarily need to be reimbursed for it. But I support any ideas that help reduce the transportation burden of the district and/or help families that will provide their own transportation and would benefit from reimbursement.
- I like they Scenario 4 does not change my child's school. Even though I'm sad to see balanced calendar go away, it's more important that my child stays at the same school.
- I like this idea because it doesn't have kids who are already students changing schools. I would like to see balanced calendar stay as that schedule works very well for our family. As a parent of 2 kids who both have an iep and/or 504 plan I like staying with the same staff etc that my kids have become accustomed to. This is especially significant for my kiddo with the iep because of how shy and slow to warm up she is with new people. Changing the start/stop time may cause challenges but if it means we can stick with our current school it is a concession I am willing to make.
- I like this scenario because it promises more socio-economic and racial diversity at Franklin and because it causes the least foreseeable disruptions in the current elementary school choices.
- I like what is happening with expanding the preK-8 options at GH and IPA. I also think it makes sense to have all schools on the regular calendar if we are sticking with the current school of choice model. This will create more options that are considered for all families when ranking schools thus, hopefully allowing for less demand of the typical schools people have in their top 5. My student will end up going to a different middle school than her older sister is attending currently, which I don't love, but I recognize this is more of a preference for familiarity sake rather than a specific need our family has.
- I liked the new scenario, I'm just not sure about changing the cluster from Carrie Busey from Edson to Franklin. but I'm glad they don't change schools.
- I love that kids will not all be interrupted and moved to new schools. They need to make these changes slowly over time. I like the additions at Garden Hills and IPA. The Bondeville students totally makes sense. No need for them to all be going to different schools. I love getting all the schools on the same calendar as well.
- I love that Scenario 4 only effects students at natural transition points in their education. I also love that the changes to Garden Hills offers more resources and support to that school community and hopefully will make it into a desired school with the K-8

program.

- I love the idea of a full-day Pre-K option. Lots of families will benefit from this. I also like that my child will get to stay at the school he's currently at. I also really like the K-8 options at IPA and Garden Hills. Are the buildings big enough to accommodate the additional grades?
- I love the idea of less student interruption which provides more stability for the students. It also still gives parents a choice in where they would prefer their student to go. I appreciate the district taking the stakeholders voice into consideration.
- I love the idea of more preK at the schools, I hope this would be an option for my child. Can my child go to preK at one of the listed schools and then transfer to the school my other child is at for kindergarten if I wanted? I really appreciate that scenario 4 seems to offer the least disruption. I really want my child to stay at his current school. I am upset that balanced calendar would be removed, as I believe this is so good for their learning.
- I love the idea of pre-k being more widely offered in our district and I hope that these plans can be adequately staffed and resourced. We have spent a lot of money on consultants, let's put our tax dollars into resourcing the schools, teachers, and getting all the open positions filled.
- I love the inclusion of Pre-K. As a former family advocate at Head Start who had to turn away hundreds of families because of capacity limits, this is a HUGE need in our community!! I also strongly support the change to middle school.
- I love the removal of balanced calendar and addition of fall break. I just wonder whether it really addresses the issues that we were worried about in the first place, since the changes seem so minimal?
- I need a scenario available that allows my child to attend the school from which she lives across the street. Neither scenario guarantees this, so I support neither. Adding a fall break would also likely become problematic for my household.
- I need more explanation as to why CB and BTW need to switch feeder schools for middle school. Why was CB chosen and not another school like Bottenfield, which has a lower SES percentage and is closer to Franklin. Scenario 4 is much less disruptive than Scenario 2, but it will still disrupt those relationships that families have already made with the teachers and programs at the affected middle schools.
- I need more information on what it means for IPA to become a magnet school. My first grader attends IPA and dual language education is important to our family. In both scenarios I understand that she could remain at IPA. We already provide our own transportation.
- I personally prefer my child to stay at one school through 8th grade. I think balance calendar should still be an option.
- I prefer balance calendar
- I prefer the lack of disruption here. And allowing neighborhoods to still somewhat maintain community schools.
- I prefer this scenario as a parent of an incoming kindergarten student and a current elementary student. I would prefer both of my kids to remain in the same school together, and not be impacted by changing boundaries and rules creating different criteria for placement of the kindergartener and separating them, as well as creating pick up and drop off challenges.
- I really hate to see the balanced calendar go. I was hoping to get my son in a school with a balanced calendar as it worked so well for my two older kids.
- I really like additional 6-8 and pre-k spaces and fall break addition
- I really like and support that scenario 4 does not uproot students from their current school assignments. I also like that it will still use proximity and socio economic diversity during the school assignment process and that they will factor in a higher percentage

for late registrations to hopefully help with the diversity issues.

- I really like creating 2 new all day PreK classes and the promise of continuing at the same school through 8th grade. I would be interested in switching my daughter from CECC to either Garden Hills or IPA if this takes affect.
- I really like the idea of a fall break and we would definitely use the mileage, assuming it also applies to high school. We've been driving our kids all the time because of how far out in Savoy we are.
- I reviewed the presentation from the December board meeting, and there is no clarity on whether our rising first grader would be able to stay in her current school. This process should have been much more transparent, and it's unfair to give us so little information before the final board vote.
- I still do not see anything in the plans that address learning and teaching our lagging students. I'm disappointed that we are not addressing the actual problem of HOW we teach kids in unit 4.
- I strongly disagree with changing middle school assignments. The relationships developed between students, families, and schools are built over years. It was said the middle schools were already sufficiently balanced, so don't rock the boat.
- I strongly dislike "school of choice" plans. The problem is that we all want our kids to go to schools that are perceived as "good," and as long as engaged parents can use ranking to avoid some schools like the plague, better-resourced families will get into "better" schools, or pull their kids out of public school if they get an assignment they don't like. We should be sending our kids to neighborhood schools, adjusting boundaries as needed to keep utilization equal-ish and to help achieve socioeconomic diversity. After years of research, purchasing a house in a specific neighborhood, etc., we still got our fourth choice school which is ridiculously far from our house. Scenario 4 is still the "less bad" option for us, though, because at least we might be able to hang onto that fourth-choice school instead of being reshuffled into somewhere even worse.
- I strongly prefer Scenario 3 with neighbourhood schools for community and bussing reasons. I do not understand why the survey is only asking about Scenarios 2 and 4. Regardless, I like the Scenario 4 keeps current students at their current school. Also, I like the idea of a later registration date and saving more seats for late registrants. We were affected by a lack of available spaces at all but one elementary school after moving here in August for a University-related move, which often happen at this time of year. I like the Fall break (please time with the University calendar) and removing balanced calendar schools as these schools were not accessible to families associated with the University, and this is a University town. I do believe the bell times should be changed- our current school finishes at 2:05pm and this is really early and disrupts my work day. I like the new middle schools as this will perhaps stop CB from being over selected.
- I strongly support a few of the components of Scenario 4, but do not have enough information (I attended the Board meeting) to support all of the components. I strongly support not disrupting kids from the schools they currently go to and the %-set-aside for late registrants as a tweaking of the registration process for incoming Kindergartners. I wish your presentation had been more explicit about not moving kids from their current schools and also that incoming Kindergartners with a sibling at a primary school will be able to also go to that school. I also support/like the idea of the two magnet schools and having Pre-K at those schools and am neutral about those two schools also serving for grades 6-8 for students in them. That should ease capacity issues at to some extent at the 3 other middle schools. I am unsure of the process by which all of that will happen as staffing shortages and facility modifications may make some of that transformation of 2 magnet schools challenging. I do not currently support the proposed change of the feeder plan for primary schools to middle schools as it was not presented in a way that provided us with the issue, justification, and alternative options for making a change. So for that part of scenario 4 in particular (change in Middle School feeder plan for 2 of the primary schools), I am not necessarily against it

but there was not enough information provided by the Board or Cooperative Strategies to assess that component in order to support it. Reimbursement for caregivers transporting their kids to school seems like another component that needs more assessment for me to be able to better understand how much money may be saved (if any) and how that would be implemented efficiently.

- I strongly support leaving current students in their schools, and I am comfortable with the proposed changes to Scenario 4, though I know that some families really do like the balanced calendar system and I wonder if there might be tweaks to the whole school calendar to help with learning loss.
- I support changes to the current system that help to better serve all students. This option seems the best to me as it will mean less disruption for students and families.
- I support components of scenario 4, in particular modifications to SOC leaving kids where they are and starting with incoming kindergartners. However, If you change the feeder pattern to middle schools this makes it unfair to families whose kids are still in grade school. The SOC pamphlet emphasizes that the grade school you choose/end up in dictates what middle school your child goes to so make your decisions on grade schools with this in mind. If you now change the feeder pattern, families in schools that change will be forced to go to a different middle school than their original preference without recourse. Why not wait for the changes in diversity at the incoming kindergarten classes to trickle up to the middle schools rather than an abrupt change? Families don't like to be forced into changes without recourse. Also, it wasn't ever made clear that there was a need to do anything for middle schools in the original presentations or even the one in December. What is the justification for the change in the feeder pattern? Also why target Carrie Busey and BTW in this change when there are other schools similar in SES that are closer to Franklin and Edison. Wouldn't using those schools for the feeder pattern cut down on your busing costs rather than increase it? Why would you require kids to sit on buses longer than they need to? So many questions with not enough detail provided and no outlet to ask them.
- I support removing a balanced calendar. One of my kids currently attends a balanced calendar school, whereas the other kid attends a non-balanced calendar school. This has been challenging for our family to plan our summer, fall break, etc. It's also great that my kids stay at the current school.
- I support Scenario 4 because it causes the least amount of disruption to current students. It is my hope that extending the kindergarten registration deadline and setting aside seats at each school for late registrants will help make the schools more equitable for all students.
- I support Scenario 4 except for the change of middle schools to Franklin. This seems inappropriate given the distance between the two schools.
- I support scenario 4 ONLY if current elementary students will remain at their current schools, and with Carrie Busey feeding into Edison.
- I support scenario 4. I'd like to see a higher percentage of seats held to encourage better balance/SES distribution where it's needed. Or more consideration given to SES in the SOC formula. Perhaps more weight than that of distance/proximity priority. I don't believe 5% is adequate at certain schools and feel the higher number (15%) is necessary. I support elimination of balanced calendar. I'd like to see the proposed "fall break" be uniform across the district (K-12) to allow for older siblings to help with childcare, families to use to time to travel out of town if desired, etc.
- I support the changes that help balance it but the impact of those changes will be less dramatic than Option 2
- I support the removal of the balanced calendar at Barkstall. I like the full day pre-k at Garden Hill and IPA.
- I support this scenario because my son would be able to continue to attend the school he is at.

- I support this solution because shuffling students is disruptive. Apply the changes to incoming students
- I think nj it's good to set aside a % of seats for those who join schools after registration is. completed.
- I think a pre-K option is a great idea
- I think adding prek is a great idea. Same with middle school seats. I'm concerned that scenario 4 doesn't do enough to reach the goal of better equity of socioeconomic status within the schools without prioritizing it within the choice process. Scenario 4 is great for few disruptions. Unit 4 isn't equipped for the level of disruption the other scenarios would have caused.
- I think adding PreK to GH and IPA is a GREAT idea. Good job on that. I am sad we are losing Balanced Calendar schedule but I understand the reasons. I think it will be great to go with Scenario 4 which will cause least amount of disruption to the kids and families, really reinforce the socioeconomic diversity ratio consistent through all schools (especially for Carrey Busey which has violated this the most severely out of all schools), reinforce keeping those seats open for late registrations. One note is that if we went with this scenario, to give the district at least a few years to see how these changes will effect our community, allow the community to come out of covid restrictions and let everyone heal and recover and catch up and then reconsider how things are moving. Drastic changes from all the other scenarios is not right, not giving the community time to recover from the pandemic and all the challenges we've had to weather through it.
- I think all schools being on the same schedule is easier to understand and plan for.
- I think both models are bad. Instead of simply moving students around, why can't we just invest more in school resources at all schools.
- I think by 5th grade that kids need to move on to another building. In most smaller school districts they start moving kids around 3rd grade. It gives kids a different feel of growing up and if the kid is in trouble a lot. Maybe they need a change. Moving to a different and more change is good for them at the 5th grade.
- I think full day PreK is needed and excellent - staffing is going to be a problem. (The folx at CECC are not going to be excited about this) Extra middle schools is amazing- staffing is a problem (vacancies exist now) Scenario 4 isn't going to fix over chosen schools but getting rid of the waitlists is a GREAT idea. Holding spots for late registration is also key to this succeeding. (Folx gonna be mad about that tho) Balanced calendar ends up with almost a full class of kindie seats empty. Abolish it. Overall I think the scenario 4 is good.
- I think getting rid of balanced calendar is a HORRIBLE idea. It is such a beneficial concept and the families that are currently there speak very highly of it. I find it odd that Bondville kids are singled out and the only ones with no choice.
- I think I am a relatively smart person with a master's degree and I do not understand these scenarios. My kindergartener is already not attending her proximity school and I don't know how this will effect her next year. We are moving and putting our house on the market early 2023. Thanks a lot for ruining this town Unit 4. You haven't created white flight, you have created wealth flight. Anybody with the means have either enrolled their kids in private school or moved. Good riddance, I just hope my house sells and high property taxes combined with a horrible school district doesn't bankrupt me. Also, why are there tampon machines in the boy's bathroom in my child's elementary school?
- I think is more reasonable. Also because we strongly disagree with the Scenario 2.
- I think it is a mistake to remove balanced calendar. Research supports its effectiveness. If it is beneficial to standardize the calendar it would be educational more beneficial to move all schools to a balanced calendar.
- I think it is great that you are looking at the schools rather than the

- district as a whole. I would like to know when the fall break will be made up.
- I think it is wise to allow students to remain at their current buildings. We also need more access to Pre-K making this a more attractive option. My question is, are families still choosing from all of the elementary schools or are they limited to certain schools? Will scenario for address our extreme issues with transporting students to and from school? On the information for scenario for the board policy for school of choice is linked (board policy 7:32). There is a section about proximity. It says that it will be considered for the first choice. How is it considered? How does that affect placement? The board policy was vague. (Also a typo: 1.5 miles, not 1/5 miles)
 - I think it's a bad idea to remove year round. Adding fall break is great - have it the same time for all schools and keep year round for 2 or 3 of them. Maybe make the PK-8 schools year round? Our family would definitely choose a year round school if it went through 8th grade. The new feeder assignments look great! Reviewing start & stop times is fine - please remember that families have chosen these times because they work well for them. "transfer eligibility based on board policy" concerns me. A lot of us do not trust the board... Wouldn't reimbursing mileage get expensive??? I guess cheaper than paying more bus drivers, but that seems like a risky offering that could get abused or cause a lot of administrative burden. This scenario is still much better than previously offered scenarios. We appreciate you taking our feedback into consideration. Was there a scenario 3?
 - I think it's smart to remove the balanced calendar and have everyone on the same schedule. I also like the review of start/stop times as transportation will be an issue to be addressed in the future. Our family does like more than 1.5 miles away from our elementary school but would not participate in the reimbursement from the district. I think those funds should be used to hire more teachers or for school improvement. The reimbursement doesn't make sense unless we live in a large city.
 - I think providing full day pre-K programs is amazing, especially in schools with underserved populations. This scenario also allows my son to stay at his current school, which is huge. If this stands, we will stick with Unit 4. We were very likely going to switch to a private school under the original scenarios.
 - I think providing mileage reimbursement is a waste of school resources, unless it is provided only to families who would qualify for free/reduced lunch.
 - I think Scenario 4 is definitely the best option. It creates the least amount of disruption to the students current educational lives by letting the elementary students stay where they are currently. Which is also where they are most comfortable which I feel will also help with there grades not declining due to being uprooted and moved to a new school in the middle of their elementary years. I also feel that the changes for middle school are fine because the incoming 6th grade students will be changing schools no matter what and the 7th and 8th grade students will not be affected.
 - I think the addition of a PreK option is desperately needed, but I don't think 2 schools is enough. I would be happy to see more students get an opportunity to attend PreK, I think it would definitely help the education gap in our community.
 - I think the changes to the middle schools in particular will level out the racial and socio-economic representation at each school tremendously.
 - I think the initial appearance of Scenario 4 seems great. It seems to address a lot of the issues while disrupting a very small percentage of students, which is crucial. Another K-8 building in the district would be wonderful. I also think that the decision to save 5-15% of seats for students would be a really wise choice. That would solve a good amount of the issues that have been presented. I also appreciate that scenario 4 takes into consideration grandfathering in students who are at middle schools currently. That will help mitigate some of the change for a lot of families. Making decisions that allow for a slow, gradual transition is much more beneficial to

all students. Having PreK available is also amazing, especially if it is full day, & will benefit so many families in our community. That is a huge benefit to this plan.

- I think the new setting at IPA is terrific. We need more K-8.
- I think there was a collective sigh of relief when scenario 4 was presented. Though it would be difficult for those parents that love the balanced calendar, I support the decision to get rid of it and have a week off in the fall at all schools if it will benefit families that register late and it just doesn't work for the district anymore. Now, all-day, pre-k would be HUGE for families at Garden Hills and IPA. I think any parent would love it and it would help both parents and students. My question would be if the all-day, pre-k program would only be for Garden Hills and IPA families -- those families that wish to have their children attend the schools from pre-k to (even) eight grade. I would hope it's only for those families that want to attend those schools.
- I think this is a very clever solution. I think it responds to community feedback well. It addresses overcrowding at the middle schools and I like the idea of having multiple K-8 options. More pre-K is awesome and better utilization of those beautiful spaces is great. I also like that it doesn't disrupt current students. The incentive for providing one's own transportation is brilliant. And while pedagogically sound, if getting rid of balanced calendar solves other problems is helpful I think this is the way to go (and adding a fall break in is a nice carrot for families and teachers to get behind).
- I truly appreciate the fact that the community voices were heard. I support Scenario 4 and the difficult work in compromising while still doing what's best.
- I understand that research generally suggests that K-8 is more beneficial to children than K-5.
- I understand that this will not be the drastic change that the trigger happy school board wants, however, to change something this big should never be done as a knee jerk quick reaction like was initially proposed. That is the biggest reason I support Scenario 4. This was one of my original questions/comments during the focus group. The board literally has the power to change the demographics of every school under the current school of choice model. I believe this is the way to go. Make a slight change and see how it works out based on standard metrics. If it's not working then make another smaller change and check it out another 5 years to see if it's working. Any change will require several years of practice before a result is able to be demonstrated. I'm sure more than a few people will be upset about losing the balanced calendar option, but honestly having schools at the same level on different calendars always seemed odd to me anyway.
- I want my child go to a nearby school and lose time on transportation.
- I want my children to stay at their current school. They have done so well I want this to continue.
- I want my son to stay enrolled at barkstall where he has 504 plan that all the teachers and staff are aware of already. They support him and I have no wish for him to have to deal with staff or teachers that may not be as understanding.
- I want to keep my son in the same school, he is currently attending. My son loves his current school, teachers and his friends.
- I was forced to send my kid to a school I didn't want her to go to. nobody wants their kid to go to Edison but I was forced to bc of where we live she did terrible there.
- I wish my kids can go to IPA, but we do not speak Spanish. I like the fact that IPA has grade k-8!
- I would be in favor due to all students staying at their current schools.
- I would hope that proximity would be the #1 factor in picking schools.
- I would like my child to remain at his current school to avoid more

disruption. I also like that our younger son will be able to go to the same school.

- I would like my child to stay at the current school he is attending. He had such a rough adjustment to kindergarten and Kenwood has been nothing but supportive and willing to work with him on adjusting to school. I would like my son to continue attending Kenwood so he can continue to get the support he is getting.
- I would like the option to opt out of reimbursement for transportation, as I do not plan to utilize bus service and would rather have the school retain those resources for other needs.
- I would like to hear more about why the feeder schools for two of the middle schools are changing along with the timeline of implementation on Garden Hills becoming K-8. I think that is a great idea, however I am concerned about how realistic it is with our current teacher shortage.
- I would prefer for middle school to also be assigned based on geographic location — living a 5-minute walk from Edison but having to arrange transportation all the way to Jefferson is my least favorite idea ever.
- I would rather keep my child at Westview so scenario 4 would keep them there. If scenario 2 was implemented my child would be forced to move schools after falling in love with their current school. I'm also afraid that the change would set them back academically for a little bit as they adjust to a totally new building.
- I would strongly support this scenario if there is a guarantee that incoming KG students be guaranteed a spot in the same school as an elementary sibling. I answered no to the transportation question because it does not apply to us.
- I'd prefer for my child to stay at the same school.
- I'll support scenario 4. Scenario 2 still disrupts your current students. This includes special education students and especially the older kids - incoming 5th graders! Take them away from their friends? Teachers they love? This all should start with incoming kindergarteners.
- I'm a parent of a current 5th grader. She is going to be crushed she's not going to the middle school we have been building up for her. This goes back to how much change and disruption can "one" child take? I'm not sure where breaking point is but I don't want to find out.
- I'm confused - current school of choice program would remain the same? With changes to IPA and Garden Hills and middle school?
- I'm not sure how scenario 4 will affect my student. Will we be shuffled around or stay at our current school? Also, we are very concerned that all scenarios remove the balanced calendar.
- I'm optimistic about the new direction the district is considering, and remain interested in how the process invites timely and meaningful engagement with affected stakeholders.
- If a child has established him/her/themselves in a school it is a horrible idea on changing that. you are just created mayhem that is not needed. If you want to start something start with the incoming kindergarteners and then each year after that. yes, it sucks that families were sepearted but they can deal. Unit 4 made me have 4 kids in 4 different schools before. Dont mess with the kids who are already in the schools! that is messing with their current education.
- If elementary students are allowed to stay at their current school, I could support scenario 4.
- If it has been determined that issues exist in the current model, then I don't believe the slight modification to the current model would fix the issues.
- If my child can remain in her current school, then open to learning more.
- If my child can't attend their neighborhood school, I'd like them to stay at their current school, and not get moved.
- If this scenario is adopted it should apply only to new incoming kindergarteners. Forcing children to change schools is destabilizing,

especially for those with emotional and behavioral challenges. It's unfair to take this out on them

- If you don't see an issue with 6-8th graders attending the same school as preK and kindergartners, you have seriously lost your minds.
- I'm confused as to agates being shown not really sure if your saying if dejected in one of those schools they would be there pre-k until 8th grade I think kids get bored and being in a school for close to 8 years is not the route they do that in Chicago schools already and see how that's working out for them
- I'm extremely relieved to see the board present a scenario that allows students to remain at their current schools. That is crucial. Students are people first and foremost, and their lived experiences and relationships are important and shouldn't be overlooked just because they are so young. They are not commodities and numbers on spreadsheets to be traded amongst clusters and socioeconomic demographics. I'm disappointed to see the district abandon the balanced calendar, especially when an overwhelming majority of families at Barkstall and Kenwood are in favor of it. I believe it is better for the students, both in terms of their formal educations and their relationships (which, in turn, are a social education about becoming adult citizens and neighbors). The traditional US educational calendar is based on an agricultural socioeconomic situation that has been outdated for a century. If it were up to me, the entire district would switch to a balanced calendar and accommodations would be made to help parents find suitable childcare. Indeed, if the entire community was on the balanced calendar, the local childcare trade would rise to the occasion and meet the needs of families.
- I'm glad to see that scenario 4 is attempting to have the least disruption possible. but it's the only scenario without a percentage of elementary students that will be displaced. Details are given about what will happen to current middle schoolers, but not elementary schoolers whom this will affect the most. IF scenario 4 phased in these changes with incoming students (leaving current students in the school that has already been chosen for them) then I would strongly support it.
- I'm happy with Bottenfield feeding to Edison.
- I'm not entirely sure I understand how well Scenario 4 achieves the goal of balancing SES across the district, but I am in favor of a plan that is least disruptive to all students, so this would be the plan I prefer.
- I'm not for pre-k - eighth grade split between only two choices. I feel that will cause more problems than not. I believe it will cause a lot more traffic during drop off and pick up. It will also crowd schools as well.
- I'm not sure I completely understand the scenario. I have a student at IPA and would like them to continue at IPA till 8th grade. This whole thing is a big disruption to families. Let families pick the schools they want and provide quality education to all students and extra resources to those who are struggling.
- I'm not sure I understand what is meant by IPA going to Edison 'or IPA' for 6th to 8th. For students currently enrolled in IPA, will they be guaranteed an opportunity to continue with the bilingual program there or will there be a selection made by the District of who stays and who goes to Edison for junior high?
- I'm not sure what that means for my school, Barkstall, in regards to whether my child will have to be moved.
- I'm not sure what this scenario does to even out the district at all before middle school. I don't know what satellite Pre-K or smaller middle school will do for Garden Hills.
- Implementation must be phased in. Period. You're not yanking my kid out of her building because you decided to re-draw the maps. This is completely ignoring the effects this will have on a student population that's already scarred by COVID and remote learning. Quit trying to change for changes sake. Take a step back and focus on the mental health of these kids. Please.

- Including a preschool classroom in a K-8 building: - not developmentally appropriate - will they be included in the specials rotation, lunch and library? - Transportation. You cannot have a 3-yr old on a bus with a 5th grader. I also cannot picture a 3-yr old waiting at a bus stop. - I can also not picture a 3-yr old walking blocks with a parent to school. - will the preschool program be only K-bound students or ages 3-5? - is the playground equipment developmentally appropriate? - library materials need to be provided for that age group. - what will the adult to student ratio be? - will the teacher hold a dual certification in case a child qualifies for special education? - if a child is not making progress and requires a special education evaluation, will that be done by the building staff? - if they then happen to qualify for special education (other than speech or social work), will they receive those services by staff in that building who often do not have the prek sped certification? - what is the curriculum that will be used? - what determines which students can attend this classroom? Is there a screening measure? - logistically speaking, I don't think the district can have this figured out in a timely manner and your job as a consulting firm is to give ideas and not stick around to help implement what is eventually chosen. Proper implementation of something like this takes time and experts to set things up to be successful.
- Instead of going away from balanced calendar, you should be looking at expanding it to more (if not all) schools and not just at the elementary level but middle school and high school. It works so amazingly well. By comparison, these proposals are absurd and limit choice and what's really good for students.
- IPA shouldn't be included on the topic. It's not the same as other schools.
- It appears less disruptive than any previous alternatives. The loss of the balanced year schools will negatively impact some families dependent on the existing schedule for those two schools.
- It appears that IPA is being considered to not be K-8. This was a significant factor when choosing where to send out child. I can't support a plan that would change this.
- It depends if both scenario 2 and 4 are going to happen, if that is the case it would cause my current 4th grader to switch schools for his last year of elementary and then he would go to a different middle school than his sister (currently in 6th). Neither of those situations are expectable to me.
- It doesn't make sense
- It doesn't seem like it would effect my child currently as she would still go to Westview and then Jefferson after.
- It doesn't sound like anything is being done to correct the issues with choice that we are currently dealing with.
- It is great that Pre-K can be offered at both schools and that Garden Hills has space to go through 8th Grade. My only concern is getting enough teachers to fill those positions and a strong leadership team to run the school. Garden Hills does not have a good reputation and that needs to change.
- It is less disruptive to our community and allows us to focus on educational equality instead of race or income.
- It is not clear how Scenario 4 fixes any of the issues the Board is concerned about. Why would K-8 feed into middle schools? It seems like IPA And GH would be excluded from the middle school feeder assignments. GH needs more resources to keep teachers and reduce vacancies.
- It is not immediately clear how the proposed changes listed in Scenario 4 will be implemented. For example, where will the funding come from to support district reimbursement for mileage? Also unsure how the Pre-K to 8th grade program will look, and if it will adequately support the students.
- It is so diverse in these schools, so it is nice to know and choice exactly where your child will feel most comfortable and also fit in.
- It is unclear if current elementary students would remain at their current school. I can't support it without that explicit promise.

- It is unfortunate that balanced calendar schools need to be eliminated. Also, it is not clear what analysis was done that led to this middle school proposal. Why are changes needed, and what will be done within the middle schools to improve educational outcomes, behavior issues, and achievement gaps beyond just moving students around? Perhaps a bigger shuffling of all middle school feeders (not just the two changes shown) might lead to better long-term outcomes, instead of just swapping two of them-- is a larger more impactful plan for middle schools being considered or are we just putting a Bandaid on it and calling it good (because they are all struggling). It is also unclear why it is in the best interests of families and students to have the two southernmost schools feed into the northernmost middle school requiring families dropping off at both schools or living near those schools to use a route with the most traffic congestion during commute times. How will their start/end times be adjusted? Finally, how and why is the district proposing to pay families to drive their own children to school? Is this equitable? Is this because the district cannot or does not want to provide reasonable transportation to certain parts of town? There are big conversations that need to happen about how the transportation department should be serving students and families much, much better. For example, there used to be a yellow bus stop on the same street as Carrie Busey (just a block or two south) for middle schoolers going to Edison, and it was a short route (about 20 minutes, like an express bus) and really convenient and safe for families/students because the pickup time was right about the same time that dropoff was allowed to start at Carrie Busey (around 7:25 or so). Those sorts of short, express routes (that don't require getting to a bus stop at 6:30 AM or riding for an hour or more) should be brought back.
- It is unfortunate that that the best we could do is to avoid making things much worse and that neighborhood schools still cannot be guaranteed and that middle school for Savoy is made further away but still will be happy to avoid changing schools. I would prefer scenario 3 for incoming students and no changes for current students.
- It is wise to not force current elementary students into new schools for next year.
- It keeps our current students where they are for now with much less disruption.
- It provides the least amount of disruption and yet addresses the concerns about diversity. It also allows better diversity in the middle schools.
- It really isn't it in the best interest of the community to have parents driving to the opposite side of town to get middle schoolers to school. And just like everything this company comes up with, it negatively impacts working parents.
- It seems less disruptive to families and staff.
- It seems scenario 4 causes the least distribution to students, keeps families where they are currently. While we like the balanced calendar we are understanding that something has to give.
- It seems to be more of a hassle for everyone involved
- It seems to be the least disruptive and also gives more space for pre-k and middle school
- It sounds good.
- It was interesting how in the first round of talks "nothing was happening" with the middle schools (specifically asked in my focus group) yet somehow we have arrived at this scenario 4. I still don't understand how Bottenfield stays the same since the SES actually goes down in their scenarios- to about 20% low SES represented.
- It would be nice to continue year round schooling somewhere. My special needs child benefits from shorter breaks rather than a large summer break.
- It's not completely clear what is changing. We would still like balanced calendar to remain. Would application to IPA be open to all students? I would love for that to be an option for my students now that there is a middle school. (We moved this year & are in

very close proximity to that school now.)

- It's a mess to understand
- it's a more realistic idea, but still do not agree.
- It's less disruptive while accomplishing similar goals
- It's ok.
- It's really not clear how this scenario changes the SES deviation from the mean so much. More data should be provided. I'd also very much like to see the data regarding the balanced calendar. We're told that this is a problem, but who has a problem with it or what is the problem with it exactly? How do the families at IPA and Garden Hills actually feel about this scenario? It seems like they would be most impacted, perhaps their input should be more heavily weighted? If balanced calendar does go away, then the fall break is a very important addition--burnout is very real for students and staff (that's why the balanced calendar is great!). Overall, in my opinion the shortcomings of the school of choice program are due in part to the really poor communication from the district to the families about the process. It's tremendously confusing, websites are outdated, phone calls go unanswered or you're provided with conflicting information--navigating this process is very frustrating but that doesn't mean the process is problematic, it's just poorly managed. Unit 4 really MUST improve its communication capacity!!! This process is just another example of how poorly that's been done in the past.
- It's the lesser of the evils. You've given us 3 terrible options and one that is basically the same as what we have. Mixing kids by income isn't solving the problem. Switch to neighborhood schools and provide ways to extend the day for children of low income. 6 hours a day at school can't change what is happening at home 18hrs a day.
- It's the scenario with less impact to the families.
- It's very important that Kids won't have to switch schools.
- Jefferson is lacking in space as there are portable buildings used, however, it appears that only Franklin and Edison will gain needed space - why? Need more information on how decisions will be made regarding selection processes for each school. Year-round options are also valuable for some families with atypical work schedules so losing this will be a loss for some families.
- Just ... no. I have zero trust in Superintendent Boozer, our current school board or your consulting group to enact all these changes by next fall. If Scenario 4 comes to pass, we're moving or enrolling in private school. I'd favor the former scenario so we can stop giving our hard-earned tax dollars to Unit 4. All of these proposed changes are an embarrassment to our community. Why are you doing this when you can't even hire teachers? It's because nobody wants to work for such a chaotic school district! Stop messing around with our lives and our children's education! I have zero confidence in the superintendent, the board and your consulting group.
- Keep Carrie Busey feeding to Edison Middle School. When choosing an elementary before kindergarten, we considered the middle school our child would attend. This was clearly stated in the Unit 4 website about school of choice and in printed pamphlets. Here is a direct quote from the 2022-2023 Schools of Choice Registration Guide for parents with rising Kindergartners: "THINK ABOUT MIDDLE SCHOOL NOW The middle school a child attends is based on the elementary school they attend in fifth grade. You are not able to select the middle school your child attends. If you have a specific middle school you'd like your child to attend, please consider the elementary feeder pattern now. The feeder pattern is included in this book on page 10." I added emphasis above. The District told/tells parents to consider the feeder pattern when selecting/ranking your schools during the registration process for their incoming kindergartners, and many parents probably did for kids currently in K-5. And now, it seems disingenuous that what parents were told by the District above doesn't matter in the current Scenario 4 (at least for a couple of schools, and without clear justification up to this point). So, keep Carrie Busey feeding

to Edison or at least allow current students to feed to the middle school we were promised to feed to when choosing an elementary school! Don't break your own rules. Also, please give the teachers and aides at the lower performing schools a load more money and support to ensure their pupils succeed. More money per year for teachers willing to teach at underperforming schools.

- Keep school option
- Keeping 15% seats aside is making 15% kids not allocating schools to their lose proximity which is not good.
- Keeps my kid in her current school. A school that we have string relationships with teachers and staff. It also keeps her close to home and the least amount of transportation time.
- Kids must go to nearby schools like in other parts of U.S. My kid has to drive to school when my neighbor's kids are walking. I feel my kid is strongly discriminated.
- Kids should not have to change schools in the middle of their elementary years. It can cause unneeded stress and depression from loosing what friends they have created. Unless a family moves they should stay within the same school for the duration of years that school provides. Even with the "schools of choice" most parents didn't even get one of their first 5 picks and a school was picked for them. So now that our children have found comfort in the schools the district have placed them in they should be able to stay and not switch. I feel the unit 4 school district will cause problems that could potentially cause mental health issues, and I for one am not in support of causing stress to children that could be irreversible
- Late registrations should NOT get top school picks- you snooze, you lose! No wait list- a.k.a NO CHOICE, so the district can fudge the numbers however it likes- nope. Again, targeting Carrie Busey and making these students drive farther to school... ridiculous. If you're doing this, you need to start with beginning Kindergarteners, NOT now with families who have planned to go to Edison NOT Franklin!
- Least disruption at this time while making a meaningful change is why I like this option
- Least disruption to current arrangement
- least disruptive. Gives people choice. tweaks balance at middle school which is good. However, for the k-8 schools, would they not go to middle school? that is not clear.
- less disruption is key!!
- Little kids might be scared of big kids
- Looks good to me.
- Looks okay, but we are unclear if our current elementary school will stay same for our kid??
- Love the idea of Prek-8, what a great idea. I think it is wise to let current students stay where they are. Thanks for that. With the middle schools, I wonder why Bottenfield was not chosen to feed to Franklin as it closer and similar statistics to CB.
- lower disruption is extremely great to see not sure why middle schools are being realigned
- Middle school wrong combination! Which mean students will end driving too long to go to middle school! Middle school should be taking distance in consideration mean you can NOT, have student go from savoy all the way to Franklin! Not logical.
- mileage reimbursement for providing own transportation is a good idea. getting more people to attend GH by making it pk-8 is also a good idea. giving bondville kids no option but making it different for savoy seems odd, however. I still strongly suggest neighborhood schools, however.
- Minimized disruption while addressing the issue.
- More concrete information about the middle school feeding pattern will be more helpful.
- More schools to pick from = more opportunities to be placed closer to home.

- Move all schools to balanced calendar or allow existing balanced schools to remain
- Moving Carrie Busey from Edison is a huge problem
- Much less movement at the attendance level, but adjustments via policy and procedure. Good job guys.
- My child is currently at a balanced calendar school and I have had 2 other children go through the same school and I love it. The way they split up the breaks throughout the year is wonderful and has allowed my children to really succeed.
- My child would get to stay at their current school. If the start time stays the same we will not be using bussing. I like the middle school assignment better than what it currently would be.
- My child would stay in their school with their support staff.
- My children are currently at South Side. What determines who goes to the K-8 schools?
- My family strongly supports Scenario 4 if current elementary students remain in the schools they are currently attending without being forced to reapplying to their school of choice. Including a fall break for all schools is important and I would suggest the spring and fall breaks be two weeks each as a way to reduce the lengthy summer break. A shorter summer break reduces teachers workload of having to spend time going over previous year content before starting current year content, because of the long summer break where students forget what they were previously taught.
- My kids are in 6th and 9th so doesn't affect them
- My question for Scenario 4 is regarding current IPA elementary children. One reason we chose IPA was because our child could go through middle school there. Do current IPA students have to switch to the new feeder middle school or do they have the option to stay at IPA (no sibling, lower than grade 5). If current IPA students have to go to a new middle school other than IPA, I strongly do not support this scenario.
- My son wants to stay at barkstall and I'm trying to live closer but I can also drop him off if need be. I want him to stay because he does so amazing. He loves the area and his teachers are so amazing. I love how the school keeps me posted and changing him to something new he won't like. We've moved so much around before he started at barkstall I just want something stable for him for the next two years.
- My understanding with scenario 4 is that most kids would remain at their current schools moving forward. Therefore I prefer this scenario to the one where the district goes in and completely upsets the entire district.
- n/a
- N/a
- Need more info what are benefits of changing middle school assignment.
- Need neighborhood school! Need gift program!
- Neutral
- No data support for why there should be a change in the middle school assignments. Switching CB and BTW appears to be a change for the sake of change
- No disruption to existing kids schools is key priority
- No opinion
- None
- None of the data presented seems to support a need or desire to reformat and shuffle, and scenario 4 has the least amount of study and scrutiny of all options. From the data provided (and possibly collected?) It feels last minute, rushed, and haphazardly planned. It seems egregiously irresponsible to reimburse for mileage when that money can be spent on improving the conditions and opportunities of the respective schools and students.
- None of these scenarios work! You should be ashamed of

proposing something like this. Forget about us adults but you are playing with children and their mental health!! Shame on you for proposing something like this. Instead of experimenting with kids and their futures, come up with something that makes a lot more sense. Invest in the school infrastructure and invest in your teachers. Give them the credit and pay that they deserve so you don't make us and the children suffer with these nonsensical ideas. What kind of logic is this if I have to drive around the town dropping my kids off at different schools???? I don't need your reimbursement. That money could be used towards a real change in your school system. I don't need your handouts. Shame on all of you!!!!

- Not happy that my Carrie Busey kids would have to move to Franklin. We love Edison and want our 3 and 4th grader to go to Edison not Frankin
- Not much changes for our kids. The start times could change and a later time would help. 7:50am is early.
- Nothing here seems as egregious as the other options put forward previously
- Offers option, not limited to geographic and demographics
- One thing that wasn't explicitly said was keeping existing students where they are - it was mentioned too in public comment. That would go a long way to ease community tension on this. I'd also love to see another dimension layered on this, while though it would prove difficult to measure - parental involvement/perceived parental involvement. I understand the learning gaps and the effort and heart being put into closing that gap, but a part of me feels so much of this comes down to the continuity into and collaboration of learning at home. I won't pretend to know how to address that, but from my own experience it's been a challenge to get involved, i.e. information on how to join PTAs, district wide unified teacher/parent platforms that aren't using "freemium" models, emphasis/marketing on parent involvement... Even incentive (again, I have no idea how, but throwing it out there) for parental involvement?? There isn't a district wide plan for getting parents involved in their kids education it seems, and if there is I haven't seen it. Everything seems school specific and bootstrapped.
- Opening up more seats for PreK is crucial. This scenario also isn't as disruptive. Also, personally it allows my future middle schoolers to stay at the school we want them to attend.
- Option 4 means less disruption for existing students, which is good. However, my child will be in 5th grade next year at Barkstall and I don't agree with having her moved to another school. From what I understand this plan would allow her to stay if we provided transportation (which we always have) since we live in the Bondville area.
- Our family needs the balanced calendar, and I feel it is weird to remove it in this option. In brief discussion with other Kenwood and Barkstall families, they prefer the balanced calendar as well. What was the purpose in including the removal of balanced calendar? if it is due to late registration, I am sure both principals of the schools can provide feedback in how to address this.
- Parents should still have an option with schools. Scenario 4 does not provide a option.
- Please do not remove balanced calendar. We chose Kenwood specifically for the balanced calendar.
- Please don't change middle school feeder assignments. It will cause disruption. Siblings younger than 5th grader would like to attend the previously assigned middle school. District transportation should be continued. My child can't attend school without it. I strongly support the Current Choice.
- Positives include proposals for two K-8 schools. Support changes to feeder schools with phase-in for sibling assignments. Support no waitlists with transfers based on policy. DO NOT support removal of balanced calendar. I understand administrative difficulty with the two calendars and school registration timing, but I encourage

further consideration of other solutions. For example, can balanced calendar be changed to have an August start date similar to other schools while maintaining a different break schedule throughout the year? I do not believe balanced calendar should be scrapped to make things easier for admin.

- Pre K option will be very beneficial, and has always been crucial, to provide early education for students aged 3-4. Diversifying all schools should still be a crucial part of this scenario.
- Prefer to retain balanced calendar
- Preference
- PreK at Garden Hills and IPA is a wonderful step toward filling the opportunity gap. Making Garden Hills PreK-8 is a creative use of the building and opens middle school seats. It is wonderful that no kids are being forced to move schools (the Bondville students have the option to stay). I am pleased that the district took the community feedback into account with scenario 4.
- Pre-K is a great idea, but I know a lot about how pre-K is funded. (I have a PhD in this area and am heavily involved in state level pre-K and funding). It's misleading to tell people you can add more pre-K so easily. These programs are funded by an ISBE award Preschool for All grant, and the district will need to apply for more funds and classrooms. People need to know the logistics of this.
- Provides least disruption to current students, adds preK needed for families at GH and IPA, and alleviates middle schools being overly populated. Still allows for school of choice model with some changes. Seems like a reasonable and viable option.
- Proximity and socioeconomic determination aligns with what the district has been doing previously, but appears to simplify the issues a bit--difficult to say since I don't have a full understanding of the differences between scenario 4 and current. Hopefully this will reduce the massive cross-bussing that creates issues for the transportation department, teachers, administrators, parents, and students.

Proximity to school should take precedence over socioeconomic diversity. People purchase their homes based on neighborhood safety, proximity to work, and community within their neighborhoods. It makes sense that kids from the same neighborhood should attend school together; unless a parent requests otherwise. Also, it benefits bus routes. Currently my children attend Barkstall, and we live in Fieldstone within Savoy. Next year, I'd prefer my children to attend Carrie Busey so they can attend school with neighbor friends. The balanced calendar has also made it difficult since community child care options only cater to the regular school calendar; so all district schools should follow the same calendar. However, I like the late start bell schedule better. I hope Scenario 4 can implement the 8:55-3:10 bell schedule for all elementary schools.

- Proximity, my daughter has been at IPA since she started elementary in kindergarten. It's important to me she stays there. If this changes & she can't finish the remainder of school there I will pull her out of Unit 4 completely & send her to a private school.
- Reduced impact to my child's well-being maintaining promise from unit 4 on school of choice for our current student, acceptable trade-off of balanced calendar, should not impact our property value, provides more accommodation for prek
- Regarding Scenario 4 I look forward to the full time preK program. Proximity is also a great convenient factor for me and my family. My son is in Dr.Howard but transportation many times is not available for him causing stressful moments. being closer to school Carrie Busey will be advantageous for us.
- Reimbursing families that would drive their kids either way seems silly (costs, hassle), but if it reduces bussing costs / issues the net could be a win.
- Removal of balanced calendar is disappointing but keeping a fall break makes it more manageable.
- Removal of balanced calendar will likely cause exodus of teachers and staff at Kenwood and Barkstall, which could severely limit the

capacity at these two schools. Did the model account for reduced capacity at these two schools?

- Removing balanced calendar is not a good option. Balanced calendar schools should be what we are. Icing towards not away from
- Removing choice from middle school assignment is the first stretch to removing all choice. I am not thrilled with the district rolling the dice with my property values, any more than I am thrilled with the way your administrative bloat burns through my property taxes. Listen, even your webpages are ancient and broken. If you can't update a middle school webpage for _three years_, you'll excuse me if I don't think you're up to basic management standards.
- Removing the balanced calendar and making Garden Hills Pre-k through 8 will help the current inequities. Please explicitly state that current students will stay at their current assigned schools and sibling preference will stay (I assume this, but it isn't stated). For start and stop times, many families chose their school because of early or late starts and work schedules, so hopefully the district doesn't switch these times (while a small shift in times is understood).
- Scenario 2- Too many kids impacted with change; have utilization > 100%
- Scenario 4 addresses many of the concerns raised after Scenarios 1 and 2 were presented earlier this fall. Scenario 4 is preferable for my family because it allows our three children to remain at our beloved grade school. The most appealing aspect, however, is the plan for additional pre-k seats.
- Scenario 4 at least feels like you listened- which is what most families wanted. The benefits of Scenario 4 are that families can try to find a school that fits them best; whether that be location, start/stop times, uniforms (please get rid of these as they do not help poor families but require double clothing purchases), or specialty programming. I wish you would reconsider removing the balanced calendar options as it really does work well for those families who chose those schools. Along with the teachers that get the break they need- this could be a retention issue in a tough hiring climate. You should be making more decisions based on the research, not b/c someone doesn't like it or complains the loudest.
- Scenario 4 causes the least amount of disruption. I like a standardized calendar but am concerned about what start times will be.
- Scenario 4 clearly pleases the families who currently have children in elementary school and are satisfied with limited disruption. However, it does not address the struggles family face with the School of Choice model. It is a complete unknown as to where your child will attend school until the assignment is declared. It is very clear that the board and district leadership values ethnic and socio-economic diversity the most by only asking for feedback on Scenarios 2 and 4.
- Scenario 4 definitely seems the less disruptive option so I would support this. Candidly though, I am struggling still with this entire process. So much money, time, energy and resources have been spent on this with an end result likely now being that nothing substantial is changing. I also have concerns with the implementation of some of items included in Scenario 4. Reimbursement to families for driving sounds nice, but the administrative headache of this should not be discounted, nor should staffing and getting pre-k and middle school ramped up in time for next school year. Why does everything feel so rushed? It's clear Unit 4 is trying to rush through this with the amount of errors and unclear communication going out. Even in this survey it's really unclear what Scenario 4 even is and how it affects existing students (no where in this survey does it say that existing students will not change schools under Scenario 4). Your data will likely be unreliable given all of the facts are not being presented clearly. Can't we slow this down and take the time we need to implement this the correct way?
- Scenario 4 disproportionately affects Carrie Busey, with zero support behind the change. Seats are being held back at Carrie

Busey, and will continue to be held back for low SES. By the time this change is implemented, the SES of Franklin and Edison could flip flop and not actually change, thereby making this swap a moot point.

- Scenario 4 does not address equity in our schools and does not address the current transportation issues that are creating significant delays.
- Scenario 4 doesn't seem to address any of the concerns about proximity to schools. Because of the current school of choice model, I spend 45 minutes every morning and 45 minutes every afternoon shuttling our three children to three different schools that are halfway across town, and that won't change under Scenario 4. School does not create a sense of community for our children because it is nowhere near home--they essentially leave their community to attend school, which is unfortunate. The presentation seems to be trying to persuade us to choose Scenario 4 and it points to the fact that this will be the least disruptive, but the presentation didn't appear to countenance another option to avoid disruption to current students: phase these changes in beginning with incoming kindergartners. That may not be viable for reasons I am not aware of, but I didn't see it addressed anywhere.
- Scenario 4 has some community input and buy in. For whatever scenario is selected, significant staffing and teacher support is needed to improve student learning and achievement. Note the goal should not be to close the gap which can be achieved by lowering the performance of high achievers but to provide the resources and infrastructure to maximize the learning potential of every student.
- Scenario 4 includes a number of proposals that will promote positive change without being overly disruptive. Removing the balanced calendar and standardizing start times (preferably on late start) would be nice quality of life improvements for all families. Adding more pre-K is a great step toward preparing low-income kids for school. Extending registration and leaning a bit more heavily on proximity and socioeconomic status for NEW registrations is a great idea.
- Scenario 4 is complex and difficult for new families moving to the area to interpret. I worry there will be a need for increased paperwork and personnel to determine the factors for placement. Would transportation improve or would paying parents encourage less students to carpool or ride bus increasing air pollution and less efficiency. I support programs that build communities not fracture them.
- Scenario 4 is less disruptive and the fall break is a great idea. The summer break is long and can be shortened to compensate.
- Scenario 4 is much less disruptive to the community. Although, balanced calendar schools will not see it that way.
- Scenario 4 is much, much more in tune with the real needs of students and families, and I am pleased with the way our feedback has been taken into account, especially with regard to preserving choice and minimizing disruption. Although I still would prefer to keep balanced calendar in its entirety, I am especially glad to see that its single most important benefit (time for both students and teachers to rest and recharge before the 2nd quarter) will be partially helped by the addition of a full week Fall break.
- Scenario 4 listens to the community, we need to avoid disruption to current students.
- Scenario 4 makes me feel that parent voices were heard. While I feel this may not be as big of a change the school board was hoping for, I think this is a way to support some changes the school board is wanting and keeping the students and parents happy.
- Scenario 4 maximizes the benefits of increasing efficiencies with transportation and student placement while minimizing costs to students and families.
- Scenario 4 minimize disruption to students who have already had to grow up disadvantaged by an entire school year of fully remote learning.

- Scenario 4 now changes the middle school my son and daughter would go to and I am not a fan of this.
- Scenario 4 offers school transfer option, as well as mileage reimbursement for children who qualify for district transportation.
- Scenario 4 provides change not chaos. Current students can remain with the school family/community they currently have which is so important especially for this specific age group who experienced such disruption of their childhood due to Covid.
- Scenario 4 seems less disruptive for students now, which is definitely better. I just don't understand why we're still making families transport their kids across town, over 20 minutes? Why are the two furthest south elementary schools going to the furthest north middle school? Why wouldn't you have Carrie Busey and Barkstall feed into Edison, and South Side and Bottenfield feed into Franklin? They're over half way in that direction anyway. Having a PreK at Garden Hills is long over due, so that is great that it will be implemented. I believe more district Prek should be available. Taking away balanced calendar so soon seems very problematic for some families. Families base their schedules around this and it seems more respectful to them if you wait one more year to make this change.
- Scenario 4 seems like it has some good changes but transportation looks to be a real issue, especially once the students are in middle school. This also doesn't do anything to fix the school of choice model that is currently in place. It would be better to reduce/eliminate the number of seats given to proximity and bring more weight to giving seats to diverse socio-economic statuses.
- Scenario 4 seems like the best of the bad options available. Transportation will get somewhat better under this plan and this would hopefully cause the least amount of disruption.
- Scenario 4 seems like the best option with the least amount of disruption.
- Scenario 4 seems the least disruptive while providing measurable change toward the goal of redistribution. It also helps depopulate our overcrowded middle schools.
- Scenario 4 seems the most appropriate of all scenarios, as it is the least likely to disrupt current school families. By including better preK support, it also seems like the one most likely to improve achievement in our students.
- Scenario 4 seems to address some of the problems with the current school of choice. I like the preK option at IPA. I am wondering though how students will be selected for preK and also for IPA? Unchanged from current?
- Scenario 4 seems to be something that is more convenient for parents of the children. I know I, for one, put a lot of thought into which schools I wanted my child to go to. I broke it down to where we lived, where my youngest has daycare and transportation time between the two, the distance between my job and the school and how long it would take me to get to her in a case of an emergency. Also, having a child with severe anxiety, switching schools after being in one for an entire academic year could cause a lot of issue going into her next year. I believe that moving kids around isn't something that is in the best interest of either the family that chose these school or the children who have become accustomed to that environment.
- Scenario 4 seems to solve the most issues while upsetting the least people. There is no perfect solution the problems at hand, but this seems to cause the least amount of disruption while still improving some of the biggest concerns.
- Scenario 4 seems very reasonable...I wish we could have started here from the beginning instead of create an unnecessary worry of where my child would be going next year.
- Scenario 4 will disrupt my family as I have 6 children but a gap between children such that they would not all go to the same middle school. With children consistency is important. Just do proximity like normal communities. I'm tired of this woke stuff that not a single person in Unit 4 has shown a study to show it actually

works! Not 1 single study presented showing real world benefits. Prove to me it's worth the headache. IMO the whole school board should resign.

- Scenario 4 will make significant change, but over time for everyone to adjust including the teachers & administration staff.
- Scenario 4, at the very least, tackles what I feel the real issue is. The children that need the most help come from families that need educational and financial help before Kindergarten begins. Offering free pre-k to families that need financial assistance (damn near all of us for that matter), would benefit immensely. To better that program, why not hire high school students (with professional oversight of course) that are interested in becoming educators or pre-k as a profession. The program would help families financially, better prepare little ones for school, and would offer paying jobs to students who may not otherwise look at the field or think they aren't eligible. I have to imagine this would also help with the educator shortage in the long-term. I do not however, understand why these schools would go through 8th grade or why middle schools are changing. In the interest of this survey and these scenarios. What is being done to communicate all of this to the communities that do not have access to internet or email? Most of the people Unit 4 is trying to help do not have home internet or jobs that allow them to use a computer freely. I do not believe that the members of our community Unit 4 is trying to help the most have all of the information they need.
- Scenario four has less disruption and would allow siblings to stay together. Strongly support.
- Scenario is very complicated
- School of choice doesn't work and studies don't support it. How can you say proximity schools won't work. All the schools are in the same district. Shouldn't all the schools receive the same funding and attention regardless of where they are located. If that's not true then that is the issue needing to be corrected immediately. Proximity schools makes it easiest for students and parents. It also will save A LOT of money on transportation costs. Planning transportation will also be easier when based on proximity...so less money here too. Do what's best for the students and what will also help the tax payers.
- Seems like an improvement. Ideal scenario would be to make all schools be K-8, because it provides much needed consistency and stability.
- Seems like the least disruptive. Why isn't there a no action alternative? In other words, a scenario where no change occurs.
- Seems to be the least disruptive.
- Seems to maintain the status quo for the most part without really addressing the issue of socioeconomic disparity or cultural diversity.
- so thankful for less disruption
- So, you still put majority of low income students at Jefferson Middle School. This school needs to be redistributed because they need a better chance in a better environment.
- Some of the changes are positives - adding the full day pre-K program to Garden Hills - great for that community! Set aside seats for late registration - good solution to registration problems. The expected impact on school metrics is not clear for this scenario. Middle school reassignment reasoning isn't clear - would prefer to not have my kids go to the school that is the farthest from where we live, but that is the new proposal.
- Some people may appreciate their child attending the same school k-8. I know I would.
- Sounds dumb
- Spanish is the second leading language in the United states.. better opportunities for my daughter, and her future .
- Still very restrictive for families, if you are going to offer choice, offer choice. If you are doing boundaries, do boundaries. Nothing in between.

- Strongly agree that we should not have the balanced school schedule and the normal in the same district, that is a nightmare.
- Students should get a school nearest to their home. Some kids walking to nearby school while others driving to a far away school is discrimination. How can you do this to a 5 year old? Non sense
- Students should never have to leave their current educational environment. Ever.
- Switching schools is good for social growth. Keeping them till 8th grade might limit school changes but this is a minor issue.
- Terrible
- Thank you for coming up with a scenario that's less distributive. There's a lot to like about this option but can these things be actually accomplished (ie the prek-8 assignment for IPA and Garden Hills given the shortage of staff)? Is there a plan to help with this?
- Thank you for listening to feedback to not uproot children. The response was very appreciated. In regards to PAYING parents for transportation this is a hard NO. If a family is FRL maybe pay them but families without a need for reimbursement is a waste of district funds. Plenty of parents already drive their own kids without reimbursement, don't waste resources paying high income families.
- That would work best for our family
- The continued plan to eliminate the balanced calendar would cause significant disruption for our family, and frankly I think more schools should be operating on the balanced calendar, not fewer.
- The core of the issue is not about which schools students go to. Moving students around is the laziest solution the board considers due to its biggest political gain. They still want to be re-elected. Scenario 4 is not an ideal solution since it will move my child to the farthest middle school with a relatively mediocre academic ranking. But I get to walk with my kid to the elementary school he currently attends.
- The goal should be to raise everyone to a better standard, while still keeping ties to communities. I believe this option does those things the BEST.
- The less student impact the better. I realize something will be done no matter what so this scenario keeps my kids at our preferred school.
- The most attractive parts of Scenario 4 are that it minimizes disruption to existing students and families while making improvements to the overall system that should have measurable results over time. This approach could probably be applied to any of the scenarios instead of a 50%+ student school reassignment. Scenario 4 doesn't really address the overall transportation problems of the district except to offer reimbursements which will most likely go to those already choosing to transport their students themselves. Scenario 4 has a middle school reassignment, but doesn't provide the reasoning behind the change.
- The only reason I write that I do not support is because I am a strong believer in the balance calendar in regards to students and staff. As a former teacher having that fall break was a refresher and helped relieve the effects of burnout when teaching. Am so students seemed to come back refreshed and ready to learn instead of itching for winter break. There is strong evidence to support balanced calendars and student achievement. I would say though it is headed in the right direction and would say that instead of three weeks in the fall and spring, try doing 2 weeks for fall break and two weeks for spring break. I know some working parents are against breaks because they need child care during that time. When I taught we had two week intercession in the fall and spring with a program that worked with the before and after school program. Those who needed intervention or extra help could attend intercession classes and the before and after school program. Teachers who wanted to work During the break got paid through this program to do a half day class with those in need. It worked out really well. Just food for thought on trying to close

achievement gaps and getting kids extra small classroom help. But I will say whether it is a longer break or just a one week in the fall there is a need for a day program for those kids who need a place to go. The district should look into forming that program or extending the before and after school program that is already in use. I am ok With the changes to the middle schools as I will not have to change, but can see some backlash with that because that is a main reason some choose the elementary school they did. I know you can't please everyone. I am all for Making the two prek-8th grade to alleviate some of the middle school capacity. Overall this is the best plan to date but again a lot has to do with what the school district will do with it and start times being the same, extended day etc. There is a lot in the mix and a lot of changes going on.

- The only thing I do not like about scenario 4 is that my child will be attending a different middle school than the current plan.
- The problem I have with all scenarios is that Cooperative Strategies has yet to provide any data to support what ANY of these scenarios will actually achieve as far as affecting student performance of any socio-economic status.
- The proximity and time for school beginning and ending works perfect for our work schedule and not to mention the familiarity with the school for my daughter.
- The removal of balanced calendar seems unnecessary and disruptive. I doubt it will solve any meaningful problem.
- There are a lot of unknowns about this scenario but it seems to be the least amount of change for current students which is a good thing because our students have already had so much unknowns and traumas caused by the pandemic.
- There has been no evidence based information where this system has been presented to parents. Maybe take the resources used in this ill advised adventure and put them into the schools, pay teachers livable wages, re-evaluate the curriculum to address those individual students that need additional support. This arranging
- students based on geographic moves is absolutely insane. Moving kids around will not address the problem. You cannot solve socio-economic problems by shipping kids around to other schools, you are only going to create insecure, anxious, depressed kids. This is not feasible for parents of established children in their home school. I would like to see and hear from parents in other communities that have moved their children from their home school to a new school. I want to know the successes and failures of this type of move from actual parents that have had to move their children to a new school as these models suggest.
- There is not enough diversity within your middle school choices from Elementary to Middle school
- There is not enough information provided about this scenario. I understand Carrie Busey parents are concerned about busing distances to Franklin, however there are no maps provided - I had to Google separately and I am not sure if I had the correct school located. Thus if distance to school is a concern, please provide maps and distances to school to alleviate those concerns.
- There must be transparency in school allocation even with the current model. It must be clearly communicated on which parameters student has been declined the top preferences.
- There should be magnet schools for socioeconomics. And neighborhood schools as well. We spend all this time and effort to make things "fair" but all we accomplish is negativity towards the group receiving the benefits, and said benefits being utilized often in a fashion to promote more negativity. This is education discrimination.
- There shouldn't only be one scenario that doesn't disrupt students. It's just an illusion of a choice at that point. Everyone keeps asking, why can't we grandfather where people are now and just change it for incoming students? There's no information on how this option actually helps anything besides saying "look, we're not moving every kid around".
- These scenarios are still bad. Stop. Please. Try something new.

- Think it's a solid plan. Address the multi kid house holds. Would like more info on the fall break. Are we talking about a week off in October? Are we adding to the calendar at the end?
- This allows my child to stay in a familiar school and finish his elementary years at the same school with his peers. This school is also closer in proximity to my home than the assigned school would be in other scenarios
- This does not affect me. My child has access to internet, two parents, four grandparents, and reliable personal transportation. The primary earner in our household has paid time off and can work from home.
- This entire process needs MORE TIME AND RESEARCH.
- This helps to keep disruption to a minimum. These students have been disrupted so much the past two years.
- This impacts students the least and addresses some issues. Leaving children in their current schools is the most important issue for me.
- This impacts the least amount of students and allows for changes to be implemented over time. However, I do not believe this will have significant impact on addressing the initial challenge of balancing SES across buildings.
- This introduces a new problem that wasn't even part of the discussion. Carrie Busey and BTW students get adversely impacted.
- This is a better model. It provides equity amongst the middle schools, allows students to stay together with their elementary school friends/ community, and it also allows the elementary schools more time to see the affect on extending the elementary school day.
- This is a better option than any of the previous ones, particularly at the elementary level, but the time frame for the proposed middle school changes remains too short. The middle school changes should be implemented as the kindergarten cohort that enters under the new process advances to that point so that everyone can know--AND PLAN FOR--their children's school locations from the beginning. Don't ruin a plan that has good potential by moving too quickly and not taking sufficient time to examine and address all of the details involved.
- This is a joke and a shame for our children. Shame on you adults! Shame! Doing mental experiments on kids!
- This is a much improved option compared to the prior recommendations. However, the middle school swap to send Carrie Busey students to the northernmost Jr High does not make sense. There are several other schools closer that could be adjusted north if that is needed.
- This is a solid choice to improve the current system without creating unnecessary disruption.
- This is a waste of money in doing this entire assessment, finding ways to address the actual issues - diversity AND TRANSPORTATION - and then ignoring all of it to continue with the exact same set up. You could have added additional PreK and 6-8 seats at the two under utilized schools without hiring consulting companies and wasting taxpayer money.
- This is better than the other options as it allows students to remain in current schools.
- This is exactly what the community is asking for. Thoughtful changes and not just change for the sake of change. So many studies have shown that children who start school behind, stay behind academically. And this school district has desperately needed extended pre-k for a while! A child living in poverty does not even qualify for admission into the Champaign Early Childhood Center. They would have to prove a few other risk factors during the screening process to even be considered. And then, even if they are eligible for admission, the school often has a waitlist. While higher-SES families can send their children to any of the several expensive private preschools in the area, the severe lack of affordable, accessible, non-religious pre-k education options directly impacts lower-SES families who are left with park district

pre-k programs that fill up very quickly and have a waitlist for every class. This should have always been priority #1 when wanting to fix educational inequities in Unit 4. There has also been a need for more middle school seats, which this scenario addresses. The remaining choice modifications are reasonable and help address specific concerns. Overall, I think the most important feedback for this scenario is THANK YOU for listening to this community and crafting a plan that takes our concerns into account. Forcing the majority of current students to change schools was never going to be a popular option especially when the data and % changes could not support a total disregard for the huge emotional/social/logistical impact this would have on the entire district.

- This is good for feeder schools and utilizes space at Garden Hills.
- This is the least disruptive choice, and it makes the most sense. I know that the families who want the balanced calendar will not like it, but hopefully they can take advantage of the various summer opportunities available for their kids.
- This is the most like the status quo, so I like it. Shuffling the kids won't help. Classrooms are already diverse. The issue is inadequate learning methods and lack of teacher support. Learning issues can be found across racial and economic statuses. The waitlist is nice because it allows families another chance at getting their ideal school.
- This looks like a great option. Adding pre-K for those schools, especially if it is open to low SES students, will really help, IMO. Good job taking a lot of feedback and putting in a viable option. *my support of this option hinges on not moving kids who are currently in an elementary school.
- This modification affects the least amount of students. Less chaos is better for their mental health. Especially those children that struggle with ADHD and other behavioral issues.
- This one is far less onerous than any of the other scenarios as it allows a gradual phase in of students, and allows those students who have already been established in a school to remain there. I am disheartened by the elimination of the balanced calendar options as a standard calendar remains a holdover from the agrarian days that are quickly being determined as detrimental to student continued learning. The traditional school calendar required quite a bit of "re-learning" at the beginning of a school year which is already woefully short in the amount of actual learning days. However, retaining the feeders on the middle schools and allowing students already enrolled in a school to remain there after 3 years of disruption from COVID is at least taking a modicum of consideration to the families that would have to change a LOT of adjacent arrangements (after school programs, bussing situations etc). If it comes down to a simple binary choice, then I would choose Scenario 4 without much pause.
- This scenario does more to address the actual issue of improving underrepresented student performance
- This scenario is a much more moderate change that feels targeted to address specific issues, rather than a broad overhaul of the entire assignment system.
- This scenario is pretty good because it's keeping somewhat of the current enrollment policy. Also adding a fall break for all schools sounds great.
- This scenario is the least disruptive, a preschool at garden hills will be a blessing to the community
- This scenario keeps my kids at their current schools (7th grader at Edison and 2nd grader at Carrie Busey) and will only change the middle school my current second grader will eventually go to. I think it's a good idea to set aside seats for late registrants and I love the idea of adding add a full PK option at some schools, especially for lower income families.
- This scenario seems like a reasonable response to the community feedback. Keeping kids in schools and making a concerted effort to adjust the current choice system is a good start to address inequities. I believe more tangible steps can be taken to divert more resources to under resourced schools and address continual

staffing issues.

- This scenario seems to be the most reasonable solution of those offered. It allows minimal disruption to the student population while overcoming many of the current challenges in the district. I strongly support this solution.
- This scenario won't significantly address major issues with the current system (looks like it the most significant change may be at the Middle Schools), but it also won't cause any major disruptions. It won't cause the majority of students to relocate to new schools or force a mass realignments of teachers to new K-2 and 3-5 schools (as under the previous Islands + Sister Schools plan).
- This scenario would perhaps allow my youngest going into kindergarten next year to be at the same school as his older sister (IPA)
- This seems as though it may be hitting all the positives, with the least amount of disruption for the current students. I like that we were listened to.
- This seems to be obviously the least disruptive and will not incite an angry backlash from parents and the community.
- This seems to make the most sense if a change has to be made.
- This solution will have no effect on the educational opportunities and outcomes for the students of Unit 4 and as such is a waste of time and resources.
- This sounds like a great plan. We would love a fall break and mileage reimbursement. I think it might be helpful for the district to assist parents in forming carpools.
- This survey is not translated or interpreted to represent families who speak Congobal or those who struggle with literacy.
- This will be less disruptive for our children. These kids have been through enough.
- This will not impact my children, but I imagine there may be an uproar from Carrie Busey parents (and BTW?) about students having to switch middle schools. I'm not opposed to this though. My greater concern is about the fall break, which I am very in favor of as a teacher and parent. Can we begin the school year a week earlier to allow for this? Or are we trying to absorb the days within the current calendar and therefore eliminate the few days we do have off throughout the year or shorten winter break, which I am very much opposed to.
- This will only work if you involve TEACHERS and FAMILIES in the planning process.
- This would allow both of my kids to stay at their current elementary school while also allowing Unit 4 to work on their long term goals
- This would allow for the most flexibility and choice for parents. Most would get to send their kids to school they want while allowing additional spots for families that move after school has started
- This would disrupt less students that are at their current school. Staying at their current schools are very important. My child only has two years left at his current school. Switching to a new school for years then going to middle is not ideal. I would prefer my child staying where he's at.
- This would likely allow us to continue where our kids have been going for several years with less disruption and change.
- Those schools are closer to my home in Scenario 4
- To far away
- Transportation and proximity is an issue! Parents want their children to attend the school of choice and one's proximity to a school may extremely lower their possibility. As far as Transportation and as hard as life is becoming in itself, also greatly lowers a parents choice of school as well as possibility the students. Students achieve best when their comfortable at their school of choice. This adds a mental, emotional, emotional, cognitive strain to families as well as the children! As far as transfer I need to know board policy due to my family planning to move in December or

January. This may affect their schooling.

- Travel time will be so stressful for students switching. Earlier mornings and tired kids in afternoons to do homework. And paying for travel? How will that help children do better in school. There are better ways to help improve our education system. Use money to test children properly for reasons why they can't learn. Provide them with ways non Traditional kids can learn. Don't refund me for travel. Refund me for the tens of thousands of dollars I have spent on my kids providing them with proper testing and dyslexia support the school can not provide. Or better yet let's change that. Let's find out why some kids are struggling. Provide them with help. Don't just move them around to improve test scores. It's not right.
- Understand changing the middle school feeder schools however not so quickly. Families picked their elementary schools partly based on feeding middle school...shouldn't be able to change that for existing families. Should change this for incoming kindergartners.
- Unit 4 for elementary and middle school has always been by choice, transportation was either provided for or the parent provided the Transportation. Making this change is harmful and would take away from the school of choice model. and if you look at Edison it demonstrates the kids who come from the more coveted schools of choice which would create other students feeling less than. This change is not ideal.
- Unit 4 is a racist organization that is trying their hardest to keep black children down. Specifically Board Member Baker believes her rich children are better than our children in poor neighborhoods.
- Unit 4 needs to provide additional resources (funding, programs, and staff) before, during, and after school at Garden Hills and IPA.
- Uprooting a child when he's been in school for a couple of years, especially one with some learning disabilities is very challenging.
- We already have vacancies in our staff and faculty. How are we supposed to fill more classes at garden hills in this new model?
- I do not understand the reason/benefit to changing which middle school two of the elementary schools feed into. What are the recommendations for start stop times? What does this mean for our teachers established in these schools? Are we moving teachers to fill new 6-8 classrooms? (Strongly against) Balanced calendar families have zero warning before things drastically impact them. I honestly need so much more information.
- We are glad to see Scenario 4 is a phased-in approach, which responds to some of the earlier feedback and limits disruption to current students who have already been through a pandemic and are still dealing with its after-effects and the majority of feeder schools were unchanged. An addition of preK to two of the schools would also be positive as affordable childcare is needed and it helps children to be better prepared for elementary school. There was no information how this would work in the presentation (Would this be open to anyone or to families with Unit 4 enrolled students? We would like to see discounts for families in need etc.)
- We are in favor of any option that provides the least disruption to our student; but we also are genuinely concerned about students that may be falling or left behind in our community, and how race and socioeconomic status is impacting students' ability to succeed in school. I'm not sure that schools of choice (or the changing of schools of choice) is an effective way to incite change in our community; I have yet to see how this could be.
- we currently live right by bottenfield field yet drive an hour a day to Washington. seems like a lot of moving parts to block off some seats then have the board going over the transfers seems quote cumbersome
- We decided to move to Champaign because we found in the IPA (international prep Academy) the best bilingual school in the area. We bought a house close to the school. We are native spanish speakers. We Do not support other scenario than remaining in our current school.
- We have a child with physical disabilities and it is my understanding

that Edison or Jefferson would be better suited for him. Changing him to Franklin would be more work for us and maybe even the school.

- We know Edison and trust the administration at Edison. Our Carrie Busey child has grown up attending his siblings' sporting and school events at Edison. We have been given no explanation why Carrie Busey kids are being singled out versus other schools on a middle school change. Our child thrives on familiarity, and having to attend a different middle school than siblings with zero explanation is absolutely absurd.
- We like scenario 4 as it provides the least amount of disruption to the students. It's also provides more diversity at the middle school level.
- We live closest to dr Howard, that's where I'd want my kids to continue go to school.
- We love balanced calendar. Also, there aren't enough teachers at garden hills already, how can we add grade levels to this school??
- We love garden hills and dont want to leave. The option of her staying possibly until 8th would be great.
- We NEED a full day pre-K program in the district.
- We really love that it adds a full-day PreK option for families that need it. While we were able to afford pre-k, there are so many families that cannot. I'm NOT happy that my daughter will no longer be on a balanced calendar (it is FAR superior and I think every school should be balanced, but I guess that's not an option), I am very supportive of a a fall break for all. And most importantly, this plan will continue to support the District's commitment to equity and diversity. This is so, so important as the gulf widens between the haves and the have nots and kids should not be responsible for their parents ability to live in a "good" neighborhood and everyone has equal access.
- We should have a choice of which school our children want to attend. I do not want my daughter being forced to attend middle

school at Jefferson.

- We support the current school of choice. Don't want the kids to go the assigned middle school. But rather have an option to pick like Edison over Franklin. Not happy at all
- We would really like to see the balanced year round calendar maintained. Research clearly shows that it helps with the retention of knowledge for students. It's a really positive proactive thing to help children. Scenario #4 is by far the best option I've seen this far. You are also making a necessary change to the feeder schools that come into Franklin which will make a big difference for that middle school and the children feeding into it.
- What is the justification for making GH and IPA k-8. I'm not necessarily opposed, but I don't understand how this addresses the goals outlined for the changes at all. If you've abandoned that and are instead looking at what is best for kids academic achievement/ wellbeing with an emphasis on diverse students who are currently being left behind, and think this promotes that, I'd like to hear more I'd also want to know how much if at all the formula would be rejiggered under #4
- While I am disappointed personally about balanced calendar going away, I understand the need for a later calendar to make choice viable and appreciate the consideration of adding a longer Fall Break for all. I am not a parent of a younger child, but I imagine the offering of full day PreK will be a welcome option for many. I appreciate that IPA was treated as a separate case, as it is. And I appreciate that the middle school implications were included, as it hadn't been discussed previously. I am unclear if the middle school chart show for Scenario 4 also applied to Scenario 2. The presentation on its own is unclear as to why "no waitlist" is an important distinction. "Review start and stop times" is a slightly flimsy sentence and hard to know what that could mean. I am still not sure how this plan addresses student outcomes and the achievement gap, just like I was unsure how the first scenarios addressed outcomes. But if the scope of this discussion is how to make "choice" better, I can see this being a reasonable solution.

- While I am mistrustful there isn't an additional alteration we aren't being made aware of, I do support the changes proposed in Scenario 4 and think they would make measurable differences in some of the districts problems without disrupting large percentages of students. I appreciate that this Scenario seems to view students as humans rather than easily maneuvered assets.
- While I strongly support the minimal disruption of elementary school students, I strongly do not support the middle school changes. This new proposal would have my child attending the farthest middle school possible, and the one ranked lowest. Why?
- While i support option 4 over option 2, I am not in favor of the changing of the middle schools.
- While I support this change more than I support any other put forth - this is still not ideal. This still removes the balanced calendar option which is an asset to our community. People move here for this option. It's a unique option that works for many families. Please go speak the the transportation company about how bus routes can better be utilized.
- While I understand that it simplifies things having the entire district on the same calendar, I feel that removing the balanced calendar is a bad idea. There is scientific evidence that a year round calendar helps reduce burnout for both teachers and students. Also, having a balanced calendar in the district also provide yet another option to the school of choice that over 75% of the people currently at a balanced calendar school strongly support. Current teachers in the district who have taught on both the regular and balanced calendars have also stated that teaching in a balanced calendar reduces their burnout, retention of material over the shorter summer is seen in elementary kids, and tardiness of students throughout the year is reduced. Removing the balanced calendar is just reinforcing that district is not listening to the opinions of teachers or the data from those currently in balanced calendar schools. I know that in order to have change everyone must be willing to compromise in some way, however I would be more on board to strongly supporting this option if more than a 1 week fall break in October were given for Unit 4. I feel that more discussion as well as different options (maybe start school a week early, have 2 week fall break or 1 week fall and 2 week spring break, etc) should be considered in terms of the calendar and breaks in order to reach a compromised scenario that the majority of people can get on board with.
- While we would loose the balanced calendar, which we love and has demonstrated less regression for students, scenario 4 would keep our children in the schools they love and with the friends they love.
- Why are pre k through 8 an option at these schools only?
- Why are the middle school assignments changing for this scenario and not for the others? This would not address inequities at the elementary schools, which I thought was the point of the project. There was no mention of needing to address inequities at middle schools in previous discussions so what is being accomplished? As a parent of students going into middle school and kindergarten next year, the middle school is not changing my first choice of elementary schools (that is if you are assuming parents are going to change their selection based on what middle school it feeds into). The change in middle school makes it even more important to get my neighborhood school so that I'm not picking kids up at two different times of the afternoon, all over the city while working full time. There is no afterschool transportation to Savoy so my only option is to pick up my kids from Franklin when they dismiss and we are both working parents. Why move kids from savoy to the furthest middle school when there is no way for them to get home after school? Could your desired outcome be reached by moving another highly selected school that is closer to Franklin and has bussing options available?
- Why dispense with the balanced calendar? Many teachers and residents prefer the option and it has been proven in research to lead to better learning outcomes.
- Why does balanced calendar has to be taken away to accomplish

- this? Why can't a k-8 balanced calendar school be added? How will pre-k be implemented at a k-8 building? Will they have appropriate playground equipment? Will the teachers have proper support since the rest of pre-k is housed in another building?
- Why does the feeder school even need to occur? Just continue with school of choice.
 - Why is Balanced Calendar even a discussion point? It should be left alone. Adding one week of fall break is not the issue. The issue is that kids who are out of school for 12 consecutive weeks lose knowledge and have to relearn. 6 weeks is so much more logical. And if 75% of people surveyed either like it or have no opinion, why take it away from families and educators (!) who want it? Please leave Balanced Calendars for the schools who have it. It is only 2 of 12 schools. Families who are not interested in balanced calendar should be able to list them as their bottom 2 choices. There is no reason to get rid of the balanced calendar.
 - Why keep 15% seats aside when most of the schools are 100% occupied? Again it is pushing 15% kids away from their close proximity criteria which is not good.
 - Why the change to middle school feeder assignments? What sense does it make? Is it another attempt to "check a box"? This is not a good scenario for families that have built their career work schedules around a logistical plan to get their children to school. This is one of my concerns. How about fixing the issues at Jefferson and Franklin first, before forcing families into that choice? It is no secret that Edison is the best, that is why many families desire the schools that feed into it. Make Jefferson and Franklin on par with Edison, and this would be a non issue.
 - Will balanced calendar still be at Barkstall? I strongly support the balancing of the middle schools.
 - Will scenario 4 allow you to choose which elementary you prefer?
 - Will scenario 4 re-assign students already in kindergarten or their siblings? It is not specifically stated.
 - Will siblings be kept together if the older sibling is assigned to a new middle school and younger is assigned to a different elementary school that doesn't feed into the same middle school? I would still like to see some kind of 'easing in' where this applies to incoming Kindergarteners as opposed to the other students who have well established relationships with classmates and staff.
 - With scenario 4, would the choice process start when students are four years old to account for the pre-K offerings at IPA and Garden Hills? Then, would the students that don't get into one of the two pre-K programs have to repeat the choice process the next year? I think it is great that you are considering adjusting start and stop times.
 - With the caveat that I don't have kids at Garden Hills or IPA, I would be in support of adding full day preK but NOT in support of going up through 8th grade. It seems like it would strap two schools that are already limited in resources (GH) or fill a specific need (IPA language programs). And as a Kenwood parent, I hate, loathe, and despise the idea of removing balanced calendar. It's two schools out of twelve, leave it alone. Is the primary concern with balanced calendar the late enrollment issue? Because I do think extending the kindergarten enrollment period and setting aside a certain number of seats is smart, but I can't imagine this is a big enough problem that disrupting two schools' worth of families and teachers is the better option.
 - Won't all the white families choose the schools in their neighborhoods or the traditionally higher-performing ones? How will this model guarantee that it won't perpetuate the problems that currently exist with school of choice model?
 - Would cause significantly less disruption
 - Would having sibling at the same school be given weight/preference in this new scenario? I'd like more information about what bus options will look like for middle school students with this scenario.
 - Would kids in lower elementary school grades be allowed to stay at

their current school in this scenario?

- Would provide the least disruption to our current process
- You can't go changing a calendar when families rely on it. Balanced is also the better calendar for mental health.
- You cannot take children that live in savoy and put them in a middle school that is 20min + from their home. It is a waste of everyone's time. After all of the back and forth, how is THIS the best scenario?
- You just changed the school day hours, why the heck would you open that can of worms again. Also, getting rid of the year round schools is a mistake. We should go to year round schooling at almost every level to stop with learning loss.
- You should have universal pre-k for low income families anyway. This is an entirely separate issue to schools of choice, but I strongly support you start pre-k. Why does Carrie Busey, the furthest distance from Franklin, need to change feeder schools? There are several other elementary schools with similar demographics so why is it Carrie Busey? Can you please present all the data and run the numbers on this and present? We haven't defined that there was a problem at a middle school so it's unclear why the feeder schools are changing.
- Zero benchmarks for gauging progress towards goals have been released. Primary aims and rationale for these scenarios remains intangible. For example, switching Carey Busey and Booker T Washington is going to achieve what exactly?

Results: Staff | Please provide feedback specifically regarding Scenario 4.

- 1) Will IPA remain dual language? Will parents be able to still put in to be a part of the Spanish Dual Language program? How will that work? 2) How will either option affect the French Dual Language program at Stratton? What support will the program get + will we get support in the same way IPA does? Will parents be able to have a choice so Fr Dual can actually be a 50-50 model as it's advertised on the U4 website? 3) How will U4 recruit teachers for MS at Garden Hills? Not only content teachers but also MLL and SPED?
- Are we just throwing students into a K-8 scenario or have we actually thought about what the middle school experience would be like? IPA is a K-8. Has anyone -at the middle school level- elsewhere in the district looked at how that experience compares? They're not involved in the MS choir performance tonight, they don't have a scholastic bowl team, etc. Also - how are you staffing the middle school portion when we already cannot staff our current middle schools? This also does nothing to alleviate overcrowding at Jefferson - just Franklin and Edison.
- As a Balanced Calendar teacher, the frequent breaks have allowed me to avoid burnout and remain in the profession longer.
- As a teacher at GH, I am not sure how we could logistically do this. I feel as though we would not be able to set our middle schoolers up for success in high school.
- Balanced calendar has been proven to promote retention and learning in students. It helps limit burnout and limits the amount of reteaching required after summer breaks. Removing balanced calendar for the simple sake of having all schools standardized (when promoting diversity no less) is short sighted and a disservice to our students. Kenwood specifically has shown some of the highest test scores in the district while also being one of the most demographically diverse elementary schools. What sense does it make altering a school that is succeeding at what the board claims to want to accomplish? Removing the balanced calendar makes no sense and should not be a part of these scenarios.
- Balanced calendar should not be eliminated!!! Test scores are high at those schools, kids don't burn out as easily, and teachers don't burn out as easily! All schools should be moving to balanced instead of getting rid of it!
- Better than others however no plan to address academic failure in students. Extension of school day will fail demonstratively due to absence of any academic structure or rigor to be infused.
- Can current U4 staff be successful making all of the necessary adjustments to implement scenario 4 starting in 8/2023? Do we have the busing capacity to make scenario 4 work?
- Consider allowing teacher's children to attend the school their parent works at.
- Disruption of learning communities. I understand change needs to take place, but perhaps a grandfathering system would be better, making changes effective for next year's Kindergarten, 6th Grade, and transfer families. Then you will be closer to your goals every year and won't disrupt the current learning communities.
- DO NOT REMOVE BALANCED CALENDAR! Please look at the DATA before you remove a calendar that supports students attendance! Look at the DATA that shows balanced calendar at Barkstall WAS making efforts to close the achievement gap! See data below
- Given this has the least amount of challenges but will address equity needs, this seems to be the logical move for the district.
- Gives low-income parents more school choices, and flexibility.
- Honestly, I don't see the benefit in any of the proposed changes. Change needs to happen in the schools!! Create more support for the teachers!! Smaller class sizes, more teaching assistants. Better training for the staff to deal with underperforming students. This focus appears WRONG. The students do not need more disruption, but need security and safety. Keep students in their neighborhood schools and create change in the schools where it is most needed.
- How can you guarantee that middle school students will go to Garden Hills?

- How does this solve the issue of GH not being selected and the space being underutilized? It also does not address the issue of racially identifiable schools(GH, BTW) and thus does not improve the equity concerns.
- How well does the Scenario 4 fulfill the goal outlined in the board's RFP? Would this scenario have made it to the top 2 based on the equity criteria which is supposed to be behind this whole thing?
- How will we ensure that we don't end up where we are currently with enrollment disparities? Specifically a better balance of SES?
- I absolutely love the idea of adding full day pre-k, this is genuinely and truly how we are going to even begin to close the gap. Making sure that the students who need it most have access to FREE schooling before kindergarten is critical.
- I am a teacher at Kenwood, one of the two district balanced calendar schools. Our school is already meeting district diversity goals. Scenario 4 solves very few problems while getting rid of balanced calendar, something this district is doing correctly. Balanced calendar is strongly supported by research. It reduces staff and student burnout and reduces summer learning loss. Getting rid of it may make life easier for district administrators, but it will only decrease student achievement at those schools. District leaders need to make research-based decisions, not simply choose to do what makes their jobs easier. The claim that balanced calendar needs to be eliminated because of 8 unfilled seats at Barkstall and 9 at Kenwood is invalid. First, the open seats at those schools represent 2% of students at those schools and 0.17% of students in the district. More importantly, this is the ONLY YEAR that the district has not placed late registrants at these schools. It seems clear that the district only enacted this practice this year as an excuse to get rid of balanced calendar. Would it be better for late registrants placed at balanced calendar schools if they were there from the start of the year? Yes, of course. But late registrants who want their child to go to a balanced calendar school for the research-supported benefits of that model will find teachers willing to welcome their child and get them caught up to their peers. Then,

in the elementary years to come, they will continue to reap the benefits of balanced calendar while their child goes to that school. I agree with the idea of modifying schools of choice to reserve seats for late registrants, but think it is also important for the district to provide counseling on making a school choice to families who do not have much information about the schools and those who do not speak English. I agree with providing a fall break for all students, reviewing start and stop times, and allowing families to be reimbursed for transportation. I disagree with requiring all Bondville students to attend Kenwood. Kenwood should remain a balanced calendar school, and Bondville families should at least have the choice of whether to send their child to Kenwood or to a regular calendar school. I do not see how Garden Hills will be able to staff a PK-8 school when they already have many teacher vacancies as a K-5 school and had the vast majority of their staff transfer to other schools over the summer. I could support Scenario 4 if balanced calendar is not removed and Bondville students have the choice between Kenwood and a regular calendar school.

- I am not in support of removing balanced calendar.
- I appreciate that we are trying to make sure our schools are diverse in SES and ethnicity. As a teacher, I worry that all of these decisions are so removed from the experience in the classroom. Kids and teachers are struggling. Students are high in need and we are short on staff.
- I believe scenario 4 would be beneficial to all families and staff members because the least students will be effected and the fall break will add in a much needed break during that time of the year.
- I do not like the reimbursement of mileage for families who decide to self transport.
- I do not support any scenario that includes eliminating balanced calendar.
- I do not support ending Balanced Calendar. Our students and teachers have thrived for 25 years of this healthy balance of work

and rest. Did Cooperative Strategies survey only the families and staff of Barkstall and Kenwood to see if they want to keep it? I'm guessing the 35% who said they had no opinion are those who have had no experience with this calendar. Ask our families please! Furthermore, because we will have extended day next year as well, taking away our calendar is added extra stress especially for our kindergarten students.

- I don't feel like scenario 4 actually addresses the overcrowding issue in some of the elementary schools. Will the district actually stick to the capacity stated for the buildings? Additionally, I do not understand why there would be a change in the feeder schools for middle schools - that makes no sense, you are actually making students for both BTW & Carrie Busey go further away. Another issue I have with scenario 4 is it doesn't make the choice process any easier for incoming families. Even as a teacher in the district, I was overwhelmed by having to rank 12 different elementary schools. And this is with having more knowledge about the district and schools than most. And it was beyond frustrating when after spending the time to rank the schools, we ended up with our 8th choice. We decided to send our daughter to private because of our horrible experience school of choice and the district from the parent side of things.
 - I don't know that this little of a change will do anything for the desegregation of the unit.
 - I feel like I don't have enough information to feel strongly supportive of scenario 4, but it seems like a much more moderate idea that I don't have an immediate negative reaction to. I wonder how effective this option is in addressing the SES issues that instigated this process to begin with.
 - I have concern with how the district will staff pre k as they haven't been able to fully staff garden hills. Teacher retention across the district is a concern of mine. But if all goes well, I think having more prek options for our community will help long term with achievement. I think minimizing a transition for elementary students to middle school could also be helpful for those students.
- Overall, I am pleased with the lack of disruption to most students and that these changes will hopefully help long term.
- I like the fall break and that all students will be on the same calendar. I feel that making IPA and Garden Hills magnet schools with PreK and middle schools will be helpful. I think that for scenario 4 to work there needs to be more weight put on school proximity and SES / diversity. I think students spend too much time on the bus currently. I also think that there needs to be more of a balance between the number of students in each school (some schools have too many students and are overloaded). I also think that we did this research to make our schools better and with not much changing I do not see how this was worth the time and money it took to put together if schools are remaining the "same."
 - I need more information about how this achieves the goal of more racially and socio-economically balanced schools. I do agree with dual language programs remaining magnet programs. I do not support removing balanced calendar entirely, even with the addition of a fall break for all schools.
 - I still do not support the finding of eliminating the balanced calendar option for families and staff. The research supports balanced calendar for student growth and teacher retention. Data shows that students have better attendance, mental health, and less learning loss. Teachers at balanced calendar schools have more of a work/home life balance and are able to reflect on best teaching practices throughout the year more effectively. Adding 1 week of break in the fall misses the point of balanced calendar entirely.
 - I still don't see how switching middle schools around is going to help any of the problems at hand. I want my student to still be able to go to Edison. Can we not make that a choice, since there are only 3 middle schools? Especially if we provide our own transportation? I am not opposed to Garden Hills and IPA being Pre K-8. I think that would alleviate some problems. With that being said, why switch around the primary middle schools at all? There will be less kids at those schools because there will be 2 additional

middle schools. I want my kids to be able to see their older friends from Carrie Busey when they go into middle school.

- I support Scenario 4 because (if I understand the information presented correctly) it allows for me to keep my incoming kindergarten student with my current 3rd grader. For simplicity of morning and after school routines, I need my students to attend the same school. Furthermore, I love the idea of a Fall break. I think that it is good for kids, teachers and families to have a little breather between the quarters.
- I think balanced calendar should continue for Barkstall and Kenwood.
- I think it's a good idea with minimal interruptions to students and families
- I think that changing the feeder schools for middle schools will help with some of the disparities between middle schools. I think that it is good that 5th graders can request to go to the previously assigned middle school.
- I think this is all a waste of tax payers money and does not fix the problem, but the school board will do what it wants regardless of what the community wants/needs.
- I'm unsure of how this addresses the problems of our schools not being diverse.
- It does not fix a major transportation issue that is currently impeding aspects of the entire district. I fear it will end up resulting in parents upset because they are less likely than before to get what school they choose.
- It is apparent CS and the board has had little interaction with teachers and admin at the Early Childhood Building. Unit 4 has tried having satellite Pre-K classrooms at other buildings and they have FAILED every time. The last time there was a classroom at GH, the room was moved back to CECC part way through the year because parents did not want their children in another building, it was inequitable, not developmentally appropriate for Pre-K students and the busses were horrendous! I wish CS and the board would have had conversation with CECC before throwing out this scenario, as CECC is always the scapegoat for the district and the last to be thought of/have concerns addressed.
- It will need to be very clear if GH is also going to be PK-8 so that FSA can plan accordingly. If it is left to choice, that will be confusing. It either needs to be PK-8 or it needs to just be K-5. Same for IPA. If we are going to have PK-8 buildings, they need to be done with fidelity, not just willy-nilly.
- It's the only one that makes sense- less disruption for everyone.
- Keep year round schools... less learning loss. So are all elementary schools up for school of choice and just middle schools are changed?
- Least disruptive to students and families. More PreK schools are needed within the community.
- Less disruption to students and adding a fall holiday.
- Less unnecessary disruption to all.
- Love the idea of removing balanced calendars and waitlists. Also the idea of having Pre-K at GH and IPA. Bondville students attending closest school to them is great. This will help with buses. This Scenario 4 does not disturb the overall placements like the other Scenario. I am for Scenario 4!
- Love the PK-8 option at GH. Ok with changing Bondville requirements. I think reimbursing parents could get messy and complicated. 100% need to do away with Balanced Calendar schools. Start times do need to be explored with the extended school day next year. Regardless of the clusters I still think native spanish speaking students should have direct access and approval for IPA.
- Maintains choice, reduces transportation issues, ensures the least disruption for students while also planning for future changes to occur.

- More information
- My children will not be impacted, but I can see there being a lot of concern about the change in middle school feeder schools for BTW and Carrie Busey. I also have questions about the fall break. Will school start a week earlier to allow for this (as I hope), or will we be "absorbing" the week into the current days off from school (which is not many, so are we therefore shortening winter break or removing the few days off we do have? I hope not).
- My main concern about this scenario is how funding and resources will work with extending GH to K-8. In my opinion, it has not gone well at IPA. Encore, Band and Strings are not being supported in the same ways at IPA that they are at the 3 "main" middle schools. Additionally, funding was taken from Edison, Franklin, and Jefferson band and strings in order to create a budget for IPA about a month after school began. This took funding away from pre-existing, valued programs, and also did not give enough funding to IPA. These classes and programs are important to our students, families, and community--they may be the only reason a student looks forward to attending school sometimes--and should not be overlooked, even though they sometimes are viewed as a subset of the school's population. Adding those extra grade levels is more expensive than simply hiring more teachers...you'll need equipment, textbooks, extra curricular offerings (and need to hire coaches, etc). We also have huge vacancies in our World Language department across the district. GH will need to offer French and Spanish but our 3 current middle schools aren't fully staffed in that dept. So while the current middle schools are indeed almost to capacity, it feels like adding now a 5th middle school is spreading our resources very thin. I agree that the GH building is underutilized, but going from 3 to 5 middle schools within 2 years seems very hasty.
- Not a meaningful change.
- On 4, I don't understand incoming students? How are those determined, by boundaries to the schools, or letting parents choose top 3 schools? Review start stop times? Who is doing that? Who gets in a say in stop/start times?
- Really wish they were keeping balance calendar but I am glad they are offering a week long fall break in scenario 4.
- Scenario 4 -- Like knowing where children from my area would go to school -- Kenwood
- Scenario 4 allows for slow but meaningful change without huge disruption to our students' lives and our school culture and climate! I love it.
- Scenario 4 doesn't seem to address desegregation
- Scenario 4 seems the least disruptive.
- Support if current students stay at current schools so only changes would take place are for incoming new students.
- Taking balanced calendar off of the table is a very bad idea. This calendar helps students and staff immensely. I have worked on both calendars and part of the reason I love it here is because of this balanced calendar. Students don't get the "burn out" and neither does the staff. Families have very strong dedication to balanced calendar because it works. It's been proven. I would like to think that with the high rates of teacher burnout and student absences this elimination of balanced calendar wouldn't even be a consideration. Maybe considering putting a middle school on the same calendar would help our community even more.
- The choice process should be reevaluated. If it had been followed with fidelity all along there would not be such large achievement gaps. It's laughable that SES has ever been a factor when you look at the make up of buildings. Why would you add additional grade levels to an under performing school like GH? They are already unable to fill classroom teacher positions, adding 3 additional grade levels will only add to the challenge for these students, academically, socially & behaviorally.
- The removal of balanced calendar is short sighted and not a solution to any of the problems. Kenwood is 59% low income as a balanced school and one of the most diverse schools I have ever taught at. If you kept Kenwood and Barkstall as balanced calendar

schools, I would support this scenario. As a teacher who has taught at both GH and Kenwood, I have to do minimal reteaching after summer, the 3 week breaks are long enough to refresh staff and students but short enough to ensure no loss of knowledge, and everyone is much more relaxed and much less stressed. GH should be a balanced calendar school, both to keep the students active during the summer and encourage more choice of it.

- There are MANY families that will leave Unit 4 for private school if balanced calendar option is removed.
- There is not enough information currently to support a PreK at GH and IPA. These schools are not set up for PreK. If we are looking to add PreK why not expand the current CECC program? I have not seen anything about funding for the proposed PreK. What will class sizes be how are they being funded how is it being staffed?
- This does address the negative comments from the school board when this process was made public in September.
- This is a better option than previously proposed. I like how students at IPA could continue to receive bilingual services thru middle school. My concern is about changing the middle schools for students in 4th grade that have current 6th grade siblings. They would be at different schools for 6th and 8th grade.
- This is a good compromise option.
- This keeps all students at their current school in which benefits all students, families, and staff. Relationships are key to student academic and social/emotional success.
- This option has the least disruption for students and families
- This scenario does NOT address the severe inequalities in the district. It is just more of the same damaged model.
- This scenario seems to create the least amount of chaos and disruption.
- This would allow more services to be available to families at GH and IPA.
- We do have a huge problem with busing times for kids to get to school. This won't fix that problem
- We do not want our children to attend Franklin Middle School. We want to keep our children at Edison where our oldest is now attending. We have a one-year gap in having a child in middle school and that year is 2023-2024. Please keep the schools as they are for fewer disruptions. It feels like Carrie Busey is being singled out...like these families are being punished because the district believes the majority of the population to be rich, white families which couldn't be further from the truth! Why are only 2 schools being affected by this scenario?
- What happens for dual language?
- Where would we put all the students in Grades 6-8 in the Garden Hills building? I LOVE the idea of a fall break.
- Why eliminate balanced calendar? Look at the attendance percentages. Barkstall and Kenwood have outstanding attendance rates among all ethnicities and low and high SES. Add more balanced calendar schools instead of eliminating them.
- Would help overcrowding and transportation issues currently happening.

Results: Incoming Parents/Community Members | Please provide feedback specifically regarding Scenario 4.

- After working in PreK for 5 years, I definitely see a need for more spaces for PreK students.
- Although not ideal, it would disrupt the fewest students and families. However, I think Carrie Busey should feed to Edison, not Franklin to reduce transportation time for Savoy parents. They waited a long time for a reasonably close school.
- Balanced calendar is the main reason we would pick barkstall or kenwood. It's a good option for families that have one parent or more in the trades, the more frequent breaks allow for more time off opportunities outside of the main working season (summer) for family activities
- Best option so far.
- Cluster 3 with proximity schools is what most people want regardless of their SES. It's my preference without changing the middle schools. For cluster 4, what is the Board's policy for transfer eligibility if there is no waitlist? I like adding in a fall break but I don't support that the other schools lose their balanced calendar option. Why is there a change in middle schools for two schools?
- Don't agree with Removing balanced calendar. It's working for many families, learners and esp teachers. How will Garden Hills improve and sustain — it is already unstable, adding more classrooms and staff (which currently cannot be filled) doesn't make sense without sweeping changes and support
- Greatly support the ability and likelihood that neighborhood communities will stay together. It is massively important for fostering communities that children go to school, interact, and grow social bonds with other children who are nearby and can easily continue relationships outside of the school walls.
- How does this address community inequity? Where is the funding to make GH appealing for educators? How will scenario 4 change GH from being historically under chosen?
- I am concerned that the administration will use Scenario 4 to still modify the SES percentages at all schools. It will just be a student-by-student assignment on an individual student basis. There is no proof that SES levels have much impute on academic performance. Home and neighborhood environment at a very early age has far more impact. Improve all the schools for all the students.
- I am happy to see my child will still be able to remain at his current school, Robeson, which is wonderful and also amazingly diverse. We are very pleased to stay at Robeson and continue on to Jefferson, which are both our proximity schools. Scenario 4 is the best approach. Thank you for your support and understanding.
- I don't like the concept of moving Carrie Busey students from Edison to the most distant middle school/junior high, Franklin.
- I don't understand what "modifications to current choice" means. As a future parent, I need more information about how this would change my choices for my child when he enters kindergarten. You say you'll continue to use proximity and socio-economic distribution - but you don't tell me how those are used now nor how they'll be "modified," presuming you'll do that. It is a vague non-option in response to community-wide opposition to your initial options, and that seems to give the board and the consultants too much power in deciding what actually constitutes "modification" after we reluctantly approve this plan.
- I know that Carrie Busey parents are opposed to their feeder school changing to Franklin and they are pushing for Bottenfield to switch to Franklin. As a Bottenfield parent, I want to convey my desire for our feeder school to remain as Edison. My 5th grader is going to middle school next year and our hearts are set on Edison.
- I like knowing where my child will be going.
- I like the idea of a fall break and I think this is a good plan overall.
- I like this scenario, as I believe it will give students the opportunity to build a strong school community from pre-k through middle school.
- I really appreciate that it does not disrupt current students and

hope that therefore it is also better for current teachers. I also like that it includes attempts to directly impact students in a positive way, such as the addition of preK. Changes to the choice algorithm should have been made long ago and before considering dismantling the whole system so I'm glad that's being done now. I hope the district will give time to see how these changes work before making further changes. I think the change in feeder middle schools may be uncomfortable for some parents, but to me it seems like a great adjustment. Franklin may be viewed as a weaker school but I think the school is great despite receiving a disproportionate number of students who need extra support. I hope though that more information can be shared about the plans for the new middle school pathways before school choice this year as right now it's very unclear. I am really sad to see balanced calendar being removed. I wish the whole district would move to balanced calendar as this would push the community as a whole to provide structure and resources around this schedule. I've heard they don't want to do this because of athletics, which seems foolish.

- I specifically moved to Savoy so my daughter who is now in 5th grade at Carrie Busey will attend next year Edison Middle School.
- I think the pre-k and 6th-8th grade at Garden Hills are a great idea! However I do not agree with changing the middle schools. Parents pick their elementary school in part based on the middle school and it isn't fair to change that for current families. Please consider starting this for incoming kindergarten classes. The other piece is relationships are built with families and those relationships are lost when siblings can't follow their older sibling. I have a current 6th grader and 3rd grader so my child will have to go to a different middle school than the school where I am forming and will continue forming relationships for the next 2.5 years.
- I would like to better understand the logic of changing the middle schools. It seems like this is a district solution to spreading out higher need students, but I have not seen or heard an explanation as to why this shift is happening.

- In favor of any option that provides the least amount of disruption to students (especially existing students) but also concerned about those students who may be falling or left behind. Not sure that the choice process is the way to bring about change in our community.
- Is the least disruptive while still considering equity and transportation issues. Continues to allow school choice based on the needs and priorities of families. Allows child to remain in their school if the family has to move within Unit 4.
- It gives me better options for schools closer to me without restricting me too much. I live closer to most of 2 schools.
- It's still school assignment and I (and it seems liked many others) had hoped for a proximity-based plan. It seems like not much is changing. I wish you could go with scenario 3 and phase it in slowly. I also think the plan to have families provide their own transportation is going to contribute to traffic issues and climate change. It seems so inefficient. If you're only making slight changes to schools of choice, what has been the point of going through this exercise? It feels frustrating at best and disingenuous at worst.
- Less disruption is good for students, families and teachers. More emphasis on neighborhood schools.
- Neither option provides a logical or reasonable solution for my child's education. We moved to Champaign before realizing how dysfunctional the school assignment process was. At that time we purchased a house based on proximity to a quality neighborhood school. The fear that our child will be assigned to a school in an unsafe and distant part of town has been the cause of great anxiety and worry in our household. At this point given these options our family is strongly considering either going to private school or moving all together to a community where we can feel confident in our child's safety and well being.
- Of all the scenarios I feel this is the most logical, but there is a lot of unknowns which is why I selected I needed more information. I am concerned with all the variables involved such as transportation

issues, start/end times, staffing challenges with added grade levels, how the transportation reimbursement will work and if it will actually occur. But even with all that it seems to disrupt the children the least and still provides some changes in the direction the board is determined to go in.

- Please explain how this will improve student outcomes.
- Scenario 4 doesn't seem to truly match the goals of SES balance but it is better than all the alternatives if a change must be made. I disagree with taking away a balanced calendar and changing the middle school assignments, but other than that it seems ok.
- Scenario 4 seems to help with the equity situation more than it harms. Displacing students from their current schools seems very problematic.
- Seems like a good plan, children can stay in their current schools.
- This creates the Keats amount of chaos for students and families, and may actually solve some problems instead of just creating new ones.
- This does nothing to address the choice program we currently have. Choice school is not the way we should be going. Champaign is one of the few places that does this, and it's not working. More schools should have balanced calendar it should be taken away.
- This seems like it could provide more equity without moving so many kids, and it looks like it still allows for one of my main concerns, choosing the language program at IPA. We live near IPA partly because I hoped for my daughter to attend there and have the language immersion program but it's not in the assigned cluster for our home. I'm a single mom working full-time so we need to attend near where we live in order for me to be involved as I hope to be at her school.
- This seems like the most feasible option
- Transportation costs Extended school day due to distance between

school and home Safety of children Don't see how the quality of every child's education will improve. You are just ticking boxes, not concerned with our children's welfare or education.

- Will start stop times be changed? This bullet is quite vague. Are they going to be different for different schools or will all schools have the same times?
- Would like my child to maintain current school at Booker T. Washington.

Results: Parents | What challenges do you foresee with either scenario (2 or 4)? Please be specific about the scenario you are referencing.

- #2 is the chaos everyone wants to avoid in all the feedback you've already received. #4 I do not foresee any challenges that would effect the children.
- #2- more people moving in order for their child to attend the school they wanted from the get-go. Takes away from " school of choice." #4) again taking away from the school of choice and wanting to move into the zoning area for your child to attend a different middle school.
- #2 Really doesn't "SOLVE" anything #4 Creates other issues with adding middle school age kids.
- #4 I worry about the safety of the younger children mixed with the middle schoolers. How will that be addressed.
- #4 Totally unfamiliar with the justifications of moving from k-5/6-8 to k-8
- #4: Currently, we typically transport in the AM and occasionally utilize the bus in the PM. How would reimbursement work for occasional bus/personal transportation? And what happens when circumstances change?
- #4: I do not think there will be enough interest in K-8 at Garden Hills. I do not think this will solve the overcrowding in the middle schools.
- 2 is garbage, you have houses west of Duncan near Springfield and Williams at and send them farther away from kenwood
- 2 is not really an option, way too much change (and chaos!) for existing families. most people like their current school, and if you let everyone stay, nothing would really change. option 4 is the best offered so far, since neighborhood schools wasn't an option
- 2 it won't really effect our son but kids that aren't in our neighborhood but have been going to our school and now just because they aren't in close proximity they may get moved I don't think is fair. My child has made friends with kids that don't live in our neighborhood or even close and I know they would be bummed to be separated. Choice 4 which I am strongly for because nothing changes really and the kids get to stay where they are and continue to make friends and be comfortable with their surrounding that have become accustomed to. Again I say leave it alone for the kids sake.
- 2- limits options for families to choose programs. Duplicating programs like specific SpEd (e.g. hard of hearing) or language programs across several schools is prohibitively expensive. I do not like limiting choice in this way. 4- families will not like eliminating balanced calendar. Maybe look at what support there is for blending of the two calendars. I also don't like the targeting of Carrie Busey and Barkstall in the previous scenarios where Southside and Bottenfield also have low SES. All schools need to be treated the same. There should be no emphasizing one school over the other on perceived area SES status. It should be a balanced approach. And release the historical application data for each school, not as a whole. Some families will choose a school over another if their first choice is more likely to be given to them. This would help balance out how many kids ask for one school over another. If you know you only have a 75% chance of getting that as your first choice versus 95%, that could weigh-in heavily for families.
- 2- this option should be dead in the water. 4- better "lesser of evils" option but is still leaving a lot of questions. Even the reimbursement of providing own transport—that creates more staff needs, more spending and more questions.
- 2 will still have backlash, and personally I've seen my kids in tears of the possibility of losing the friends they just made the past two years. COVID was hard on everyone's kids, and a hail Mary pass of shuffling is not guaranteed to do squat long term by any data we've seen. 4 appears to have the most support and allow for the status quo for current student/families and give room for the district to adjust the selection process. Transportation still an issue, but I'd rather see drivers get paid more with more benefits than reimbursement to parents who drive their kids. Maybe even a

district support/organized student carpool club?? I'm thinking outloud...

- 2: Does't solve many problems with socioeconomic diversity or transportation costs. 4: Without extra resources where they are needed, it won't achieve equity in the district.
- 2: disruption to kids education with moving them and no improvement in scores 4: continued transportation issues and no improvement in scores
- 2: IPA is still listed a regular school in a cluster. As written, this is not able to be implemented. 4: Adding PK to Garden Hills and IPA will benefit the schools, children and families, and I support this. However because PK has eligibility criteria including low SES, this will impact the overall SES profile of these schools. This needs to be considered in how future analyses are conducted of the school balances.
- 2: Parents are unhappy - the squeakiest and highest SES families that is. It appears that you didn't even address scenario two as carefully, as implementing several of option 4 as well as clusters is very obviously the best option. Are we afraid to do what is best for the community and students based on the hurt feelings of the town elite? I hope not. Scenario 4 is literally what we have currently and the changes could have been suggested by any worker in the district without the huge waste of resources in hiring this company to tell us to do what we are already doing.
- 2: the whole purpose of school of choice is that you can live where you'd like and send your kids to school where you'd like. In our situation, we chose a house in Prairie Fields because our kids go to CB. We like that we can take our kids to school on the way to work in the morning. It would be a big inconvenience to go someplace else, and we know the buses can't be counted on to be on time. Also, CB is a great school, my kids love it there and feel comfortable there.
- 2: very disruptive 4: makes key changes without impacting as many students.
- 2-puts my student in a middle school that is far away. We can walk to Edison, it would be ridiculous for us to have to take them to Franklin. Most of her friends would go to Edison.
- 4 - i can see some pushback from Carey Busey families about going to Franklin middle. and some from the balanced school year families.
- 4 - I think the accounting will be a nightmare for mileage reimbursement and that will be a huge problem. I also want to see the reasoning behind the need to swap MS feeders as the schools chosen do not make sense. 2 - I think that if you phase in clusters (current kids stay) and don't make changes to MS that don't make sense, this would be more palatable
- 4 i see the challenge of there being enough teachers and classes for all day Pre k
- 4: The district being able to afford refunding families for transportation. That will be extremely expensive and parents WILL request it. 4: the middle school my kids would be assigned to is the furthest from my house and Their grade school by several miles. How does that make sense? You're essentially just bussing a different group of people, aren't you?
- 4: What is changing? How will you draw folks to Garden Hills? 2: Too many changes/disruptions for almost all existing students.
- 6-8th grade students is a completely different age range. They are more older and do more adult things than younger children . They can easily set bad examples for the younger children they are attending school with. You're looking for diversity and what I'm seeing is someone's younger child being bullied in the near future. This is ridiculous!!!
- A challenge I foresee is displacing a student from their current school to a new school that doesn't meet the parents' expectations.
- a) Lack of representation of families of color in this process; b) Lack of community when students attend a school not in their neighborhood (why would families of color want to be involved in

largely white, affluent school activities? The answer is, they don't, and I witness this at Barkstall); c) neither scenario alleviates transportation issues/costs (may increase given the labor needed to do reimbursements);

- About Scenario 2, specifically cluster 1. We live in the Boulder Ridge Subdivision, 3902 Obsidian Dr. We just want to make sure we are in cluster 1 because our child currently attends Kenwood and we like that school and he has 1 more year left there. We also want him to attend Jefferson.
- Actually committing to making assignments that integrate and diversify the school.
- Again, unclear that Scenario 4 really does achieve the goal of balancing SES, so that would be my main concern with that plan. The challenge with Scenario 2 is likely going to be transportation, but if it's better at achieving diversity goals then I'm in favor of it.
- All of my concerns are around scenario 2. My biggest concern with Scenario 2 still holds. Too much disruption. Also kids in a dual language program like IPA shouldn't be swapped out for kids that haven't been in the program. IPA shouldn't be in one cluster. And IPA would probably become too popular for everyone unhappy in their cluster. Lot's of issues with how to handle IPA in scenario 2.
- Angry parents, disrupted education that's been in place. Also the last question, what's considered a hazardous area?
- Anticipate a STRONG push-back for scenario 2... It's too much change all at once.
- Any change to kids' schooling will affect their growing progress both socially and academically.
- Any changes to kid's schooling will affect their growing progress both socially and academically.
- Any plan that moves students from their current school is ridiculous. Any plan put in place should be effective starting with new incoming students. Moving everyone at once is going to cause

a lot more problems than it will solve. It's unfair to students, it's unfair to families. We've already dealt with the hand we've been given by the district and this process and now they want us to do it again and completely change our lives around because they didn't get the process right the first time? It's unimaginable and infuriating.

- Any scenario that moves current elementary students to a new school is in my view completely unacceptable. The introduction of a Fall break outside of Thanksgiving week also seems random and likely poses challenges on parents.
- Are there enough spots in full day pre-k to accommodate current pupils in district pre-k?
- As a mom of 2 kids, who are established and love their school, I don't think it would be fair to make them move schools and disrupt their lives again. Both my kids have been going to garden hills since kindergarten and 2nd grade. when we applied for them to go to school, this is the school we were given. My oldest just got transfered to another class for advanced learning and now we may have to switch schools to a school further away from us. That's not fair to my kids.
- As in the past, proximal priority has been pushed aside for diversity. All schools should be assigned by address.
- As noted above, in Scenario 4, the middle school changes are slated to happen too quickly. For our family, I chose my business location once we knew our children's elementary (and therefore middle) school assignment because that meant we could plan for 9 years of transportation, extracurricular activities, and family schedules knowing where the children would need to be. As a professional whose afternoon appointments are in high demand, I stand to lose a significant amount of income by having to cut into those hours to transport my children from the opposite side of town. (The bus system has repeatedly proven unreliable over the years and is not a viable option for our children for that reason among others. We would not seek reimbursement, but we would

provide our own transportation.) Let the proposed plan roll out along with the new cohorts of students as they enter the district. This will allow families to know their students' school plans from the beginning and plan accordingly, and will also allow time for the district to adequately address issues such as where to find teachers for already short-staffed schools, and find solutions for fixing the staffing and logistical issues with the bus system, among others.

- At first glance option 4 seems more reasonable, but more information needs to be provided to make any further opinion on either option. Safety is a big concern for both options. As it stands, both scenarios put our family in a situation where our child could attend a school in a high crime area in which it would take approx 20-30 min to reach the school if something bad happens. This is not acceptable. Families that have sacrificed so that their children would attend and live in a safe neighborhood are the exact families targeted in all scenarios and expected to be transferred to unsafe parts of town to attend school, just to ensure the district meets some # and goals that were deemed acceptable. The district needs to share the goal #'s of where they want to see the SES #'s to fall, then allow the community to assist in making those plans. The district is skirting around the real issue and targeting high performing schools to make those goals work. Safety and achievement need to be top priority in any proposal. Proper allocation of funding/resources need to be addressed. Are those lower SES schools receiving all that they can receive? Why not? Also, travel is a big concern for both options including the cost and amount of time this will take daily. A huge concern is that the school district still doesn't have a plan in place for the longer school days they imposed during the last contract negotiation. How is this going to work? I am terrified that not only will my child have to attend another school further away in unknown area, most likely unsafe, and for a longer period of time now. Again, safety is the issue along with travel and lack of plan in place on how this will actually work. I would like to know why adding another middle school is not an option, as this would allow a bigger spread of students to achieve a balanced SES. The district experimented this
- school year by adding additional # of seats to each school and this worked. This made improvements to the bottom line of the SES goal. If this was successful, as quoted by Cooperative Strategies, then why are we exploring other options?
- Based on the presentation, the middle school feeder pattern will certainly change under scenario 4. It's possible that a family would have children attending different middle schools at the same year. What would the district do for these families?
- Being a single parent with 3 children, I depend on the families in my neighborhood for support. Scenario 2 runs the risk of sending my daughter to a school away from my support system and Scenario 4 runs the risk of not allowing my daughter to transfer to a school close to our home. We were not offered any of our top 3 choices last year in the school of choice selection.
- Biggest challenge is in option 2 - people who CAN move WILL move and those who can't will continue to attend our underperforming schools. In BOTH options - will students remain where they are if the family resides in that cluster? I.E. if you attend BTW and go with option 2 do you remain at BTW without having to re-choose school of choice options? A grandfathering in...
- Both are a lot more confusing than the current model, which frankly works quite well. Scenario 2 is greatly limiting in choice. Scenario 4 seems extreme and reckless. It also teaches parents they don't have to take responsibility with the late registration allowance - which means even later knowledge of which school the students will be in as well. Also, reimbursing parents who choose to drive is absurd! What a waste of taxpayer money and an easy scenario for people to fraudulently claim it. That's such an absurd idea, especially when bussing is available and there are schools within walking distance of pretty much anywhere. Get my employer to reimburse me for driving to work first and create that societal change and then maybe we'll think about it. Otherwise, it's a waste of taxpayer funds that could be better spent on the actual educational components of school and supporting teachers.

- Both are reheated ideas of choice plans that haven't worked in past. More money wasted that could be spent on the kids.
- Both of these scenarios don't build community, bus kids from a given neighborhood to all corners of town, and will continue to give parents ulcers as we agonize over the illusion of choice in our kids' education. But ultimately, we'll get what we get in terms of school assignments (what I'd really like is for the assignment algorithm to be made public so that we can have substantive dialogue over the value judgments that went into it) and then just decide whether it's good enough to stay in public schools or whether to try to snag a seat for our kids in private school. All at the very last minute and while putting our kids through as much stress and uncertainty as possible, because it already takes forever to get assignments and apparently the plan is to push that even later, further removing any facade of "choice" since we'll have even less time to pursue other options (private school, homeschool, moving to another district) for our kids if we're unhappy with their assignment.
- Both remove the balanced calendar. Not sure how scenario 4 affects us other than balanced calendar. Scenario 2 is disruptive to students that have been through so much after the pandemic. We do not want to attend our proximity school. We're concerned that we wouldn't have another option in scenario 2.
- Both scenarios still might not impact socioeconomic diversity. Even if it does, how will changes in schools impact mental health of kids? How is academic achievement being weighed with both scenarios?
- Both scenarios will bring up frustrations and anger from certain families. Scenario 2 moves more students in the immediate future from the school they currently attend to a new one while scenario 4 (my preference) will undoubtedly bring up many frustrations from the Carrie Busey families, specifically those who actually live in savoy, because they have planned on their 5th grader attending Edison. Also because Franklin is even further north for them than Edison.
- Bottom line, my child is not switching schools in the middle of her Elementary school years. We have a relationship with the current school and have had to go through getting her to communicate with the staff there. We are not for moving her to a different school in the middle of her Elementary experience and having to start over on what we have built in her current school. Also, our oldest went to the school our youngest is currently at. We do not want change as we are happy with our current placement.
- Burnout
- Bus service in district 4 has been so unreliable that I have altered my work schedule to drop off and pick up my child. Do you not see this as a further issue as you reshuffle children further from home? I understand preference will be given, but in scenario 2 you seem to be excluding those who live closest to garden hills from attending that school. Why was this decision made?
- Bus transportation in both scenario 2 and 4 will continue to be an issue and I would like to see more specific information such as modeled scenarios of traffic patterns at all schools for specific start and stop times in order for me to make a better informed decision. As a GIS professional for 20+ I know that the tools and data needed are already out there so it shouldn't be difficult for Cooperative Strategies to provide various modeled scenarios to the district so the board and the public can make a better informed decision.
- Buses will be a challenge under any scenario. The bus system is terrible in this school district and made worse by school choice since kids are just driven all over.
- Busing is always an issue. Go back to neighborhood schools and move the teaches around to accommodate the students
- Busing seems like a nightmare.
- Bussing. And honestly, instead of investing money and resources in certain schools, you might see a bigger education gap.
- Carrie Busey students will go to Franklin middle school, this will

means longer distance to travel, instead Edison was good choice for distance. If kids travel less they will have more time to study and its economical for everyone.

- Challenges for scenario 4....parents of students being moved to a different middle school being unhappy, but I still believe this is the best solution. I am going to provide additional feedback. As a freshman science high school teacher in Unit 4, the greatest problems for students who are failing is that they are not ready for high school. They do not have the soft skills to succeed. Many of my students that are failing do not come prepared with a writing utensil, charged chromebook, do not come to class on time, do not turn in their homework assignments, and they do not understand what it means to fail. They need to learn these soft skills in elementary and middle school. Many students do not understand the concept that there are consequences to their actions.
- Challenges of scenario 2- Extreme disruption, uncertainty for families, breaks down bonds and familiarity that have been formed. If implemented, should be an opt-in, or start with incoming kindergarten. Challenges of scenario 4- How will u4 staff and equip a brand new preschool, how will u4 encourage enrollment, raise morale and create a sense of community in a school that is under chosen?
- Challenges with Scenario 2 - The schools have been designed as having "niches" they cater to and limiting choice to four schools instead of 12 might prevent some families from getting their kids in a program they really need. And this might improve the transportation issues, but I doubt it will fix them entirely. Scenario 4 - I think making GH and IPA pK-8 will stretch the schools' resources thin. Also, does that mean Franklin and Edison will have a smaller enrollment than Jefferson, or does it balance? Are there schools in Bondville that are closing? Where were those students going before? I like the idea of all the schools having a Fall Break, but not at the expense of losing balanced calendar entirely. Isn't that going to make it even harder to find childcare during breaks and summer, since all the kids will be out at the same time?
- Change not just with parents and how they feel, but the children and Change of atmosphere during their learning process
- Changing schools affects my job I can't pick up and drop off at another school love the school they are in now no need to change
- Chaos, not change
- Children being removed for the schools they are used to.
- Choice 4 is my first choice but I don't think it completely fixes the socio-economic or racial disparities. Bussing may still have problems. I wish all schools operated on a balanced calendar - but that I understand is wishful thinking.
- Cluster 3 sends kids to BTW?? This is nonsense
- Clusters are still very disruptive. Cluster 3 in particyseems spread all over the place and would dramatically increase distance for my kids - they are just over the boarder and could not attend anywhere close to home.
- Clusters in Scenario 2 still feature an overchosen school as part of each cluster. I could see medium schools falling to "undesirable" by default. For Scenario 4, I don't know how middle school staffing will work when students have the option of staying in their building or going to Franklin. How do we anticipate preferences/staff that? Under the current system, Edison does not have foreign language teachers. What will happen if we spread our middle school staff so thin? Can we give a mini-middle school the same experience as a resourced full middle school? It doesn't seem like either scenario did much to even out SES among elementary students or alleviate transportation issues.
- Communication is the greatest challenge. Why are other students not able to petition IPA for middle school?
- Commute time and worse student outcomes especially with scenario 2
- Damage to our child, children has gone through very hard time during the pandemic. they are still struggling to adapt and catch up

with their friends. Can't think of anything other than disadvantages from Scenario 2 (moving my child from school). IPA is the only school that has dual language education in the area. And a LOT of diversity!

- Distance to school and transportation will always be a challenge - my child already wakes up too early for his age and spends about an hour on his school bus. Any scenario that would have him changing schools to get up earlier or spend more time on a bus I would be against. No child can learn well when forced to be on an adult schedule, and that is what we consistently do to our kids.
- Distance, Disruption
- Do you mean Scenario 3 and 4? Bondville isn't on the Scenario 3 map. How does scenario 3 impact middle school kids?
- Driving distance for me is extreme for scenario 4 for middle school swap. It is an extreme distance and hindrance to get to work on time. I was told there is no bus service to my home, so must transport child every day. If it's even further, I will have to drive 40-45 minutes round trip several times a day. We love our current middle school, so I do not want middle school assignment changed for my family. Also I think it will be VERY complicated for you to reimburse such a magnitude of families for transportation and I think this is a set up for failure. Please focus on educating unit 4 students in culturally competent ways. Please focus on pre-k and supporting families.
- Each school should have its own set back for new students. I assume Carrie Busey will need more than Garden Hills. I think it is good to open some of the schools to PreK -8, but I have concerns on the students integrating into Central / Centennial after the 8-10 years in the small school. The surrounding community of Garden Hills, loves Garden Hills. If it is still the tight community going there, I expect a harder time integrating into the high schools. Transportation is improving, I am not sure what has changed...but very good consistency.
- Either one! My kids bus would come too early and take too long

getting home. We take our kid to school because we can't rely on yellow bus transportation. Right now we get calls and emails super early in the morning saying my child's bus isn't running when we're not even signed up for him to ride the bus. Then sometimes during the day we get a call saying our kids bus isn't running in the afternoon. What about the people that don't have transportation for their child/children?! Those kids are missing out! If our kid wasn't in kids plus there's a good chance I would have lost my job the amount of times I would of had to go get him. We bought the house that we're at so our kid/kids could attend the school that's closest. My kids should be able to walk to school but can't! Go back to proximity! How about take a poll and see how many families are gonna move out of unit 4 if/when this BS passes?

- Either scenario is stupid. You're forcing kids to either go to different schools or forcing a child to a middle school they didn't want to attend. I planned on having my daughters go to IPA next year and now it looks like that won't happen. This entire system is stupid. Don't fix what wasn't broken.
- Either scenario: I still don't understand why this has to take place next year & make everyone change schools in the middle of their elementary school experience. My child started K online and had a challenging 1st grade year (due to teacher absence). They are finally settled and we are engaged in the school community in 2nd grade and you want to rip them out of that and have us start over. Transitions are hard for families. Why are you making things harder? I fully support racial equity and balancing schools in terms of SES & other important factors, but 1) I haven't seen that these plans will actually help with these issues and 2) why make changes at the expense of the students who have already suffered & struggled so much? Yes, kids are resilient, but the job of a school board is to support them and not put roadblocks in their path. Starting these new plans with incoming students makes the most sense and will (over time) help to achieve your goals without disrupting the education of the students currently embedded in their school communities.

- Either way many families will be dissatisfied, that has more to do with the staff than these scenarios. It's people that create these scenarios and manage them poorly
- Establishing pre-k classrooms in elementary buildings will take require thoughtful planning by the district related to scheduling, busing, screening, IEP support, finding qualified staff for hard-to-fill positions, etc. New full-day pre-k classrooms should be under the support and supervision of the elementary admin and staff, as CECC does not have the capacity to support satellite classrooms. Pre-K classrooms have been housed at IPA and Garden Hills multiple times over the last few years. They were unsuccessful for a variety of reasons. The district would benefit from seeking input about these experiences before beginning their planning for new pre-k classrooms.
- Every challenge imaginable for these children. Don't do social experiments on children! Fix yourselves first!
- Filling the held 5-15% in a way that is fair and honors the overall plan. Is there capacity to hold that many seat at each school?
- For 2 - some of the schools in our cluster are very far away from our home. For 4 - I prefer this option over 2 but I still dislike school of choice program. It's stressful and anxiety provoking.
- For 2, this presents with no sense of community and continues to have children bussed across town. I would be livid if I had to switch from a 2 minute commute to a 22 minute commute. Also, what are your plans to increase safety measure? I'm aware children at BTW witnessed a shooting last year while at recess. With scenario 4, again, you are increasing the travel time for so many children, families, bus rides, etc. and for what reason? It's already diverse in middle school. Also, when you take out the community, you take out the ability to carpool, walk to school, etc.
- For 2, you still have the issue of overcapacity in cluster 3.
- For both scenarios, I would want students who are current in a school to stay in that school for the duration of their schooling (ex. If a south side kindergartner this year, that student stays through 5th at south side).
- For both scenarios, some existing students will be forcibly relocated without giving families an option to request a variance to continue where they are.
- For either scenario: The issues with transportation seem to be as much about management of the transportation department as they are about anything else. General lack of communication and the inability to renumber busses when one breaks down seems to hamper flexibility. In this day and time, one would think that we could also develop two-way communication with the bus system, so if, for instance, kids are out sick for several days, the bus doesn't sit and wait for them unnecessarily. For Scenario 4: Making the whole district more balanced for calendar would help retention outcomes. Could the whole district move closer to the Kenwood / Barkstall calendar instead of just adding the fall break and doing away with the balanced calendar? Scenario 2: This scenario does not address the growth of the IPA dual-language program. It also disrupts too many students after several years of pandemic disruptions.
- For my family, I have one entering middle school another 4th grade and one in Kindergarten. I will not have 3 kids in different schools. I will have to homeschool or send all to Judah. Moving out of IPA would cause my children damage. This is just wrong. Friendships and relationships have been bonded and made through out the years.
- For scenario 2 my kids (and many other kids) would have to change schools. One of my kids has an iep and 504 plan and one has a 504 plan. We would have to meet and build relationships with a whole new set of administrators and special Ed teachers. This would make things challenging as my kids are used to the staff that they are working with now and my kid with the iep is incredibly slow to warm up to new people. It took her almost 3/4 of the year to warm up to the reading interventionist even with me being friends with her and my kiddo knowing that. Her having to work with new

people would slow her learning down and increase her anxiety during the school day. The school options for the cluster we would choose from all have quite a commute. We are mostly bus students but my kids have a weekly appointment that I often need to have them be a car rider and it would be a negative impact for us with the schools being a longer drive. My 4th grader would end up being in a different school for two years in a row. This is quite a bit of change. He and his best friend who he has been with since pre-k would be in different schools for 5th grade. He is a shy kid and this would be a significant negative impact for him. The only challenge I see for scenario 4 is going to a regular school calendar from a balanced calendar. For the transportation mileage reimbursement question below I would possibly be interested depending on a few factors. I can't say for sure one way or another at this time but there is a possibility we would use that option.

- For scenario 2, it's still not clear what cluster our student would be in. I assume it is based on our address and where that falls on the map?
- For Scenario 2, my biggest concern is that there is a possibility that my kid is assigned to a school that is far away from our home, even if you reinforce that proximity is one of the priorities. Although I understand that socioeconomic status is an important factor, proximity and sibling preference should be the most important priorities.
- For scenario 2, transportation will be a nightmare if proximity is not considered and if it is considered then you will have socioeconomic division intensified.
- For scenario 4, middle and high school transportation will be an issue, if we do not weight proximity highly for elementary. I already have to drive my middle schooler because he has been an hour late to school on occasions and the bus doesn't show up on other occasions. We need to be able to count on transportation. For this reason, proximity for elementary school kids must be primary. Otherwise, we have busses all over the place. We need to prioritize

middle and high school bussing, since we can't seem to hire enough drivers to cover everything.

- Forcing families to attend a school they do not want to attend is a recipe for disaster. School of Choice was already a tough enough model, and asking parents who move to neighborhoods for the hope of getting the school they want the most, and not getting it, is a slap in the face to the tax payers that keep Unit 4 going. You have already seen the response you're getting and Scenario 2 doesn't seem to fix the issues most of us have. Per scenario 4. Champaign-Urbana sits in the 2nd largest liberal voter county outside of Cook. The majority of us believe in a fair plan, diversity, and inclusion. I do not believe that these factors outweigh the need for more financial support from the State of Illinois that Unit 4 won't admit they are after, but do believe our board and community (even those who are opposed to this) want to see everyone succeed. As a product of Unit 4, who has worked in three other Champaign County communities outside of CU, I believe that my time here led to a better understanding of the struggles different people have. My time at CB with children in special needs, incredible diversity at Franklin, then to Centennial. This is why I have not followed countless classmates to St Joe or Mahomet. I want my children to understand that we'll be fine, but others have needs. I want to make sure that the current middle schools continue to see that diversity while we work with our communities to offer better housing options, extended bus lines, and more opportunities to people in financial distress, which will allow for more diversity within the grade schools, naturally. Not forced.
- Garden Hills being a chosen school seems like a big ask - there are factors that I don't know how to fix. They have no teachers. I'm not sure what magnet program they haven't tried yet would draw kids in.
- General: This community is always angry about education changes. The last facilities referendum to pass for Unit 4 took decades of failed attempts, and people still complain about what voters would grudgingly pass to this day. A large number of people are going

to be angry with you just for changing anything, so at least be clear about what the upsides of changes are for students that make change worth it. You're inflicting pain with any chance, and the pain reaction from the community will be tremendous. Be clear and purposeful about what you're going to improve. So far, I can read between the lines that you have some plans that would be helped by no longer spending crazy amounts on transportation, but your actual communications haven't been upfront about that (if I'm correct) nor where those savings would more impactfully be deployed if achieved. Scenario 2: Your negatives on this plan will go up now that Plan 1 has been removed. Nobody wants their kids moved between schools suddenly, and the understanding of what positive outcomes will happen besides moving demographics around are hazy. I believe the good outcomes will come from burning less budget on transportation while still maintaining equity, letting you reinvest in something more impactful than schoolbuses. You need to communicate your answers to him, or everyone will continue to hate this plan even though I believe it is actually better. Scenario 4: This is still a change, so is still going to burn lots of parent goodwill, but it doesn't move the needle much at all. Do you want to burn up all of your community tolerance for change in order to achieve so little? I don't want you to do that. School of Choice's transport costs are an obstacle to better outcomes and I would like that obstacle removed. Respectfully to equity and school community diversity, which I believe your other plans are respectful of and do value highly. I'm just not satisfied if that's the best that our school system can achieve -- sort of flat outcomes, but bussing kids all over the place. That was a good start but not the end goal, and school of choice is not actually getting us closer to the end goal.

- Getting rid of balanced calendar will affect these families and specifically ones that are already at risk such as SPED kids.
- Given IPA seems to have balanced diversity in a more advanced way than other schools, I would hope there wouldn't be an interruption of access to junior high there. It just became a new offering and seems important to advance the bilingual curriculum -

insofar as offering all students enrolled there the ability to continue through eighth grade.

- Great concern for families who rely on the year-round option.
- Having the board actually hear from the community and go with option 4.
- Having to go to a school clear across town.
- Honestly, a bunch of spoiled parents who have more of an attachment to the schools than their children having fits.
- How will it be implemented as the district has other changes to implement in the next academic year.
- How would middle school work for Scenario 2? I only see options for Scenario 4. Would IPA stay K-8 in Scenario 2?
- How would students be assigned within each cluster? For example, what if 80% in cluster 1 chose Bottenfield?
- I already responded so I'm not sure what happened. This is ridiculous. Most of the elementary schools have either been remodeled or are brand new. What is probably a better plan... Is to wait until the schools need to be remodeled again. Create three pods of K through two, three through five, leave the existing middle schools, and leave the existing high schools alone.
- I am so absolutely devastated that both options remove balanced calendar schools. So very many students and staff members benefit from having those built-in breaks in their schedule. I also feel summer learning loss at these schools is less as there is less time off in the summer. I am outraged that removing the balanced calendars is even an option. Very disappointed in all of the options that have been presented. Once again, the best interests of the students and staff are not at the forefront!
- I believe that the high school needs to redirect but not the other schools. I used to work for the district. ALL KIDS EAT FOR FREE. MEANS THAT ECONOMIC DIVERSITY HAS BEEN MEANT AT THE ELEMENTARY LEVEL. But for the High School level not. The Central

district house prices are way higher than Centennial. As for transportation I could never depend on Unit 4 bus system. I was never reimbursed for the last 17 years for my kids. So, NO.

- I can support scenario 2 100%. Scenario 4 is too much going on. The provide own transportation is especially concerning. Trying to figure what my taxes are already paying for since over half goes to Unit 4 anyway. Also I want to decide what middle school my child attends. I don't want to be forced.
- I disagree with this strategy completely, and wish not change my children's school after having the option of choosing a school we studied and searched for. I feel those who have picked their schools should have the choice to stay or not. These changes I find are unnecessary.
- I do not foresee any challenges.
- I do not see a problem with scenario 4 as it is. With scenario 2 I believe the problem would be that the schools I as parent would have to pick from I wouldn't be happy with 3 of the 4 and there is no way that I would get the 1 I would like.
- I do not Support any Scenario
- I do not support any scenario that removes balanced calendars. They are essential to my stepdaughter's ability to have a relationship with her mother who lives out of state. My family has made so many decisions around the availability of that calendar.
- I do not think moving current students is a good idea in scenario 2
- I do not want my child to change schools. He is finally adjusting and doing a lot better emotionally. He thrives on routine and knowing little details . He knows Kenwood and its' routine. I am afraid of the academic gap by taking away the balanced calendar. I believe scenario 4 is more of what the unit 4 parents and families are looking for.
- I do not want to travel to far to get my kids to school and hurry to make it to work on time!
- I don't know why a phased implementation isn't in the discussion. This is a long term problem - getting the solution right is worth the time that takes, even if it doesn't fix short term problems (busing). Why not do scenario 2 starting with the incoming kindergarten cohort? If the only choices are disrupt everyone by forcing scenario 2 all at once (a TERRIBLE idea) or scenario 4, I have a strong preference for scenario 4. The harm of the disruption to current students is too steep. If you phase in scenario 2 with the new kindergarten cohort, I prefer it for the better SES balance.
- I don't like that the clusters don't follow through to the middle school. Probably not fixable but I would like to see cluster 1 all go to one high school, cluster 2 to another and 3 to another (garden hills and IPA doing their own 6-8)
- I don't like the way it's set up in scenario 2
- I don't quite understand scenario 2 but scenario 4 I believe the grade school children are too young to be in the same school with middle students . As far as she and growth differences . Mentally and physically
- I don't see Scenario 4 addressing the issues at hand.
- I don't think the clusters in Scenario 2 are fair.
- I don't want my kids to attend a calendar school. I don't want them to attend a school that is far from their home when they have one near.
- I don't believe in cluster system. Leave it as it is. It is going to disrupt the system. I don't support this change . Not good for my kids .
- I don't know that I have enough data to extrapolate the distinction and lift that scenario 4 would provide over what is currently in place. It seeks to address the same issues, but I'm unclear on the projected areas of impact. Hoping it reduces cross-bussing.
- I don't understand how IPA can function as a dual language school under the cluster plan. Would residents in clusters 2&3 not be able

to choose IPA? This was not explained in enough detail in the presentation.

- I don't understand the cluster model (like a quasi-choice model). My only concern for my own children is sibling transfers because my second child will feed into a different middle school than where my first child is at. I really do wish you luck because this seems like an unsolvable problem.
- I don't understand the scenarios. Is transportation the issue?
- I don't understand why we're being asked about scenario 2 again... the community has already been surveyed on this, and 75% of respondents either do not support or strongly do not support scenario 2. It seems like scenario 2 is what the board / admin want. Dr. Boozer has done a poor job in communicating, which is proven by the numerous "clarification" emails that get sent repeatedly. It seems very likely that people will think scenario 2 is a new scenario, since two new scenarios were presented at the recent board meeting, but it wasn't clear that the board and admin unilaterally chose not to get community feedback on one of those scenarios (scenario 3).
- I feel like 2 is just flip flopping a bunch of students around with not much change or benefit.
- I feel like scenario 4 would make it difficult on families with multiple kids if they end up at different schools due to the grade sets
- I feel like students may get burned out with out the balanced school year.
- I feel that Scenario 2 will cause many family disruptions, including stress on many children as they are forced to change schools. It will also cause a greater waste of resources as more energy is needed to move students around the city (i.e., moving children who current walk to school to transportation forms that require carbon emissions). Increasing commute times for working parents and/or children will also be detrimental, wasting precious time and resources that can be better spent elsewhere. For all students,

forceful changing of schools will be extremely difficult. For my child, who has autism, a change like this will be devastating, and will likely set them back in academic achievement greatly. It has taken a lot of time for them to get comfortable with their school routine and having a full shake-up of the school will be very difficult for them and our family.

- I foresee the district losing students to private schools or surrounding community schools with either scenario. These schools don't make changes per their board doing what they want and spending millions on companies to cause nothing but chaos when you should be listening to what the teachers need. How about spending these tax payer dollars on extra teachers or support for the teachers or you could provide better salaries for the teachers. There are so many better ways that this money could have been spent. From what I see, not much is changing other than the district taking yet another thing from the students and families of the Unit 4 School District. How many more families need to move from our district before the board and super intendant realize that they are a part of the problem, causing Chaos where it isn't necessary.
- I foresee bussing and transportation to continue to be a major issue. Unit 4 must increase the wages and entice people to apply. Many students do not have reliable bus service currently.
- I just want my son to go to the school that will best fit with his IEP and academic level. I worry the schools in our cluster won't be the best option.
- I like seeing kids going to school with kids in their neighborhood. Currently 3 kids on our street going to 3 different schools on different calendars.
- I like that scenario 4 causes the least disruption. However it does not address the issue of long bussing times/distances. Scenario 2 does so while still retaining a certain level of choice.
- I like the idea of school of choice within a small cluster. That makes sense. Just let the kids stay where they are currently and change it for new kids.

- I live already in a bad area and my son loves his school which I'm trying to stay at for the next two years. If anything changes my son wants to live back to Chicago asap. I know switching schools for him would be a bad idea because of area we stay in. He is only kid by my house that goes to barkstall I'm complex. He does so amazing and I love uniforms as well saves me money every year.
- I live down the street from btw and was denied for my daughter to attend but they was going to send her to Stratton I said heck no! that was further and we were on 5th street doesn't make sense she can go to the further school but not the closer to force kids to go to certain schools. I also think you all don't consider how many ppl live in certain areas so many ppl have kids I do understand though that transportation is an issue bc the bus driver left my kid all her 4th grade yr bc they didn't show but be careful there are a lot of kids in crusading areas you can be under capacity some areas and then way over in others.
- I marked that more info is needed, because on the map in this survey, Lange Avenue is aligned with Carrie Busey. In the map in the presentation, it is aligned with Barkstall. To me, it is clear that Lange Ave. should be aligned with Carrie Busey.
- I need more detailed information about scenario 2. Will current middle school feeder assignment be changed under this scenario? How about the district transportation system? Can families still use proximity under their cluster? Without detailed information, both scenarios will cause disruption.
- I perceive that in scenario 2, individual schools will still struggle with SES balance in the same ways as our current choice system. It also still does not adequately address programatic differences such as dual language. In scenario 4, I see removal of balanced calendar as a loss. I also have a minor concern about kindergarten enrollment at IPA/Garden Hills if automatic preference is given to the preK program at that school. However, I imagine this is something the district can manage if it becomes an issue. I also wonder about resources for separate play spaces at these two schools as I remember IPA having a separate preK playground when it was hosting the program in the past.
- I preferred scenario 1 where any address would know where their child(ren) would attend school. Of the options left I prefer option 2. It still makes the kindergarten registration process a little bit confusing and difficult. But at least it narrows things down a bit. In scenario 4 hardly anything changes and you keep all the problems that have been ongoing for years. Change is hard, but sometimes necessary. There is no perfect answer here but I think the best compromise is to go back to one of the original scenarios 1 or 2 but phase it in starting with kindergarten next year. I also think this entire process has been extremely rushed and it would be helpful to slow down and really work through solutions and feedback before making a fast decision just to have it done in time for the 23/24 school year.
- I preferred Scenario 2 to 1 but worried it would do little to make some schools more attractive (because of distance, mission, etc.). The challenge with Scenario 4 will be getting the staffing needed for pre-k. Expanding pre-k is one of our best chances at narrowing the opportunity gap and would be a tremendous asset to our community. CECC is phenomenal as is so my hope would be that we could add pre-k classrooms at GH and IPA without disrupting the current staffing dynamic and classroom ratios.
- I really don't like the potential displacement of students in #2.
- I see a small challenge with scenario 4 changing the feeder schools to middle school. Parents at Carrie Busey are used to Edison and Central. Some have older students going to both so adding Franklin to the morning commute is a bit difficult.
- I see major challenges with Scenario 2. I think it will negatively affect students grades and test scores for the foreseeable future because of the abrupt shuffle of students to new schools with new teachers and kids that they are not familiar with. I also do not think it is fair to change mid stream for existing students. If you want to start this for transfers or incoming kindergarten students to the district that might be ok because they know no difference. But it is

not fair or conducive to better test scores or grades for existing students to move them in the middle of their elementary school years.

- I see people leaving the community due to failed school board policies (as admitted by the school board).
- I still believe Scenario 2 will cause mass disruption for students and that is why I am in support of scenario 4. Scenario 2 will drive away families and thus teachers as well. The teachers and retaining them is my biggest concern and I believe Scenario 4 will help with teacher retention.
- I still foresee bussing challenges and until you get hire more drivers you will continue to have these problems. Staggering start times to 3 options with more than one school in a bus might work better. Scenario 4- with the pre-K-8 buildings will the 6-8 students still be able to participate in athletics and after school activities? Will they have to buddy up with one another MS school? Will transportation be available? How many pre-K seats are you going to fill? What age will you start? How will pre-K be funded?
- I still think 2 causes too much upheaval. I don't like the idea of removing balanced calendar from families who have chosen that option, but I do appreciate having consistency district-wide.
- I still think it's a daunting choice for every single family to rank all 12 elementary schools. I think the district still has some work to do with that process.
- I still think the school of choice model does a disservice to some families who live in close proximity to a school, but I'm hopeful by expanding pre-K-8 options and realigning middle schools as well as taking balanced calendar away will help this. Families who want their student to attend their neighborhood school should be able to achieve this.
- I strongly dislike scenario 2. I don't think it's particularly stable for kids to be bounced all over, from one school for half of elementary school to another, then another for middle school. It does not like it

has the interests of the kids at heart. It comes across more focused on creating some perfect racial/socioeconomic balance, and less on the needs of students and families, especially as kids would potentially be on buses for much longer as they transitioned to the school further from their home. Scenario 2 is overly complicated for families and students.

- I strongly oppose scenario 2 because my younger son would not be able to attend IPA like his older brother due to the zoning that has been established. The challenge with scenario 4 is that demand will be so high for PreK at IPA that all students who need Pre-K may not have a slot. I am not interested in driving my preschooler across town to Garden Hills with or without travel reimbursement. We would be late for work trying to accommodate that.
- I think for either scenario removing kids from a school they have been attending for years is not a good idea. Also, for families with multiple kids, making them go to different schools (within the same level) is not okay.
- I think middle school will be a problem for scenario 2 as you currently have not explained where my kid will go. I think the current model is broken.
- I think preschool should be there own school not in with older grades
- I think Scenario 2 is a challenge-fraught option and should not be considered.
- I think scenario#2 is not fair to those of us who live in Bondville. Those people are given NO CHOICE. I would provide transportation and should be able to be reimbursed for doing so. Even if the reimbursement was only part milage to and from Kenwood school since that is where he would be forced to go due to this scenario. My child has attended Dr. HOWARD since kindergarten and had formed strong relationships with peers ad well as staff. All of his friends will then transfer into Franklin and he only has the choice of going to Jefferson. Could he go to Franklin if transportation is providec by us?

- I think Spanish speaking families would be negatively impacted by not getting to go to IPA because of the scenario 2. I also think it would be hard for families who have experienced a lot of transition in their school career already to have to switch schools, teachers, friends, community, all over again next year.
- I think that a big challenge for scenario 4 would be staffing the new expanded classes that would be created, as well as the continuing bussing issues.
- I think the lines for scenario 2 would need to be redrawn in the near future. There are a lot of new houses being built in both the south and west areas of town and could cause crowding at any of those schools.
- I think the removal of the balanced calendar may be an issue for people who are currently on that schedule. I do understand the need to have alignment across the district.
- I worry about where you would put the pre k at IPA. As that school is already full, and it was not built with pre k in mind, there are no available classrooms unless pre k is going to be in the 6-8 building, or if you planned on moving fifth grade to the 6-8 building and taking up those spaces with the pre k. All of that would be very messy and upsetting to those teachers who just moved out of the old building only to be moved back there.
- I worry families who prefer balanced calendar for any number of reasons will be disappointed in Scenario 4. However there is no perfect option, even leaving as is is not desirable, so I support an option that disrupts the least amount of children.
- I worry that scenario 2 will complicate transportation for a lot of families. I will need more time to review scenario 4, but I anticipate removing balanced calendar will be disruptive for families who chose that schedule because it fit their work schedule.
- I would just hope to be assigned to the school we are at now in scenario 2 choice (it is one of the four).
- I'm not sure that this fixes the original problems that started all of this change.
- I'm sure staffing of all positions, but especially transportation, is still difficult in any scenario. I think scenario 4 is going to upset the balanced calendar supporters, but I guess I would ask them: would you rather completely switch schools one just switch calendars?
- I'm worried that the clusters still cover a wide distance so rides to school will be long for some. But maybe having them in clusters will still be better than bussing kids from one area to all other areas of town.
- I've yet to hear a good argument in favor of scenario 2. There's no community buy in or good rationale or teacher / staffing support to make such an idea work.
- If methods of teaching reading . And math aren't changed it doesn't matter what school our kids are in . Curriculum and cultural competence must be brought into the mix
- If my kid doesn't get in a school close to home then the rest of the choices will be even further than his current school
- If my kids don't get to stay in Bottenfield which is 35secs walking away from our house, i will just become the best damn home school teacher ever.
- If scenario 2 involves splitting K-2 and 3-5, I think that is going to be very rough on families and was not what I thought was being proposed. I do not support that AT ALL. I thought it was select from one of the four schools within your boundary- the illusion of some small choice.
- If we cannot stay at our current school (Bottenfield) then that will be a challenge. Our address is within the 1.5 miles from the school, and is only .4 miles from Edison MS. Scenario 2 has us at Dr. Howard which currently feeds into Franklin MS. In scenario 4, I foresee challenges in hiring more educators, staff, aides, and bus drivers when the district has been failing us on this for years. The Carrie Busey community who live in Savoy will have issues with their school feeding into a middle school further away in proximity.

This will cause issues for families, MTD, and the Unit 4 bus system.

- If you move all the students it just makes sense to start with incoming kindergartners
- Illegal based on familial status?? Persecuting kids who don't have siblings? LAWSUITS for discrimination. Go to neighborhood schools and leave everyone alone!
- I'm curious how GH will attract more teachers. This district should provide extra pay to tenured staff who STAY at Stratton, BTW and GH. If a teacher has been in those buildings over 10 years, they should get more pay. Teacher retention matters.
- I'm honestly not a fan of scenario 2 (strictly personal reason) - mostly because it removes my child from his current school. It would likely place him at Kenwood, which is our proximity school, and I am opposed to a balanced calendar. Scenario 4 - it mentions reviewing start times which could be problematic for some families who have siblings attending a middle school.
- I'm not even really able to understand where my kids would end up so can't really make a decision based off what I'm seeing. If I am reading right I feel like my kids are being pushed in a different direction and I don't like that.
- I'm worried if the cluster scenario goes through we will wind up getting our last choice which is Garden Hills due to proximity, as we live on Staley and Bradley farther from the other three schools in cluster 1.
- In any scenario, I do not support current students being reassigned. I believe whichever scenario is implemented should be done so gradually with new students.
- In both cases, the district's transportation office is struggling to provide reliable bus service. Every scenario I've seen so far relies on increased bussing needs to achieve the desired mix of students. The transportation office cannot be relied upon to provide that which will result in increased absenteeism and lost educational opportunities for students whose parents don't have the ability to

leave work to drive them.

- In either scenario, placing my child in a school 6 miles across town (instead of allowing her to walk directly across the street) creates a great strain on my family and creates added challenge to my child's well-being (she could have more sleep than she currently gets). It's not a question of if the school bus will be cancelled, but when. In this first year, so far, we have had to drop everything to get her across town approximately 8 times because of bus cancellations. I also need a scenario that guarantees my younger daughter will be able to attend the same school as her sister. Money for transportation is not our issue—time is the issue, especially when my daughter could literally walk across the street to start her day at Carrie Busey instead of catching a 7am bus ride that is not consistently available to start her day 50 minutes later at Dr Howard. Dr Howard is a nice school, if we lived next door to it I would fight for my child to attend there instead. School proximity matters. Let the families who need that adjustment have it. Let the other families who are settled in where they are to stay where they are.
- In real life too many challenges. Less choices, overall not adding anything positive, too confusing. Hate it so far.
- In Scenario 2, I am worried the same existing inequities will be recreated within each cluster. For Scenario 4, we will need to continue to find creative ways to attract quality teachers to buildings that are perceived as less desirable. I hope the teacher's union and other stakeholders will work together to develop solutions to this problem.
- In Scenario 2, I'm extremely concerned that so many kids would be forced to change schools so suddenly. It's not good for their mental health.
- In scenario 2, I've yet to see the impact of removing IPA from its cluster explained, or dealt with. I understand that it will remain as it currently stands, taking on a magnet status. Yet that leaves its current cluster with one less school. As a current IPA parent, I'm

also yet to hear a firm answer as to how current IPA students would be handled in this scenario. Would they have to reapply in order to remain? Students currently in the middle of a dual language program should be allowed to continue. The district should honor the commitment these families have made to the dual language process. We live within 1.5 miles of IPA, yet it would not fall within our cluster.

- In Scenario 2, it is unclear where schools will go for middle school. It is also unclear how students will be assigned to their elementary school within their block. For both scenarios, will the new metrics be applied to the block of schools or to individual schools? If it is to individual schools, it doesn't appear that the changes will make improvements to the demographic distribution. Why change any school assignments? Instead, sink the funds into local improvements at the individual school level to meet the communities where their needs are, like adding the programs to Garden Hills as in Scenario 4.
- In scenario 2, it seems like this will encounter many of the same issues with "normal" district systems, in that some clusters will be disproportionately preferred and resources will not be shared equitably across the district. In scenario 4, I think eliminating balanced calendar schools will do a great disservice to the families that already attend those schools and prefer the schedule.
- In scenario 2, some schools will still be underchosen and I still don't get how IPA can really be in a cluster if 50% of the seats are reserved. In scenario 4, it is not clear how making GH and IPA preK-8 will improve SES diversity.
- In scenario 2, students would be bussed from north Champaign to Savoy (and vice versa). This is a huge burden to those students who will be on busses for an hour plus each way. It's also a disservice to families without reliable car transportation. Taking an MTD bus from north Champaign to Savoy often requires transfers and takes a long time. Attending special events, parent teacher conferences, etc, would be much harder for families whose students bus all the way across town.
- In scenario 2, the split 'clusters' can create an issue with family participation in school activities, particularly among the most socioeconomically challenged families. If a parent is working non-traditional hours, how on earth are they going to make it to a conference, concert, event, or workshop/information session all the way across town? We need to stop throwing up barriers to participation in the life of the school.
- In scenario 4, where is it even logical to take a student that lives in south savoy and put them in a middle school that is 20 minutes or MORE from their home? How is this even logical?
- In the new scenario, we will have to go to a middle school very far away from our home (Franklin) as will many of the students who attend Carrie Busey. There will be no after school options (such as the public library) that we currently have at Edison. We will not be able to participate in after school activities due to transportation issues. (Bussing is not a fair option when it takes over 2 hours for trip from school to home). If equity/SEO is an issue at the middle schools, Carrie Busey should remain at Edison and Bottenfield should feed into Franklin. They are similar schools in terms of demographics, but with Bottenfield further north than Carrie Busey. I do not understand the change in middle school feeder schools, this hasn't been explained or addressed.
- In the scenario 2, we are not confident with the school assignment if the nearest school from home doesn't have free spots.
- It depends when scenario 2 is going to be implemented. If it is a gradual implementation without affecting existing students, that can be explored however the implementation will be difficult to take into siblings considerations. Scenario 4 basically is status quo and removing balanced calendar and adding fall break. I'm not sure how removing balanced calendar will help much however if that removes one more hurdle for equity then it probably makes sense to make all schools in the district the same calendar. I support adding 1 full week fall break for the students as it gives students a time to reset and regroup during the long academic semester. Also, need more information about the start time as some schools are

late start and some are early start at the moment. Might need more information on the middle school feeding pattern to understand what challenges could be foreseen. Probably to look into why GH is so underutilized and create targeted solution for that. I'm not sure how the reimbursement of the transportation work out. Again more details on what it meant to be define as an area deemed hazardous. In summary, if the district would really like a proposed change right now, option 4 will be the one that I support as it has the minimal disruptions to existing students. It's just the continual openness is needed to look into solving this issue in the long term, rather than this short timeline of Dec and Jan.

- It is a little unfair that only cluster 1 gets access to a PreK - 8 school.
- it is stupid to waste time and money to bus students from one side of town to the other. K-8 is a bad idea; I would not want my 1st or 2nd grader or even 5th grader exposed to middle school students for 6.5 hours a day.
- It is unclear to me how either scenario will improve diversity metrics without changing the assignment formula (it's my understanding that both scenarios will use functionally the same assignment criteria that is currently in use). Is that under consideration? I wonder also about budget implications of paying families to not take the bus. Is that economically feasible?
- It seems like a huge pressure for teachers at Dr. Howard, Stratton to have classrooms full of children that are lagging behind educationally, mixed with smaller percentage of children fully caught up and not stimulated in the classroom environment. We are very happy with our child's current assignment and do not want to change schools.
- It seems that in scenario two that kids will not be going to middle school with people that they would have gone to elementary school with, and then that impacts the continuation of peers into high school, as well. Children should have the opportunity to go to elementary, middle, and high school with some of the same children. It is difficult to form new friendships in upper grades when you have not been in school with the people before.
- It's limiting to families that would like a dual language school (IPA) without any real benefit. Most people would pick a school close to their home. Why limit their options or force them to choose one not close?
- It's unclear to me how much either scenario would actually improve performance of currently under-performing students. I am not sure whether that problem is actually related to school assignment or not. It seems more likely that a possible lack of home support for students is a greater factor, but I don't know. Has there been any scientific study done to identify root cause of performance differences, or are we just assuming that school assignment is the most important factor?
- keeping 15% seats in scenario 4 does not make any sense when schools are 100% full.
- Kids should not have to change schools in the middle of their elementary years. It can cause unneeded stress and depression from losing what friends they have created. Unless a family moves they should stay within the same school for the duration of years that school provides. Even with the "schools of choice" most parents didn't even get one of their first 5 picks and a school was picked for them. So now that our children have found comfort in the schools the district have placed them in they should be able to stay and not switch. I feel the unit 4 school district will cause problems that could potentially cause mental health issues, and I for one am not in support of causing stress to children that could be irreversible
- Length of bus ride and limited bus options could still be an issue with either scenario. School boundaries for scenario 2 (map that was included) in this survey tool does not match the map in the power point slide that was presented at the December board meeting. Boundaries for the west part of Savoy (west of Dunlap/Neil) and therefore grade school options don't match each other depending on which map you look at. This variability and inconsistency in information is concerning and makes it difficult for

a parent to make a well informed decision on the options being presented. I am also disappointed that the deadline for when this survey should be completed/when it's open until was not communicated in the email that was sent from the school nor from the consulting firm. I feel that valuable parent feedback will be missed as no deadline was communicated and survey was sent around a time when there are holidays and parents are particularly busy.

- Less concerned about our current 5th grader, but more concerned for our current 3rd grader. Plan 2 would assign our younger one to a new school with new staff and classmates. There is only 1 option in plan 2 that will allow both of our children to attend the same middle school and that's only if we get it. Will any consideration be given to keep siblings together? We already provide our own transport to the current elementary school and have no qualms about continuing to do so.
- Main issue with both is folks living close to the school they want having their kids bussed (or driving them) to a school they don't.
- Majority of the students in cluster 2 are a low income based environment. Jefferson middle school is where those students will attend in cluster 2. Why is this school not really doing changes. These kids need to be taken out of this environment for a better quality environment and education.
- Mental health of students, resources for teachers, children with IEPs, transportation, kids plus program, middle school assignments, etc. The list goes on. This is not what parents want at all.
- More absences in the Fall for Jewish families in scenario 4, other than that, the scenario seems reasonable. Do not like scenario 2 at all.
- Moving students of *any socioeconomic status* to another school after so much disruption to their learning is *highly detrimental* to their wellbeing. Dr. Boozer's assertion that students are "more resilient than we are" is an attempt to ignore the serious and ongoing social and emotional crisis in young people. They build

relationships with teachers, staff, and a building and are promised by their guardians that this will be a safe place for them through 5th grade. To undo that is thoughtless and cruel.

- My child is happy where he is at, I don't want either scenario to be on current students. change must be on new students.
- My child just got comfortable going back to his regular school after the distant learning. I don't want him to back slide again.
- My child who loves their school would be moved out of it and cause unnecessary stress and anxiety on my child.
- My child will be in 5th grade at Westview next year and I want him to stay at Westview and then go to Jefferson for middle school. I don't want him to switch to Dr. Howard for a year and then another school after that.
- My children just started kindergarten at Bottenfield, this is unfair to them. Unit 4 needs to re-evaluate their educational and safety verses forcing children to restart and move schools. This is unfair to the parents that are heavily invested in the districts that their children are in now as well. Fix Garden Hills or close it.
- My children will be attending school in the ghetto and we currently live in one of the nice neighborhoods left in champaign. If i wanted my children in the ghetto i would of moved there. Garden hills is in the Ghetto so is BTW.
- My concern for scenario 2 is that current students stay in their assigned schools AND their siblings go to those schools too. I think these changes need to be new CU4 families only. For scenario 4, I find it intriguing, but really have no opinion.
- My concern with Scenario 2 would be whether my current 4th and 7th grader will be staying at their current schools? My concern with Scenario 4 is my current 4th grader. Will he still be able to feed into Jefferson 2 years from now?
- My daughter goes to Barkstall currently but her brother might have to go to a different school.

- My daughter has been going to the same school since kindergarten and she may struggle with the new switch.
- my high-anxiety, special needs kids' (younger siblings) lack of familiarity with an altogether different middle school than their sister attended
- My kids have been in the Bilingual program at IPA. I'd hate for all these past years be for nothing.
- my kids have gone thru enough change and I know other kids struggle with moving schools. we love barkstall and want to stay there we only have 2yrs left
- My kindergarten child would have to transfer schools after only one year, which would not be ideal (scenario 2)
- My personal situation is different as I'm hispanic and wish for my son to attend IPA (the only Spanish-English bilingual school in the district). That's why I choose scenario 2.
- My question for Scenario 4 is regarding current IPA elementary children. One reason we chose IPA was because our child could go through middle school there. Do current IPA students have to switch to the new feeder middle school or do they have the option to stay at IPA (no sibling, lower than grade 5). If current IPA students have to go to a new middle school other than IPA, I strongly do not support this scenario.
- My recommendation about transportation is to make it very easy for families to simply opt out of school-provided transportation. Many families don't utilize the bus- and we don't know how to tell unit 4 that
- My second choice is further away than necessary
- n/a
- na
- Need neighborhood school! Need gift program!
- neither of these options are optimal. I understand the need for change, but disrupting our kids again is unnecessary. If you want to make assignment changes, start with incoming students, don't make our kids go through another chaotic change.
- Neither scenario will help lower performing students. Neither scenario will offer struggling students the extra services they need to succeed. Neither scenario will help to increase the dismal reading and math scores in Unit 4.
- New environment to kids if he has to be transferred out of his current school
- No challenges with scenario 2-at least it provides options for parents. Challenge with scenario 4-does not provide options.
- No scenario should move current students. Scenario 2 would push our family to private school.
- None
- None
- None
- None they both have very good points
- None. I am up for whatever we need to do
- None... my child's home would be closer to their school
- Not enough teachers, not enough forethought to either scenario and how it will affect kids already established in their schools. Also, there seems to be a lot of information missing for how scenario 2 will actually work.
- Not sure
- Not sure what challenges there are for either scenario
- One challenge I see is transportation. Specifically, that diesel fumes from busses are typically very high and have a deleterious effect on kids academic achievement. Atlanta GA recently spent about \$8K per bus, installing a filter to clean up these fumes and saw huge gains in student performance just from that. It would be

a good thing to look at implementing here which would boost student performance.

- Option 2 is too disruptive for our kids especially following the pandemic. We've only just begun to feel a sense of normalcy.
- Our family has already attempted to drive from Savoy to Franklin in the mornings after dropping off siblings at other Unit 4 schools in 2019, and getting to work on time. It simply does not make sense when there is a middle school that we'll drive right past on the way to Franklin and struggle with cross town traffic. This was on days when the roads were in perfect condition and no bad weather.
- Overall, I think the district needs to provide more support, opportunities, and options to students of all needs and backgrounds but especially find ways to support those students that are chasing the achievement gap whether it is because of a learning challenge, home life, etc.
- Parkland to start or Eastern
- People do not want to change their child from current schools into completely different schools.
- People hate change
- People moving to better schools zones, making access to housing unfair in the long run.
- possible issue with transportation for those who don't have it
- Proximity schools is most preferred for transportation and healthy lifestyle of walking/ biking to and from school
- Referencing to scenario 2, My fear is that if or when we decide to move 2023, that we will be out of the cluster for the school we are currently in. The school he's currently at provides before and after school care; something that's needed for my family and smaller classrooms. Both my son and I feel safe and comfortable at his school. I want my son to continue to attend the school he's been at since kindergarten; we both love his school very much.
- Regarding Scenario 2, I would find it very frustrating to live near my neighborhood school but not be allowed to choose it. Also this option is far more disruptive than Scenario 4, which appears to be more of a modification of the current system rather than something completely new.
- Regarding scenario 4, my only issue is Carrie Busey feeding into Franklin instead of Edison. This brings up the distance issue because Edison is closer than Franklin. It would make since for BTW to feed into Franklin proximity wise and Carrie Busey stay feeding into Edison. If the idea was that you didn't want GH and BTW to feed into the same school, well this is eliminated by GH having 6-8. Please reconsider this change as Edison is closer to Savoy and keep Carrie Busey feeding into Edison, not Franklin. Also, for question 4, you should add 'does not apply'
- Remove balanced calendar and add a Fall Break to calendar.
- Robeson Bottenfield and maybe Dr. Howard or bark stall would be my school of choice
- Same as above. I do not want to change schools for my child. He is doing very well currently.
- Savoy will break off and form its own district and our school system will be worse off. Stop running experiments on our kids. Switch to neighborhood schools.
- scenario - 2: Transportation and proximity.
- Scenario 2 - biggest challenge is implementation. This scenario would be fine if implemented only for new incoming students. Scenario 4 does not address some of the issues the school district initially wanted to address.
- Scenario 2 - current IPA students would have to transition out of the dual language program that they have been in for their entire school career, while new students would be transitioning in at upper grade levels without the Spanish background. Students that are right on the boundary lines that will have to switch schools just because they are on the "wrong" side of the street. The loss of "community" that some schools have already worked hard to

establish. While this isn't hard to establish with the student body, pulling disgruntled parents onboard is something that should NOT be overlooked. Scenario 4: I really can't see anything in the above slide that explains how this will improve the current issues with the CHOICE model. It feels like a lateral move that will cause quite a bit of rumbling in the community, but have very low impact on overall student performance. The community is already on high alert after the initial rollout of options. Whatever move is decided needs to have results. While scenario 4 could potentially cause less "waves" it is important that whatever decision is made actually demonstrates the wanted result. This community will not be quick to forget the emotion that was stirred up with these potential changes if the plan doesn't work and more uprooting has to happen in a few years.

- scenario 2 - extreme disruption with no benefit scenario 4 - would like to see emphasis put on academic achievement and giving people comfort in family and housing planning that any future changes will apply to new students only
- Scenario 2 - if a child already attends a school in their cluster, it remains unclear if that child would need to reapply to stay at that school, and potentially be moved. If so, that disruption is unacceptable. For Scenario 4, the district will need to continue to invest in teacher retention, special programs, etc to make further strides in the equity goals that aren't quite as strongly met by retaining an assignment system most similar to today.
- Scenario 2 - moves kids away from established relationships with peers and school staff. Scenario 2 - will this change really produce any change?
- Scenario 2 - moving a large percentage of current students is too disruptive. -If we are looking at cluster demographics only, why move students at all. It was stated that the SES percentages were the aggregate not of individual schools. -how do 60% of students move schools here? Is proximity as heavily weighed as it is now? Or if you are already in your cluster based on geographic location, would you stay in your current school? Scenario 4 -

transportation reimbursement, how long can the district sustain this? -middle school shift seems like SES will then be imbalanced - new middle school assignment is the furthest option for Savoy residents, bussing/traffic issue -staffing for Garden Hills is already a challenge -modifications to choice are unclear. What are they and what is the goal? Transparency is lacking here. Additional Questions -How do any of these options help with goals to improve student achievement? -Has any thought been put into combining Scenario 2 and 4? Where you initially rollout Scenario 4, but with new registrants each year the cluster model is adopted where students attend the schools in their cluster based on geographic location? It doesn't have to be one or the other in my opinion.

- Scenario 2 - My son will start kindergarten next year (Fall 2023) and my wife teaches at IPA and my daughter is a current student there. I would rather my son be at the same school as my wife and daughter.
- Scenario 2 - upheaval of current students, our student would move schools for last year of elementary school. For us personally, we would then go to a Middle School that is across town from where we live and then for HS would come back to Centennial when a lot of classmates probably go to Central. It seems to cause more havoc then necessary.
- Scenario 2 (like 1 and 3) is completely unacceptable because of the vast number of students that would be disrupted by its implementation. Students need to feel secure and comfortable in their school environment after 2 years of upheaval. Making 75% of students change their school will only put our kids further behind in terms of scholastic achievement; this would be something the district would not recover from for years, if ever.
- Scenario 2 add lot of challenges and uncertainty about choice process. Scenario 4: need to be more specific mention if current elementary students will get their same School till 5th grade?
- scenario 2 and 4 - still fear driving an hour to take my

kindergartener to school.

- Scenario 2 calls for already established students to switch schools. Away from the staff and students they're already accustomed to. My son is special needs and I feel it will be detrimental to his success to switch schools.
- Scenario 2 causes a lot of disruption which we strongly do not support. The challenge with Scenario 4 is the elimination of the balanced calendar which means elementary students will have a super long summer break! This means teachers will be forced to cover previous year content to remind students before they can start current class content. My suggestion would be to introduce the balanced calendar to ALL Unit 4 school district elementary schools.
- Scenario 2 causes problems with work schedules. I do not want my child riding a bus at such a young age and 22 causes her to go to a school that is unrealistic when it comes to mine or my husbands work schedule.
- Scenario 2 causes too much disruption with how many families it will impact. It also doesn't address the need for more preK and more 6-8 seats.
- Scenario 2 challenges I already voiced in previous survey but the biggest are moving current students would be detrimental and break bonds that are just finally strengthening after the pandemic. I also don't see how it's much different than the current school of choice process. Scenario 4 my biggest concern is finding the staff to make Garden Hills a pre-k to 8 school.
- Scenario 2 challenges: still school of choice, random boundaries instead of easy-to-understand lines. Scenario 4: Need additional physical space for expanded grades and the Pre-K students at one or both GH & IPA.
- Scenario 2 changing schools. I don't want that
- Scenario 2 clusters designed in a way where they are spaced out possibly causing excess travel time for students/parents.
- Scenario 2 clusters, does not have equal choice amongst clusters given the multi-lingual programs at stratton and IPA. Also, if it requires the shifting of all students, not just incoming, then it would be a non-starter. Scenario 4 middle school feeder pattern, if changed, allows no recourse for families being forced into a different middle school than they originally planned during their kindergarten SOC selections. What if I don't want my kid to go to Franklin because it is in a high crime area, but now they will be forced into it even though the schools I selected for my child would have fed into Edison. Seems unfair to families who made their choice considering middle schools as the SOC pamphlet emphasized.
- Scenario 2 continues to be a challenge as it would move my son from KEnwood to Barkstall. KEnwood has a daycare across the street from it that my son attends. He had very discouraging experiences at the Kids Plus Program and so we were not interested in re-enrolling him in that based on past experiences. Barkstall is pretty remote with not much around it and so we would have to re-arrange our schedules quite a bit to make Barkstall work. Primary challenge for Scenario 4 for us is the elimination of the balanced calendar which I am a strong proponent of. However, the remainder of the proposal is workable for us without a lot of hassle. We would need far more details as to what the calendar as well as start and end times are for each school to be able to better judge for drop off and pick up options. Regardless of the choice, Unit 4 needs to seriously address its woefully unacceptable bussing system. We have no interest in relying on busses that change stops frequently, change busses, change times of pickup etc.
- Scenario 2 creates too much upheaval for students and teachers coming off of two years of change from pandemic and school renovations.
- Scenario 2 creates widely separated pockets of assignment where a lot of kids will end up getting bused or driven way across town to schools they do not want to attend. It does nothing to address the underlying issues, and simply is a ploy to even out enrollment by

throwing all kids into the blender. Terrible idea.

- Scenario 2 displaces too many kids and I doubt it will achieve its goals. Scenario 4 disregards the preferences of around 80% of parents in balanced calendar schools.
- Scenario 2 disrupts 64% of existing students. I still think bussing would be somewhat of a challenge as well for #2. I honestly don't see many challenges with scenario 4.
- Scenario 2 disrupts too many students and I worry about transportation. That has always been a challenge for the district. Scenario 4 challenges are getting enough staff and a good leadership team. Garden Hills has had a lot of turnover.
- scenario 2 does not adequately address having an inclusive, diverse student body
- Scenario 2 does not provide opportunity for parents whom may not be able to afford housing expenses in certain areas opportunity for their children to attend schools in those respective clusters. Do not see many challenges with scenario 4, however, should not completely omit the opportunity to diversify all elementary schools so that education, race, and socio economic status is balanced at all schools. This should still be a part of scenario 4's agenda.
- Scenario 2 feels like a betrayal of trust. Mistrust and chaos are not good ways to serve the community.
- Scenario 2 has already proven to be widely not supported. Moving forward with it at this point would seem ill-advised. My first concern remains transitions for existing students and engagement with families, teachers and building admin. Those aspects remain a challenge to implementation of scenario 2. Challenges for scenario 4: my biggest concern is implementation and filling critical vacancies to move this possibility forward.
- Scenario 2 has many students attending a new school next year and I'm strongly against that. Students need to remain at their current schools. My son is in 3rd grade and has never had a typical year and sending him to a whole new school would be too

traumatic and emotionally hard.

- Scenario 2 has not changed and still is not good. Please stop presenting it as an option. Over 70% of people responding to the survey did not support it. It is NOT a good option to present. Scenario 4 should have been presented the first time options were presented to families. There would have been a lot more buy-in from families, teachers, and stakeholders and a lot less feeling like the district doesn't care about students and their families. If this must happen, Scenario 4 is the only viable option. *as a note, it's unclear why Scenario 3 is not included in this survey. I did not see anything in the presentation showing that Scenario 3 was considered not viable and therefore not on the table. I found that out on Facebook from someone who was able to attend/view the Board meeting. It would have saved a lot of confusion if that was made clear on the presentation slides or at the beginning of the survey. The reasons why it is not an option would also allow for full transparency.
- scenario 2 has too much disruption
- Scenario 2 I liked because it limited the choices and you would know where you needed to live to have access to a cluster. Balanced Calendar schools would create a continued challenge to schools being falsely over chosen and clusters skewed. Scenario four is great for current students and is incremental change with less impact, I understand the reason and need to route Carrie Busey to Franklin. It will be very difficult for those of use with kids at Carrie Busey, Central, and Franklin and could add up to an hour to our morning drop off routine with some tardiness. I do foresee challenges for Savoy families who are at Carrie Busey now transporting even further across town for middle school. Coordinating drop offs for my kids at Carrie Busey, Edison, and Central is already VERY tight. We cannot rely on bussing to school because it is already 90 minutes and always late. Edison and Central are already significant treks for us especially for after school activities and sports. Perhaps ask the families at BTW specifically how they feel about the Middle School assignment since they are

likely more impacted by this change from an equity stand point. As the same challenges existed for families on the opposite area of town transporting for elementary, I guess it evens out but it is inconvenient when buses already take 90 minutes to get to Edison and Central. Parents will be forced to drive so that their children make it to school on time. Again, please consider assigning middle schools based on location to making sure neighborhoods don't have kids going to all three MS to create more busing efficiencies. This also create more efficiencies for carpooling and less traffic in general. I would not mind the distant to school if I knew the bus would get my children there on time. I do think the set schools for Bondville makes sense. My daughter rode a bus from Savoy to Bondville to Jefferson, Centennial, then Central. She was ALWAYS late on the way to school so we drive her. She did say that last week her bus on the way home is no longer going to Bondville and she is now spending less than an hour on the bus. I also like the Pre-K. Regarding paying parents for transportation, proximity assignments would also help with bussing issues.

- Scenario 2 I think transportation will be a huge issue. Moving kids across town instead of to the closest school.
- Scenario 2 involves too many students moving. If current students stayed at their school I think that would be a viable option. Scenario 4 seems like new schools/infrastructure will need to be built. Unit 4 already has a huge budget. Our property taxes increase every year. Perhaps for their next trick, cooperative strategies can look at Unit 4's budget and trim some of fat.
- Scenario 2 is a big change and may cause issues with staff getting to know a mostly new school building of children. Scenario 4 doesn't address issues of equity. It doesn't address issues with transportation.
- Scenario 2 is a huge no. I feel like the people who came up with it don't have a child with a disability or learning disorder. Scenario 2 has zero empathy for those of us who do.
- Scenario 2 is a nightmare for next school year. Any large change

like this that is immediately implemented will see formidable opposition from the community which may include legal action. Scenario 2 on the surface seems like it may work just fine if it is implemented as a phased in approach with incoming kindergartners. I of course support scenario 4 right away because very little will change for current students which I believe is the biggest reason that the community got so involved in the first place. Transportation will still be an issue with scenario 4, however, having some incentive for parents to drive their kids I think will alleviate a lot of the transportation issues almost immediately. One of the biggest challenges with scenario 2 is the support structure at every school will be decimated. Every PTA will have no members, no officers, no events planned and no way to plan new events and most likely no budget to do anything for at least the first year of the transition. This will eliminate events like the block party at Robeson, the STEM night at Robeson, the several times that the PTA treated the teachers. This will decrease the moral of not only the parents that are involved in the PTAs but also of the teachers at each of the schools that are used to this type of support from the PTAs. All of the relationships that we have formed with all of the teachers administrators and support staff at current schools will be erased. 3 years (for us) of relationships erased. This is an unacceptable consequence when it can absolutely be avoided. Scenario 2 also does not allow us to go to our proximity school any longer. So not only are you uprooting our kids, you are causing a greater hardship on all of the parents that have to leave the house earlier, drive farther, spend more on gas, etc. Twice a day to get our children to school. It may alleviate some of the busing issues, but all other transportation to and from the schools will be impacted negatively. If you choose scenario 2 to be implemented with incoming kindergarten students, all of these negative impacts with be erased!

- Scenario 2 is a nonstarter, and pretty much dead anyway (per board meeting), so it isn't worth rehashing all the problems with it. If school-of-choice is retained under Scenario 4, what is the district going to do to reach out to those families who typically register

late? The district needs to make an all-out effort to get into community centers, health centers, houses of worship, grocery stores, barbershops, etc. and put up signs, billboards, social media ads and go door to door where needed to get those families involved in the registration process on time. Scenario 4's challenges will also include providing reasonable (much less than 1 hour ride times) and reliable yellow bus transportation to elementary school students district-wide and to parts of the Unit 4 district that are not served by MTD for middle/high school. Start and end times will need to be adjusted so families or buses that need to drive farther can get their kids to school on time, including those who need to drop off or pickup at both an elementary school and a middle/high school. Note that there are parts of Savoy, for example, that are supposed to have yellow bus service for their middle/high schoolers but have been told this year there are no bus routes to their neighborhoods, and now many are being told they have to drive to a middle school that is even farther away than the current one. It is also unclear how the middle school environment and curriculum will be improved to help students succeed, to raise expectations, and to close achievement gaps. (Note: Survey question 4 below should have a "maybe" or "need more information" choice. I selected "Yes", but only because I'd be interested in LEARNING MORE but not actually certain about it. Is the district going to skew these results and use them to avoid legally providing reasonable transportation?

- Scenario 2 is absolutely disruptive to families, and not in a good way. You destroy long standing relationships between families, students, and teachers for what purpose? To make the graph look better? Your true focus should be on increasing MAP scores and closing achievement gaps (not by bringing the top down either...). There are really only a few plus sides if this plan goes forward. 1) Unit 4 will help fund the private schools' growth in the area. 2) Mahomet, St. Joe, Monticello, etc... will become a hot spot for realtors! I assume that that's not Unit 4's goal? Back to the drawing board!!!
- Scenario 2 is awful. We do not need to uproot students and force

them into new schools. They have already endured so much inconveniences with life. Why does our educational system want to add to the already high stress levels Of our families and students?? NO!!!

- Scenario 2 is bad all around. It need to remain as close to what the current set is already implemented. Too much moving from one school to another. Longer bus rides for those who use it.
- Scenario 2 is bad idea from the start , cluster choice is not logical and not even providing solutions. Choice 4, half of it is ok with modification however the choice of middle school is not logical and not even fair ! Some student need to drive over town to get to school ? Why ? Why student need yo bypass middle school near home to go yo the ends of the town ? What that ACCOMPLISH? Did it accomplish white to black ratio? It's test score? What your main goal? There is no logical explanation to make me drive my kids cross town to the end of it boundary while other middle school it's next to my home ? Where is the logic in that ?
- Scenario 2 is basically the same as schools of choice, what we have, it just reducing the number of schools being chosen. However, if this helps reduce bussing, could you do a combination of scenario 2 and 4? I think scenario 4 is still the best option. I believe that education is not only an academic education, but a social education and this is imperative for our kids to have this at all school levels. I believe Scenario 4 gives this to our students.
- Scenario 2 is garbage. Don't uproot children from their current elementary school for obvious reasons. Keep neighborhood schools where kids are familiar with the location and they are close to their home. My biggest issue with Scenario 4 is transportation. The fact that someone who lives in south champaign or Savoy has to drive 20 minutes while passing 2 other middle schools seems illogical to me. I feel like this is the right track, but can be done in a better way. The district is long overdue for adding another middle school, and stop adding the portable classrooms. Middle schools are over capacity and under staffed. It is not a good learning environment. Until more families in the district value education, this solution is

just going to be a bandaid to a giant issue.

- Scenario 2 is horrible and we all know it, so enough of that. Scenario 4. We will need community buy in to truly help create a great magnet school at Garden Hills. A steering team or committee of community members.
 - Scenario 2 is just a nonstarter. It's so disruptive. Why not invest those resources in the student who need more help rather than disrupting everyone--I can't see how any children in the next 5 years would be benefited by it.
 - Scenario 2 is likely to still cause much disruption for current students. Many students, including my rising 3rd grader, would have to change schools. Given that the pandemic has already required these young students to endure suboptimal learning conditions, I feel that a scenario that requires many students to attend a new school is not desirable.
 - Scenario 2 is not even an option for me, no need to do this. Scenario 4 - balanced calendar should expand to schools. Teachers and current students at such schools choose it for a reason and perhaps making more schools balanced would help. I think it is absurd to get rid of it for the small percentage of parents who don't register their children in time (for whatever reason).. You might have exodus of good teachers and students from balanced schools to go elsewhere for at least equal if not better education (since they won't be getting the benefit of the balanced calendar).
 - Scenario 2 is overly complex even to theoretically understand which means the implementation would be extremely hard. The rationale for clusters is unclear and it assumes some kind of over simplified static equilibrium, real world is way more complicated than modeled by contrived clusters described in Scenario 2.
 - Scenario 2 is SO MUCH upheaval for what appears to be very little benefit.
 - Scenario 2 is still causing a huge disruption. My child would have to change schools as our address is not in his current school's cluster.
- If he is being forced to switch schools, we would consider just moving to a different district.
- Scenario 2 is still causing too much disruption to the kids who are already in schools. If we went with scenario 2, I hope you will allow ALL current students to stay in their current schools and only reinforce changes to new families coming in. I'm curious what you mean by reimbursements families providing their own transportation. Will this be only for families who qualify and make a certain level of salary? I am interested in this idea and applaud the creativity to think out side of the box on this, but need more information.
 - Scenario 2 is too abrupt. Too much change all at once will create chaos.
 - Scenario 2 is too disruptive. It is widely disliked by the community. It moves 64% of students to new schools and cannot guarantee that this massive change will result in anything positive. It only seems like a moderately viable option because scenario 1 was so terrible that even the bubonic plague would look desirable in comparison. The biggest challenge to scenario 2 now would be community buy-in. Having shown people that the entirely reasonable and palatable scenario 4 is an option, to choose scenario 2 would be a slap in the face that would have the community up in arms. Scenario 4 does not fully answer the transportation problems, but as Dr. Boozer noted in the last meeting, these issues are also plaguing non-choice districts across the country. In other words, scenario 2, with its narrower transportation boundaries, doesn't fix these problems either. It upends students lives, angers a solid majority of parents (75% do not support / 55% of whom strongly do not support!), and is an overall non-starter.
 - Scenario 2 is unrealistic because it does not properly balance current students while also allowing for growth.
 - Scenario 2 limits those of us who live outside of the parameters to attend a dual language school which is important to many. Also,

many of the schools in our cluster are not near our home making transport difficult.

- Scenario 2 looks drawn to favor wealthier people so that their children will be in the purple cluster. This will lead to very different distributions of students in each cluster.
- Scenario 2 makes absolutely no sense. The school my kids would be assigned to is so much farther from our house.
- Scenario 2 means children would have to switch schools but Scenario 4 would mean the same thing for our family.
- Scenario 2 moves too many students. I think in Option 4, Unit 4 will struggle staffing Garden Hills.
- Scenario 2 my child would be pulled from their school and their support staff.
- Scenario 2 or any other scenario which limits choice across the district will further marginalize already marginalized communities and will not diversify the schools. Neighborhood schools could not work in a community this size with the segregation already within the community. I think school of choice is the best at desegregating the schools. But that's should not be the only worry - us parents of color are worried about class sizes, esl availability. Removing balanced calendar will further delay buses and create even more chaos. I think balanced calendar should be kept, it creates more elasticity within the routes to have some variance. Please keep balanced calendar.
- Scenario 2 potentially would involve a LOT more busing than Scenario 4, which adds unnecessary costs on an annual basis. That money could be much better spent on having smaller class sizes.
- Scenario 2 provides less choice for families. No info about middle school provided.
- Scenario 2 remains a terrible option for the same reasons repeatedly outlined before. Scenario 4 is a much improved option outside of the Jr High issue mentioned above.
- Scenario 2 remains too disruptive. Scenario 4 is a great option.
- Scenario 2 requires a new 504 plan with completely new staff and teachers and he will likely lose his current friends. It's still better than scenario 4 which would remove balanced schedule, which he needs, as well as the issues with scenario 2.
- Scenario 2 seems like a mess of upheaval. Scenario 4 will likely anger the people who go to balanced schools, but it makes sense for all the schools to be on the same schedule. I'm not opposed to adding 6-8 at Garden Hills, but I'm not sure why they are doing that.
- Scenario 2 seems like an ok idea in general except for the plan to immediately disrupt all students next year. If it could somehow be phased in that would be better. Scenario 4 loses balanced calendar schools and that's a shame. Balanced calendar has some real positives. If anything I think all the schools should switch to balanced calendar.
- Scenario 2 seems like it will move several kids but end up with similar results to what we have now in the make up of the schools in the clusters. Additionally, cluster 3 essentially only has 3 schools to pick from as IPA is a dual language program you can't randomly throw kids into. Scenario 4 seems the most reasonable but how will GH and IPA provide for the additional grade levels? There will definitely be people upset about losing balanced calendar and the week off in the fall seems to have been proposed to placate that group. Working parents with less flexibility will be upset about having to figure out what to do with their kids for that week. We already have a three day week in October where the schools are closed on a Thursday and Friday for parent-teacher conferences.
- Scenario 2 seems to underutilize IPA and also makes it hard to continue as a bilingual school. Scenario 4 is a better option, doesn't address the issues that were put forth by the board and why all these changes were put forward in the first place...
- scenario 2 seems too disruptive for little benefit.

- Scenario 2 some schools would still be overchosen. Scenario 4 the logistics of reimbursement would be difficult.
- Scenario 2 splits the Garden Hills neighborhood into each zone but no other neighborhood has been split like this. I think it is a good idea to divide up various socio-economic areas, but would like to see this applied to the more affluent areas (i.e. Cherry Hills, Meadows West, Ironwood all in the same group). I would anticipate push back on the separation of lower income neighbors without the same treatment to all areas. Overall, I think the idea of clustering areas is great and provides many of the benefits of SOC without the larger-scale confusion caused.
- Scenario 2 still disrupts a massive percentage of students and is not phased in, which would disrupt already challenged students and families. We are still dealing with the effects of the pandemic and trying to create stable environments and connections as part of that. Scenario 4, which is phased in and disrupts a much smaller percentage of students is preferred. These plans do not address added resources (teacher aids, social workers etc.) and filling open teacher and bus driver positions, all of which we hope to see as part of a comprehensive plan to help students. In future, including more information would help. A separate email from Unit 4 stated Scenario 4 will be phased-in (a huge relief to students already heavily impacted in the last few years), however this was not addressed in the presentation for each scenario. This information is easily lost and including the phased-in information, and other details, in a single place helps as we try to navigate and understand what is happening. Again, of the 4 scenarios, the only scenario we can give any support is Scenario 4.
- Scenario 2 still just moves way too many students. This is a problem for families, students and teachers to have so much change. Students do better in settings they trust where they have built relationships. Those relationships are key to helping teachers find exactly how to help a child. I also don't understand Scenario 2 where cluster 3 is over 100% utilization which seems like it would be a major problem and another thing to just have to fix in a few years.
- Scenario 2 still leaves a lot of questions unanswered. As stated in focus groups, the Scenario 2 data did not take into account the brand new, bigger school. I'm also confused how the FRL % and utilization data factors in students from clusters 1 and 2 that chose to attend IPA. Other school specializations were not even addressed at all. If Scenario 2 aims to only have 4 schools to choose from would every cluster be required to offer a STEM and Arts magnet school? Or would those specializations be stripped from all schools to make each cluster equal? If all schools are put on a close to level FRL status, does the title 1 funds get dispersed evenly then? So already struggling schools get a few higher-ses status kids and less funding, while schools already doing ok will get more lower-ses status kids and increased funding? A lot of unanswered questions that perhaps should have been addressed in one of the 2 new scenarios presented including a phase-in option. Because any option that still includes moving a majority of current students will not get any support from me. Scenario 4 will still cause issues with transportation, but the option to reimburse eligible parents who drive their kids is a great idea that might make it more feasible for some families. There will also be unhappy parents of children who attend balanced calendar schools, some being Carle employees who have already put in vacation time requests for next school year. Another challenge for Scenario 4 will also be the logistics of having pre-k in a k-8 school and what would that look like.
- Scenario 2 still moves a very large percent of students, which will be a major challenge for all families effected.
- Scenario 2 still provides disruption to current students.
- Scenario 2 there would still be a lot of re-assigning in many ways, and without the fall break religious holidays would hinder school attendance for some families. Also, would scenario 2 have new middle school assignments? With scenario 4 I would be concerned about staffing Garden Hills. Currently it's an issue.

- Scenario 2- Too many kids impacted with change; have utilization > 100% And the FRL metric is skewed based on the cluster, it does not reflect the actual school %. Scenario 4 - I don't understand the need to switch feeder school in to middle school. BTW & Carrie busey change middle schools and there is no explanation.
- Scenario 2 will cause issues with student achievement and transportation. It is not a feasible conclusion to our problem. If the goal of a district is to obtain the highest level of student achievement possible (which it clearly is not for unit 4) then scenario 2 shouldn't not even be considered. There is no data that exists that suggests children will do better or even the same being taken from their community school.
- Scenario 2 will cause my family and I to move from Champaign to a district that can make better decisions regarding the purpose of school, which is to learn. I think transportation will remain an issue and I really wish we could go back to neighborhood schools. School of choice has robbed neighborhoods of that sense of community.
- Scenario 2 will force us to choose another school next year.
- Scenario 2 will lead to a lot of change and instability for students who have already had numerous disruptions to their education over the course of the pandemic.
- Scenario 2 will only work if I can keep my son in the school he is already in. He has an IEP and has built relationships with the school social workers and the speech therapist. It will cause a huge set back for him to be sent to another school.
- Scenario 2 will relocate our son, breakup his learning community. This is most critical to me with these scenarios
- Scenario 2 will uproot the vast majority of students which will not only be damaging to families but also to communities they have built within the schools. It will greatly impact and damage schedules and support systems. The mental health of students will be unable to be addressed and these children have already been through enough change in the past 3 years due to the pandemic. They shouldn't have to be uprooted from places they are already comfortable in. Also, the implementation of scenario 2 in such a short period of time would be stressful not only for families but also for faculty and support staff in all of these schools. Going with scenario two after the community showed how widely against it they were, would further solidify and deepen the divide between the community and the school board.
- Scenario 2 worse but Scenario 4 keeping 15% seats aside is also not good.
- Scenario 2 would be a disaster for children and parents of all economic backgrounds. And frankly I think what is trying to be accomplished will fail. Ultimately all that will be accomplished will be to lower the achievement bar for everyone. Why not put more funding into the schools that need it and hire more teachers and teachers aids?
- Scenario 2 would be a transportation nightmare.
- Scenario 2 would be a very difficult change for existing students. I would be fine with this choice for incoming kindergarten. Then in 5 years it would be fully transferred through the elementary schools.
- Scenario 2 would be disruptive to current students. My son has established supportive relationships with staff/peers. He also has an IEP and the staff have been great at accommodating his needs. Scenario 4- takes away the option for a balanced calendar
- Scenario 2 would be immensely disruptive for our community. It is unclear in the email from Superintendent Boozer whether our child would have to change schools, but many children would wind up having to switch to different schools and families' educational plans would be disrupted without any clear indication that it would solve systemic disparities in student learning outcomes.
- Scenario 2 would be very disruptive to students.
- Scenario 2 would cause a huge amount of chaos. It's just not a viable solution.

- Scenario 2 would cause major upheaval
- Scenario 2 would cause more division and confusion whilst commuting siblings and between communities
- Scenario 2 would cause us to sell our home to move either to another district or to a location that keeps our students where they are.
- Scenario 2 would disrupt too many families. I am also not clear on what being a magnet school means for the kids currently enrolled in the 2 schools that would be magnet schools. I know scenario 4 doesn't solve all the transportation/busing issues, but transportation will always be an issue. The offer for mileage reimbursement is helpful.
- Scenario 2 would disrupt too many students. Scenario 4 seems to address the issues without disrupting so many students. Fall break as well as doing away with balanced calendar seem to be good compromises.
- Scenario 2 would effect so many students and I think we'd be in the same position down the road. Scenario 4 is a big change, but in the right direction.
- Scenario 2 would force children to move schools after several years of being there and establishing friends for years. Strongly disagree with this. Will consider moving out of Unit 4 if scenario is put into place along with several other families based on discussions.
- Scenario 2 would have immense logistical and other challenges related to reshuffling students to new "clusters." Scenario 4 would only affect incoming families, and thus minimizes the disruption to students who are already enrolled in school.
- Scenario 2 would immensely disrupt many students. I don't like the idea of my son switching schools for two years before going to middle school. Scenario 4 would allow my child to stay at the current school and finish out the two years he has left. I already provided transportation for my child to and from school so this wouldn't be an issue for me.
- Scenario 2 would likely send a lot of parents to private schools or small towns and make SES balance even worse than before; scenario 4 doesn't seem like it would make things much better, but incremental progress is still progress
- Scenario 2 would move my child out of Barkstall and we do not want that
- Scenario 2 would remove my children from the school that they are currently in and comfortable with. I believe this would cause issues for my children since they are already established and acclimated in a great school.
- Scenario 2 would require both of my kids to change schools which seems very unnecessary and unfair after all they have navigated with covid in the past few years. They are thriving in a diverse school and I do not see the need for them to be uprooted.
- Scenario 2 would require children to have to leave their schools which many young children have a strong identity with. I think this would be detriment to a cohort of children who already suffered deficits in their social emotions learning and identity development due to Covid. Leave these kids alone and let them recover.
- Scenario 2 would still cause major changes and disruptions in school placement and learning for a majority of current students. This scenario is also the one that will negatively affect families the most. Scenario 2 is not a good option at all. Scenario 4 is not perfect, but will work and does minimize disruption for most of the current Champaign students.
- Scenario 2 would take my child out of his current school and I strongly disagree with this. If you're going to allow parents to "choose" one of the four schools in scenario 1.... How is this any different than the current system that you say is not effective? I do not want my child to go to any of the 4 schools listed for our house location. Scenario 4 is oreferred because it keeps my child at his same school that he is just now getting comfortable in. He had kindergarten and part of 1st grade through a computer screen..... I sincerely hope he can stay at his school where he is finally

comfortable, which can only happen with scenario 4. I need to stay with his early start school. I work at 8am and cannot physically get my child to school if he goes to a late start school. I am begging you to please do whatever will facilitate change with the least amount of disruption, AKA scenario 4

- Scenario 2 would uproot 70% of students. This is inappropriate and untenable especially for students who have already been uprooted because of COVID and virtual instruction.
- Scenario 2 would uproot too many children in the district for no reason. Scenario 4 will only focus on those 2 schools which should have happened in the first place.
- Scenario 2. Selection has always weighed proximity school highly. Now we're going to ignore the schools that are less than 2 miles from someone and send them clear across town to balance something? Our family personally has 3 schools that are within 2 miles, yet two of the schools in scenario 2 would put us 5 and 8 miles from our house.
- Scenario 2. Too much impact to existing students for limited to no perceived benefit.
- Scenario 2: - Taking away the year-round school is not in the best interest of many of the families that specifically choose these schools. The data you have collected regarding the dismantling of these schools is somewhat misleading. Many families that responded neutrally or that it was not a concern likely don't attend that school and therefore did not have an opinion. Strictly asking the families in those schools about their views will greatly change your outcomes. - the middle school scenarios for these "clusters" over impacts Jefferson. You have 4 very big elementary schools feeding into one middle school and the other two middle schools will likely have less as the families at GH and IPA may decide to keep their children in those schools. This leads to numerous problems that accompany overcrowding.
- Scenario 2: My home is across the street (Kirby) from IPA, and yet IPA is not in our cluster. How does that make sense? Will

reasonable exceptions be made? -----

Scenario 4: 1) Regarding kindergarten enrollment, will there be open seats for Garden Hills and IPA for students who did not attend preschool there? 2) Is there construction money set aside to make age-appropriate space for preschoolers at Garden Hills and IPA? 3) Will the pre-K program be run by the Early Childhood Center? That has shown to be a relatively healthy program in our district. If CECC's input is welcome, will the district put adequate funding into place to design the full-day pre-K programs *completely* to their specifications? (After all, the staff there are the current experts in the district at Pre-K programs). If so, how will that take place in the limited timeframe before Aug 2023? 4) Will an early childhood principal be put into place at each school? 5) Part of why IPA middle school is effective is that there is a family feel, smaller class sizes, and a very specific vision for the program. I am concerned about the effectiveness of a similar model at Garden Hills if those factors are not continued there as well. 6) If Garden Hills becomes a 6-8 program this coming fall, where will those 7th and 8th grade students come from?? 7) Will the Garden Hills 6-8 program receive adequate funding to make it equal to what the other 3 larger middle schools have in place? aka, the district will need to provide science tables/materials and band/strings instruments that the other schools have had years to collect. 8) How will the district ensure that Garden Hills is fully staffed? 9) According to teachers at the balanced calendar schools, the 3-week breaks have been an essential component to their own mental health. Please ensure that the 1-week fall break is a complete break for staff (aka, don't make part of that institute days). -----
----- For either scenario: While I appreciate the creative idea with the Pre-K through 8 buildings, I feel like there is an elephant in the room with how to address the conditions at the other elementary schools, middle schools, and high schools. What will be done to retain the staff at those schools and keep them from continuing the burnout that they feel? There is a red flag with putting time and money into starting new programs while knowing and watching the other ships in this district sink. No matter which scenario you go with, if you don't have healthy staff,

you will not see the growth you hope for. For staff at IPA, Garden Hills, and the Balanced Calendar schools, you are asking for change from them & yet has anyone even painted a vision for them to get behind?

- Scenario 2: I cannot sorry a scenario that will uproot so many children. I don't remember this option actually being any better than it current system. Scenario 4: the best option thus far. Things that stand out are how the district will staff the prek-8 assignment for IPA and Garden Hills. I'd like to see how this option goes rather uprooting so many students for scenario 2 when scenario 2 doesn't seem to provide much help with the issues. The question 4 of this survey about transportation needs a follow up. My household would likely qualify for reimbursement with our current school assignment being greater than 1.5 miles away but we already provide transportation and would not be looking to the school district to reimburse us. If I answer "no" to this question, I do not want my answer to be taken as a negative effect on transportation.
- Scenario 2: I live in Savoy, so if Carrie Busey fills then my only other options are north champaign which doesn't make sense for bus routes. Also, it means my child will most likely attend school with kids we don't live around making it difficult to maintain community within neighborhoods. Scenario 4: Socioeconomic diversity taking precedence over proximity to school for enrollment. I have mixed children, black and white, so I appreciate what the district is trying to accomplish with diverse schools. However, my husband and I selected our home based on location to the highest rated schools, neighborhood safety, and want our children to attend school with the other kids in our neighborhood to maintain a sense of community. So, living in Savoy the only two options that make sense is Carrie Busey or Barkstall for our children. Also, I think all elementary schools should follow the same bell schedule and calendar. I personally prefer the 8:55-3:10 schedule as it allows my kids more sleep, and follows more of a normal day routine. What has been difficult with a balanced calendar is the community child centers only offer care support based on the regular school calendar.
- Scenario 2: Moving from 12 to 4 schools to choose from hasn't made sense to me from the beginning. You'll still have schools chosen more than others. This also doesn't do anything to address the late registrant issue. It makes more sense to change the system behind the school choice program than the schools themselves. Making tweaks to the algorithm, holding seats, etc. will do more than just rearranging buildings. Scenario 4: Challenges at this point are more like questions about things that haven't been addressed yet because this is such a new proposed solution. My questions are the following:
 - When would a fall break fall, and how long would it be? This could be a childcare burden to some families in the district, although there are also huge benefits to a fall break.
 - When you talk about reviewing start & end times, by how much would those shift? I know many families choose their schools based on start and stop times and how that fits with their schedule. Are we talking 10-15 minutes? An hour? What does that look like?
 - How will the logistics of the K-8 and addition of PreK work? To be frank, the Unit 4 admin & school board has a rough history of the way they treat their teachers. I have not been impressed with their communication with and consideration for the staff at the schools. What will this look like for them? How will adding K-8 at Garden Hills address the staffing issues that school specifically faces? How will we staff all roles appropriately without causing disruption to teachers?
 - How will families be reimbursed for transportation? Will families that only rely on transportation one way be partially reimbursed?
 - How quickly will Unit 4 be able to address all of these issues & effectively make this plan? If the board is taking action at the end of January, that leaves just over 6 months for all of these issues to be addressed and ironed out. That is a huge undertaking and I'm concerned at the ramifications of a rushed roll out on this. As the board has said in the past, "this might not work the first time." I would feel far more comfortable if the board & administration took their time so that this rollout has a better chance of working the first time, because that's what would be best for everybody.
 All of this said, I do feel that scenario 4 is the best solution proposed thus far. There are still details to be ironed out, but I do believe this addresses the issues while taking

community feedback seriously. I appreciate that CS has been willing to listen to feedback, and I hope the school board & administrators do the same.

- Scenario 2: one of the schools in our cluster is on the other side of town and if our children are assigned to that school it will add considerable time to their schedules and our schedules
- Scenario 2: people will still try to avoid Garden Hills due to its reputation. People will still try to get their kids into IPA for its language program. I would ask how exceptions and transfers will be made. What will the Board policy be? When will people know? And are there plans to have language classes for other languages at the other schools like they have Mandarin at Garden Hills? We have a huge need for Kanjobal students who also don't speak Spanish, and the current solution of throwing them into Spanish immersion classes just adds more difficulty to their lives. I understand that its a hard language to find qualified teachers in but assuming its close enough to Spanish to make no nevermind is really doing those students a disservice. Studies have also shown that language acquisition is easiest before age 12 yet that is when we in our infinite wisdom in the US decide to START teaching languages and its just so ass-backwards it drives me up the wall. A mere 8 weeks of once a day Spanish lessons in 5th grade got me through an entire year of high school Freshman Spanish. I learned it quicker and retained it longer when I learned it in 5th. Once I ran out of what I had learned as a pre-12 year old it was like hitting a brick wall.
- Scenario 2: the large gerrymandered clusters still require students to be disrupted and bus across town
- Scenario 2: this makes kids change schools for no reason - terrible! The only advantage to changing school would be to get into a school closer to our home, such as in Scenario 3. Scenario 4: Will there be bus routes available from CB to Franklin?
- Scenario 2: Transportation nightmare. Scenario 4: PK-8 kids all in one school is going to be problematic. We need another middle school.
- Scenario 2: Uncertain how likely the utilization would shift from the estimate but is there contingency allowance to support clusters 1&2 to handle overflow at cluster 3 Scenario 4: While I believe the PK provision at IPA and Garden Hills is a good way to help kindergarten readiness (assuming full ECC style) in geographic areas of need, I would hope that Garden Hills can stay fully staffed to carry out its established International Baccalaureate program and IPA can stay fully staffed to carry out its established bilingual education program.
- Scenario 2: What about IPA's status as a K-8 school and its dual-language program? Certainly there is demand for dual-language instruction beyond the yellow parts of the map. Similarly, Stratton has dual-language program in French. I assume students needing/ wanting such a program do not only live in the lavender parts of Champaign. Finally, does Scenario 2 change the Middle School Feeders to align with the "islands" (e.g., blue=Jefferson, lavender=Franklin, yellow=Edison)? Scenario 4: No major challenges. Probably some parent complaints about the Middle School feeder realignment.
- Scenario 2: white segregationists and many people of all races of upper middle class are vocal about not wanting this and so there needs to be more education and persuasion. Scenario 2: Perception of Garden Hills as a loser school
- Scenario 2: Wow. That Green bit is pretty poor and/or black. And the yellow is pretty white, except for that bit around Booker T. And people are really going to ask about why none of these areas are contiguous. You'd have a better time explaining this if you just drew rectangles. Scenario 4: See above. Honestly, what are you even doing? If your incompetence and mismanagement created this problem, are you really the people who can solve it?
- Scenario 2-disrupting a lot of kids and families. Creating anxiety in kids. Taking kids away from somewhere they're comfortable and friends they've made. My son would be the only one having to

change schools from his friends. He'd have to go to another school for 4 yrs, then again for middle school. Scenario 4-the teacher shortage at Garden Hills. Adding another week off in fall affecting momentum at the beginning of the year when there's already a fall holiday, thanksgiving break, and winter break a month after thanksgiving break. Also, affecting child care for many.

- Scenario 2--moves students and would create confusion right before the school year starts (which school in the cluster the student is attending). Scenario 4--the fall break might change start/end dates to make up the 180 days.
- Scenario 2--moving children all over the district is going to be a nightmare for admin. It is going to be a nightmare for SPED. and it is going to be a nightmare for children who are being ripped away from their friends, and being ripped away from adults they know and trust. Too many children come from homes that are not safe or loving, they have built relationships within their current schools that need to be recognized. Telling us that children are resilient and will manage is an insult. We know our children are resilient, but that doesn't mean we should force them to be.
- Scenario 2-transportation Scenario 4-we are trying to redraw boundaries to fix a cultural problem...
- Scenario 4 In regards to IPA having PK-8, does this mean the district will be keeping the old building to provide classrooms for the PK? In regards to Garden Hills, what incentives will be in place to improve it's current situation? It is shocking to see only 200/600 seats being used. How can those seats be redistributed?
- Scenario 4 - more resources and funding continue to be needed at Jefferson since it would be the largest middle school. As well as additional resources/funding needed for GH & IPA to function as PreK-8.
- Scenario 4 - While it keeps kids at their current schools, I don't see much transportation improvement. This still results in up to 12 bus routes through each neighborhood (except Bondville). Is there a way to change the algorithm so that students who aren't assigned to their preferred 1-3 schools are placed at schools with children who live in close proximity to save on busing/community feel.
- Scenario 4 challenge is the reimbursement of transportation, too much money spent for parents transporting their own children that could be better used elsewhere for programs to help with education. Scenario 2 would cause too much movement for students who are already happy in their current school.
- Scenario 4 has so many challenges (all of which have been accurately described in earlier feedback to CS, so no need to repeat them). Scenario 4 will be challenged in terms of creating new pre-K classrooms off site, but those challenges are worth if for the benefits reaped by pre-K. People using balanced calendar will have a challenge of rearranging their calendar year, but again, I think it's worth it to lose that option for the greater good.
- Scenario 4 is a system shock, in an already reeling school system and will provide no reprieve but will sow chaos into an already fragile system. Again, the survey data seems to support none of these scenarios in a notable way.
- Scenario 4 is the best option at this time simply because it minimizes student disruption. Scenario 2 provides massive disruption and social upheaval to a huge percentage of unit 4 students. This should be avoided - remember, most of these kids already had to go through social and academic upheaval due to the Covid pandemic. If you choose scenario 2, it should be phased in starting with next year's incoming kindergarteners.
- Scenario 4 is the lack of transportation for children in Bondville
- Scenario 4 mileage reimbursement will be abused/ hard to verify student physical address.
- Scenario 4 Reimbursement for driving students to schools would be difficult to verify and would require extra personnel/paperwork costs.
- Scenario 4 seems basically the same? It balances middle schools but I don't see a difference unless the algorithms are shifted.

Scenario 2 seems helpful but I would continue to be concerned about schools becoming more popular. As a family that would be affected by sister schools I am glad that's off the table.

- Scenario 4 seems to create a disruption to middle school feeding without clear benefit, as outlined in my answer to question 2. If you are already implementing a method to create balance amongst racial diversity and socio-economic populations at the primary level, shuffling where everyone feeds into middle school would not seem to have any clear benefit, while it would create clear disruption for any families with more than one child, as well as create even longer commutes for many families when their child transitions to middle school. For scenario 2, it is unclear to me how things would be handled if there were disproportionately requested schools and how assignments would occur at that point. Similarly to scenario 4, I also think this scenario should only be enacted if it begins with incoming Kindergarten kids as that would not potentially shuffle large percentages of existing children who already have an understanding and comfort level built with their existing class' peers, teachers, and daily routine in their existing schools. Turning all of that upside down for existing students seems to cause more clear harm than benefit, whereas beginning with new incoming classes (with exemptions for families with older siblings that want students to attend the same schools) would not cause these issues. Also, I am unclear on how scenario 2 is an improvement over the current system for creating a more diverse population at the existing primary schools, using the current school of choice methodology. It also seems this could create even further issues with transportation for families that end up with kids at schools that are even more distant than their current situation, with perhaps less control over which families prefer to make that choice.
- Scenario 4 seems to only amplify the existing issue. Why wouldn't we just stick with existing School of Choice? When are these proposed to be implemented? Will existing students need to adhere. Families who want to make decisions on this need to know that now so we can plan appropriately.
- Scenario 4 would not solve the transportation issues that unit 4 is facing.
- Scenario 4, I don't think new feeder school for Carrie Busey will change anything.
- Scenario 4, timing of fall break: will it or can it be during Thanksgiving week? If it's at another time during the year, this is very disruptive to working parents. Scenario 4, balanced calendar removal: I'm in favor of this because I think it's important that the entire Unit be on the same calendar. That being said, I'm open to a vote on whether the district would move to balanced calendar for all given the proven educational benefits to children. Scenario 4, Garden Hills: If this school is underutilized, we need to make sure staff are compensated in a way that incentivizes working there. Bring this school up to par with the others. PK program, a great place to start - I like this idea.
- Scenario 4: Staffing at Garden Hills - it is already missing 2 entire grades, so re-staffing those on top of adding pre-k and at least a 6th grade seems troublesome. Scenario 2: Is dead on arrival as far as I'm concerned. It doesn't address any actual issues, just reduces choice for no measurable gain. The challenge is convincing anyone that it is actually a good idea. both: bus transportation remains a giant problem. Getting kids to school and home in a reasonable amount of time should be baseline, but it is currently a lofty goal. It would take over an hour for our kid to go about 3 miles by bus after school, and that is assuming the bus actually runs. I don't see the proposed reimbursement actually lessening the burden on the bus system, it will only cost the district money for no actual gain. You would need entire routes to stop taking the bus and drive themselves. The question below is poorly worded and doesn't even ask if you currently use the bus. People could be currently be driving and say they would take the reimbursement. That doesn't relieve any transportation issues, it just costs the district money.
- Scenario 4: I am unsure of the process by which the 2 proposed magnet schools will be transformed into what the scenario calls for

as staffing shortages and facility modifications may make some of that transformation of 2 magnet schools challenging. The proposed change of the feeder plan for 2 primary schools to middle schools was not presented in a way that provided us with the issue, justification, and alternative options for making a change in the feeder plan. So for that part of scenario 4 in particular (change in Middle School feeder plan for 2 of the primary schools), I am not necessarily against it but there was not enough information provided by the Board or Cooperative Strategies to assess that component in order to support it. Reimbursement for caregivers transporting their kids to school seems like another component that needs more assessment for me to be able to better understand how much money may be saved (if any) and how that would be implemented efficiently/effectively.

- Scenario 4: see above. Scenario 2: how is this different than when we provided feedback before? Cluster 3 would only offer 3 real options for those who do not want a second language school or move into the district after Kindergarten.
- Scenario 4: The current issues Scenario 2: I am not sure, but I prefer neighborhood schools
- Scenario 4: Transportation The middle school changes will not help with the already problematic transportation issues. I wish there was more of an explanation for this suggested change. If the focus for the elementary schools is proximity, why would this not be the focus also for middle schools. I understand the need for socio economic diversity but the main issue of transportation needs to be worked on before changes should be made. Scenario 4: PK-8 Garden Hills and IPA Although I love the idea of providing more PK options and the ability to go to one school through 8th grade, I worry about the current staffing issues at Garden Hills. Scenario 2: Shuffling current students I worry about uprooting and displacing so many students with this model. The cluster model does not seem to be a sustainable option when considering community growth. Scenario 2: Transportation The cluster scenario seems like it will add transportation issues to the already difficult and complicated process.
- Scenario 4: Transportation and you're pulling the rug out from a number of current 5th grade students who thought they were going to a certain middle school. If Scenario 4 comes to pass, we're moving or enrolling in private school. Also, the idea to reimburse people mileage if they live far away from their school? Well-intentioned but asinine. I'd love to see how you're going to handle that in terms of accounting, cash management ... everything. You're dreaming if you think that's good idea. Again, I have zero confidence in the superintendent, the board and your consulting group.
- Scenario for I don't want my kid going to Edison when we stay by Parkland Franklin is the better choice
- Scenario two seems to limit families on school of choice in a way that may add to their transportation issues. I feel that the full school choice offered more of a convenience factor, however did feel it wasn't necessarily as "diverse" as it was intended to be. That being said I do wonder if changing what the schools actually have to offer wouldn't appeal to different families for different reasons and thus result in diverse environments with equal but varying opportunities.
- Scenario two will require multiple drop offs and pick ups of siblings. This is not sustainable for my household.
- Scenario 4 may not solve the equity problem. The change in feeder schools for BTW and Carrie Busey is great though!
- School of choice doesn't work and studies don't support it. How can you say proximity schools won't work. All the schools are in the same district. Shouldn't all the schools receive the same funding and attention regardless of where they are located. If that's not true then that is the issue needing to be corrected immediately. Proximity schools makes it easiest for students and parents. It also will save A LOT of money on transportation costs. Planning transportation will also be easier when based on proximity...so less money here too. Do what's best for the students and what will also

help the tax payers.

- See above
- See above. Re-draw and move FUTURE classes wherever makes you feel better about it. But don't make kids change buildings halfway through. Completely unfair and severely damaging to the students.
- See Above. And, the survey data seems to support none of these scenarios in a notable way.
- See above. you are messing with kids education. Dont cause issues that are not needed.
- Seems option 2 would be about as or more confusing than what we currently have.
- Selling my house. Under the current scenario there is no way I would have moved to where we currently live. There is one cluster that is more preferable than the other two. I greatly fear this will deter other families from moving to this community.
- Shame on all of you!!!!!!
- Siblings need to have the option to stay together for parents ease of transport. If balanced calendar is eliminated it should be announced as soon as possible as people plan summer vacations and I know of one family which will have to go back to court to change their current custody agreement which is based on balanced calendar year. Question 4 below should have had a checkbox for "I don't qualify". I am going to check yes since I have to answer but I live within 1.5 miles.
- So many
- Some challenges: All for the added week in fall(not excited that it would eliminate balanced calendar would prefer two week fall and two week spring break as a compromise) but this will bring challenges to those parents who cannot find child care for the break as the kids plus program needs to be looked at for this opportunity and reworked to fit the changes . Start times and busing Middle school challenges- having to go across town to go to the switched middle school feeders
- Some kids going to nearby school and some dont is a discrimination. You cant do this to a 5 year old. No sense.
- Staffing and administrative limitations
- Staffing concerns. Can a PreK really be fully staffed by August? Early education staffing is at a crisis nation-wide, and all the local preschools have trouble finding teachers. Let's see the talent acquisition plan to fill these teaching spots.
- Staffing issues for scenario 2. Also unfair for some students compared to others.
- Still lots of commuting and uncertainty that can be avoided in both 2 and 4.
- Students might not get a chance to go to nearby school which is a total discrimination.
- Students should not be forced to move schools after they have already begun at that school. Sibling preference and geographic proximity should always play some role.
- Taking away balanced calendar schools provides a lot of challenge for those families who have specifically chosen that and has research behind why it works for students, teachers, and families.
- Taking my child across town and not to the closest school to our home. Dr Howard is where they attend and would like for them to stay
- That people in the community will find something to complain about, literally no matter what you do.
- The adjustment to the new transitions.
- The big thing is that it seems inflexible and will break up siblings.
- The challenge for scenario 4 is removing the balanced calendar. I know parents who choose these schools based on this preference. Parents have work schedules and having to have a child at home all

summer can be challenging. I also don't think the feeder schools should be changed unless it is to expand the middle schools into GH and IPA. I don't think a reimbursement for taking a kid to school is necessary. That seems to be frivolous spending.

- The challenge is for students to learn together. To, succeed in all phrases.. we as parents, teachers, and staff . Can succeed together as a team.
- The challenge with scenario 2 is each cluster has a limited number of schools, and a family cannot choose a school out of a cluster. The challenge with scenario 4 is that there is no waitlist, that would mean when a school is assigned, the decision is final.
- The challenge with scenario 2 seems to be overutilization capacity in cluster 3. That needs to be addressed.
- The challenges are that this isn't needed to begin with. Don't change anything. We need to do better as a community to help kids learn. Throwing money at the problem doesn't help.
- The challenges for both seem to be the district's inability to adequately staff the schools, transportation, and before/after school programs. As no scenario has been proven to address achievement gaps, the less disruptive option is best.
- The challenges for scenario 2 is the bus schedule or being able to get my daughter to and from school with my work schedule
- The challenges I see are teachers not being to relate or connect with black/brown students. Investment needs to be put in the training of these teachers and more of an effort needs to be made to hire BIPOC educators.
- The choice committee at CUSD needs to be assessed for efficacy and DEI measures. There also needs to be policies set in place for the committee (how many people, how they are chosen, how often they meet, etc.). Scenario 2 doesn't impact the high utilization in cluster 3, and doesn't address the root issues at play.
- The formula that is used to place children in kindergarten is

completely unknown. The factors are shared but how those factors play into the actual placement is unknown. That makes it extremely difficult for parents to be comfortable with their child entering into the elementary school system.

- The greatest challenge for Scenario 2 is the complete lack of implementation details and the all at once change. That level of school re-assignment is intolerable, and Scenario 2 never really addresses any of the questions inherent to it. How will the district address the imbalance in utilization between clusters? What do the individual school distributions look like within the clusters? Why does this require an immediate re-assignment instead of a phased approach? Scenario 2 seems to provide some clear benefits in predictability in school assignment and transportation efficiencies, but beyond that there are too many unknowns to support it, especially if 64% re-assignment is one of the "knowns". Scenario 4 doesn't really address the overall transportation problems inherent in the current model (see the Bondville as an example of how that is currently broken, just move that to some neighborhood in Champaign/Savoy). Scenario 4, being an incremental change with small effects that will add up over time means that the Unit will need to establish clear metrics and monitor those to determine the effectiveness over time. It will also need to be willing (and able) to adapt if results aren't as expected and to deal with the ever changing dynamics of the district's population. A challenge with either scenario will be around communication from the district to the community about what is happening, why, the effects over the years and basically just keeping the community informed in a way that the district does not have a historical track record of doing. The biggest challenge with this entire process has been around communication and transparency from the district, or rather, the lack thereof. That is going to be an ongoing challenge for the district, so any scenario should really include a communication plan for keeping the community informed. Talking about things at a school board meeting is wildly insufficient for communicating with those who care and/or are impacted by decisions made by the district.

- The main challenge for my family will be removing the balanced calendar if my child is allowed to stay at her current school for 5th grade due to us living in the Bondville area.
- The mental health of our children having to change school.
- The opinions of parents who will not fill out this survey. Their thoughts and opinions count! Your district needs to build more bridges with the families in the community who cannot attend focus groups and meetings during their working hours. The community needs to know that the district cares so that they can rebuild trust. The initial presentation of this demographic study and reorganization plan has been poorly received because of how it was communicated. There are too many higher education degrees held in the Champaign School District administration for large decisions like this are made. People feel blindsided and confused about the districts decision making and leadership.
- The problem I have with all scenarios is that Cooperative Strategies has yet to provide any data to support what ANY of these scenarios will actually achieve as far as affecting student performance of any socio-economic status.
- The process to understand where your child will go to school is still unnecessarily complicated and provides no benefits to our children's education under either scenerio.
- The same issues as previously addressed with scenario 2. My kid is at IPA and we want both her and her brother (incoming K 24-25) to be in the dual language program with kids whose families are culturally different from our family.
- The same ones I had before. My child started kindergarten during a pandemic & did remote learning for a whole year. He had to wear a mask his whole first grade year. He's just settling into what normal school looks like. There's no support from my family in regards to changing schools.
- The spectacularly poor rollout, communication, and explanation of these policies - coupled with past errors on COVID policies - give me zero confidence in the administration of Unit 4. Our school principal is excellent - but the unit level folks can't even explain what is on the table, let alone execute it. They couldn't administer a dose of Tylenol, let alone transforming multiple elements of the district simultaneously. The only reason I voted for option 4 is that I wanted to signal my support for changes that make it easier for lower socioeconomic status families to deal with the administration, and that is a part of the package.
- The walking for my son we live right behind Jefferson.
- The week long fall break isn't adding extra days to their Thanksgiving break it's an extra break in October which means kids will have to start school sooner in the year or go longer at the end of the year.
- There is a critical lack of clarity in both options. The initial scenarios were spectacular, impressive failures, and these new options are equally bad, hastily made, and poorly executed revisions. Not enough information has been presented.
- There will be a huge transportation issues for Carrie Busey families who have to send their middler schoolers all the way across town. I would like for that aspect to be reconsidered.
- There's still the potential (depending on weights) to have children from the same family in different elementary schools, which can be very disruptive for working families.
- These systems will overload certain schools. Creating additional deficits in education.
- This allows the children who need the extra help to get it without disrupting current children
- Transportation
- Transportation
- Transportation (in any scenario including the milage credit): I was surprised to see that the district was willing to "pay" parents to drive their children to school vs invest more in the current

transportation system to ensure enough drivers/buses to get anyone who qualified for transportation to school on time. It is certainly a creative way to find out who truly wants transportation and who doesn't need it, but it feels like it could be compensating families who weren't asking to be compensated instead of just providing a robust service. Scenario 4: Do Garden Hills and IPA families have the option to Opt In/Out of 6-8 and if so, how does district plan to keep seats filled if families opt for traditional middle schools? If transportation reimbursements cut into transportation budget, how can district better serve those using transportation than they do now with full budget? Scenario 2: I think any option that has so many students (60+%) changing schools after a few years of pandemic upheaval is not something I can support right now. A particular question I have on Scenario 2 is would 2023-2024 incoming 5th graders be subject to this change as well (ie - changing schools for one year?). Is there a scenario in which 2 is the option but it is phased in slowly, with the new incoming K classes?

- Transportation and communication have always been a district problem and I don't see that changing. I also worry about teacher retention.
- Transportation and knowledge of our teachers/routines/learning style at our current school
- Transportation and work schedules it takes a long time to get from one end of town to the other which causes conflicts in getting to work and extra curriculars
- Transportation costs unnecessary. Area schools create pods of communities.
- Transportation for scenario 4 when it comes to middle school. The sheer distance from our home and current elementary school to the middle school would mean a significant amount of added transportation time each day. In addition to that, the middle school my child would attend under this scenario (different than current) is ranked the lowest in the district with none of the extra curriculars she is interested in.
- Transportation for scenario 4. Scenario 2 would have a lot of resistance and frankly I don't want to deal with all of that from parents!
- Transportation seems to be the largest issue. What would be the average time cost for a family in cluster 2? Please also consider after school activities.
- Transportation will always be a challenge when busing kids from all parts of the city to different parts of the city. The incentive to have parents drive their kids to school by reimbursement is a decent proposal. In Scenario 4 I don't see how any of the changes will even begin to touch the differences in the schools and in how we will "close the gap".
- Transportation, proximity, if one has siblings this may decrease chances of attending the same school.
- Transportation.
- Transportation. Also breaking from the status quo will be an issue unless teachers buy in. Give them support. Financial and otherwise.
- TRAVEL. In addition to the numerous other small details that would need to be figured out, with less than 6 months to implementation once a decision is made. It is too rash and too quick.
- Two should be abandoned and never considered again unless the district is considering a slow roll out. If they do this next year expect many families and staff to leave and shame shame on them for not listening to stakeholder feedback as summarized above. As for four, my only concern is that there could be de facto segregation in the two K-8 buildings. However, there's a strong push for community schools so maybe if that is trending in that direction and the district reallocates resources in the direction of those schools that's another approach to helping the students most in need.
- Unequal representation because no one wants to work at garden hills. I want Unit 4 to pay for me to send my children to a school

district where the board members aren't racist and rich.

- Unit 4 doesn't have the resources to successfully pull off scenario 2 which involves moving kids starting next year. It barely has enough teachers and support staff as is. A massive disruption requires human capital that does not currently exist within Unit 4 and can't possibly exist in less than 6 months.
- Uprooting children and severely damaging the mental stability and education of the children
- Using the Scenario 2 is not the proper way to address inclusiveness issues. People have to be supported in the place where they chose to live regardless cultural, racial or economic status. It is not moving kids around that will solve problems related with diversity or inclusiveness. From my point of view there is already a lot of overlooked diversity and minorities (not formally recognized) that need to be protected in the actual situation. Let's discover and work on them instead to complicate things further.
- We didn't ask for any change and feel like being forced. Any scenario that will force my child to move to different school would be difficult for my family as we didn't ask for this change and happy with current setup.
- We don't want the disruption to our children and schools. Please stop.
- We drive our kids to school and we go to 3 different schools which will continue for several years. With this option depending on which school we end at it could add quite a bit of travel time for us, which we already spend about 3 hours each day for drop off and pickup
- We have watched countless people move into the area and choose to move to a neighboring community (Mahomet or Tolono or St. Joseph or Monticello) or attend private school because (1) there is so much uncertainty about where their kids will go to school, (2) there is a good chance that their kids will be assigned to a school that is across town, which will require either 45-minute drop-off/pickup routines morning and evening or 1.5-hour bus rides morning and evening, and (3) there is no sense of community. We've watched multiple families rank their preferences and then get assigned the school that they ranked dead last and that is on the other side of town. Scenarios 2 and 4 will be perpetuating a system that drives people out of the community or makes them choose to move elsewhere in the first place. If we felt like our kids were having fantastic experiences in their current schools, then maybe these measures would be worth it, but they're not. And I literally don't know anyone who says that their kids are having fantastic experiences at their current school. I unfortunately don't have a great suggestion for how to fix the demographic imbalance in the District, and I know that that is top priority. But if fixing that problem results in subpar schools that no one wants to go to, then it's a pyrrhic victory.
- We live in champaign and have yo drive our daughter to school and we are below poverty level. The bus is almost always late, or never shows
- We've already exhaustively given feedback on scenario 2. Scenario 4 is essentially just school of choice which is fine, but you're forcing kids into certain middle schools that won't work for them and also getting rid of the balanced calendar for families that like it. AND you're going to reimburse families to drive their kids to school? Who is going to pay for that and why wouldn't you just offer bus drivers better compensation?
- Westview should be apart of the Cluster 2. I currently live 5 minutes from Westview but based on your map my 4 choices would be from cluster 1. Garden Hills should not be anywhere in Cluster 1. And it says you get a choice to choose from 4 schools but just like it is set up for school of choice now. I choose 4 different schools when my daughter started Kindergarten and we did not get any of those choices and got sent to Kenwood which was not an option due to it being on the schedule it is on and the only thing left other than the school THEY choose for us was Garden Hills or Westview and I chose Westview. That would be my concern again for the

families only being able to choose 4. If they chose what they want and then are forced into another school, I would be highly upset with those choices in Cluster 1.

- Where is the money to enhance Garden Hills? How will you retain teachers and change GH from an under chosen school? If it is under chosen now, how will keeping students there longer help? Where is the benefit to the students in any of these models - 2 or 4? The challenges I foresee are untrustworthy Unit 4 leadership determined to drive good educators away and a consulting group who has bitten off more than they can chew, at a great expense to the community. Where is the research regarding long-term outlooks for either of these scenarios? This process has been an unorganized mess, it has never prioritized the student experience and everyone involved should be embarrassed.
- While scenario 4 is the better of the options by leaps and bounds, why would Carrie Busey switch to Franklin middle school. It is farthest away from Savoy, does not have an after school option.
- Why are we being asked about Scenario 2 again when that was already part of the first survey/focus group (was 200+ pages of negative feedback not enough?). I'm not I'm also not sure why Scenario 3 was not part of this survey. It was clear through the initial survey comments that the neighborhood school concept was very popular with the community. If the board of education is truly supposed to represent the community, why not get it's opinion on that scenario and keep that in consideration?
- With 2 there are transportation challenges but I rather my child be at a school she is familiar with than a school where she has to start over
- With either scenario I believe that busing will continue to be a substantial challenge.
- With number 4, I foresee a lack of space, or a lack of consideration of the fact that IPA is already at capacity. There is not room for a pre k so while it is an amazing idea, it would need to wait until the extension is added for 6-8, and do an extension for pre k as well.
- With scenario 2 I still see transportation being an issue. I think long bus rides will be likely with scenario 2.
- With scenario 2 the number of schools for choice is limited. Everyone should have equal rights to provide options and not restrict a few due to parameters such as distance. Scenario 4 looks promising but again proximity should be given more priority especially when both parents are working and transportation is challenging.
- With scenario 2, I am concerned with the overutilization in cluster 3. With scenario 4, I am concerned about the potential for over-enrollment at the pre-K level and additional administrative costs for doubling the choice process. Honestly, I think that new incoming students should be assigned to schools (no illusion of "choice") strictly to optimize socioeconomic diversity, facility utilization, and transportation efficiency. Only the presence of siblings at the school should be considered over other factors.
- With scenario 2, I see transportation being a challenge. I don't want my child on the bus for hours at a time and feel like having to get up early to take her myself is dumb considering I live 5 minutes from Barkstall. Also, I don't want my child going to Stratton anyway because their test scores are horrible and I don't want my little girl to have to deal with that challenge when she's doing well in her current school.
- With scenario 2, my kids would likely be moved and lose their friends. They would be devastated so I would not want to put them through that especially right after all the disruption of covid in recent years.
- With scenario 2, you still end up with a "bad" and a "good" cluster. I think it has potential, but I think putting effort into de-stigmatizing schools that have a bad reputation would be more beneficial.
- With Scenario 4, families that prefer the balanced calendar will have to adjust to the regular calendar option. Under both scenarios, It's also unclear if students have been attending a school within the cluster will have priority to stay at the school they've attended that

is still within the cluster of options. I would like the option to have a before school program at Westview. That would lessen my need for relying on transportation in the morning.

- With scenario 4, there will be significant push-back from the group of people who are firm supporters of the balanced calendar. I don't know that providing a fall break is the answer, as that will mean families that are used to the regular calendar will be starting school a week earlier. It is difficult for families to find child care for one specific week such as a fall break or spring break. It is my opinion that the district should not offer a fall break and begin the school year on the usual regular calendar schedule.
- With the clusters, distance is a serious concerns. We live on the opposite side of town from some of the schools that would be in our cluster. It would be a significant financial burden if we had to travel there daily to drop off and pick up our kids (our kids don't and would not take the bus). Additionally, kids should attend schools in the neighborhood they live in. That is the environment they are used to.
- Y'all are doing too much, how to pick a school and now trying to change things that shouldn't even need to be change, Grade levels and school need to be kept the same.
- You all are not listening to parents. You are going to split siblings. It's hard enough traveling from one end of Champaign to another just to get to a school. It's worse if you put one up near Stratton for example, another at 1 of the middle schools and then coordinate time for pickup from both. You all need to reimburse for transportation or something with these changes because they are unfair to parents. Then, you're going to move students who are already established in the respective schools. Why not start all of this for incoming kindergartners?
- You are misleading the community by saying the goal of these proposals is to desegregate the school populations. The real motive behind this is to fix the bussing problem, while being constrained by consent decree. Stop lying and bring the real problem to the

community.

- You are not allowing kids to be able to get to in from school in a safe manner. It is crazy to not allow parents the choice to send their kids to their neighborhood schools. Also, getting rid of the balanced calendar is ridiculous. The decision should be left of to the parents of those schools not some random person having input. Families have chosen each school for a particular reason. you aren't allowing families to choose what is best for them. You just need to ensure every school is of good quality. by not allowing kids to go to their neighborhood schools you are taking away best teaching practice for each child. Not every child learns the same way and you are going to cause failure in kids who are forced away from their current learning environments where they have the best likelihood of success. Plus you are going to leave a lot of parents in a dilemma as they won't have transportation to/from the new school and frankly 1.5 miles is too far for any child to walk to/from school.
- You are still busing people all over the place. If you want to build community kids should go to their neighborhood schools. The socioeconomic model for sorting has not proven to work at all. Change it or keep it the same the system is broken. If education is not stressed at home it does not matter what school you are at.

Results: Staff | What challenges do you foresee with either scenario (2 or 4)? Please be specific about the scenario you are referencing.

- #4 does not change enough about our current model to ensure access and equity
- 2 will be an abject failure due to the distributing of failing students without any structured intervention that involves follow through being instituted.
- 4: Transportation payouts for families to receive a payment if they provide their own transportation. How will this be tracked? What funds are used? 4: Are only two PreK school options enough for our community? With the need so great, wouldn't more PreK opportunities be welcome? 4: Will the "fall break" disrupt the current school schedule start and end dates that (for the most part) align with Uofl? 4: How "late" will students be allowed to begin a school if they did not register in time? Will new students be added continuously after the first week? Keep in mind: The first week is where ALL procedures and routines are learned/practiced/established. 4: Siblings younger than 5th not being allowed to attend same middle school as older siblings. This is VERY hard on families...different schedules, homework, environment, athletic groups, friend groups, etc. All family members should be "grandfathered" in IF requested.
- Again, any scenario that removes balanced calendar is going against research that strongly supports the benefits of balanced calendar. Additionally, neither scenario really solves the problem of lack of diversity at the schools where it is a significant problem.
- Any option that eliminates balanced calendar or uproots children from their area of comfort is not a viable option in my opinion. I realize this is a huge decision but please consider talking with balanced calendar students, families and staff before eliminating it. I would also urge our board and administration to think about doing so much at one time. Extending student learning minutes, moving students around, and balanced calendar all at one time. This is not a good idea. Thank you for your time and I truly hope you listen to our hearts and heed our experiences as well.
- Balanced calendar should not be eliminated!!! Test scores are high at those schools, kids don't burn out as easily, and teachers don't burn out as easily! All schools should be moving to balanced instead of getting rid of it!
- Both scenarios are short sighted in the logistics of how the changes will be accomplished in a short period of time.
- challenges is getting parents to accept the changes. In two years this will not be a problem--Allow students who go to certain schools to stay there. DO not make them move because of new plans
- For 2 - how does this modify what feeder schools look like for the middle schools? I prefer 4 since it makes a more equitable MS experience.
- For scenario 2, I am unclear about what happens to middle school. Does each cluster then get assigned a designated middle school? Or do they keep the same feeders we already have, and mix up the students after 5th grade? Please see my answer to #2 for in-depth challenges I see with scenario 4. To summarize: I'm worried that adding a 5th middle school is really going to spread resources too thin across the district.
- For scenario 4- Staffing for one obviously, and space at IPA for the pre-k. Would they be housed with the 6-8 students? There isn't really room for them in the new building, and it wasn't designed with that need, so would that be an extension built on when the 6-8 extension is done? Space for these classrooms while NOT eliminating seats at the already full IPA building would be a big challenge to tackle. We are a 4 strand building and I would hate to see it go lower than that. I still believe that scenario 4 is a far superior option, but these are definitely big challenges to think about. I also know that many people really only prefer half day pre k for their kids, would that still be an option anywhere in the district? If so, I think having a full day option would be AMAZING, as long as it is developmentally appropriate and includes enough play and rest time for that age. I am very excited about scenario 4.
- Have you considered going back to neighborhood schools and giving the schools with more needs more resources/smaller class

size?

- Having enough staff at K-8 schools.
- Holding late registration spots typically results in students that are more transient being placed late in schools...sometimes after school has begun. What is the district doing to support students at non-Title schools that are 1-2 grade levels below? NOt enough interventionists in those buildings....classroom teachers do not have materials to provide intervention for students 2 grade levels below. This is a current problem and will continue
- How can you guarantee that students will go to middle school at Garden Hills?
- I am confused. If a student wants to attend IPA, do they have to live in the area designated on the map in Scenario 2? If they don't, will there be another bilingual school?
- I disagree with removing balanced calendar schools. Studies indicate that students benefit from this model, and I feel that the district wants to remove it to make it easier to maintain a commonality between the schools. Also, instead of disrupting students from current schools, I feel that lower-performing schools should be supported financially so that all students are positioned for success.
- I feel like both scenarios really still don't solve the transportation issues that the district has.
- I feel scenario 3 is still spread out across the district, clusters should be just that, clustered together.
- I foresee childcare being a problem during the fall break for some families.
- I foresee the inability to have separation between k-5 and 6-8 if GH was to combine.
- I see lots of challenges with families accepting the change. I also think that continuing with schools of choice in scenario 2 would keep the same problems of proximity schools getting the majority of their students rather than it truly mixing around.
- I think there is some merit to neighborhood schools - Community. That is important. And people hate change. For 4 - If it fixes the busses fine. But I don't see it changing too much about school demographics. The Garden hills idea is cool.
- I think this all a waste of tax payers money and does not fix the problem, but the school board will do what it wants regardless of what the community wants/needs.
- I think with scenario 4 if people don't get into their proximity school they will move out of town to smaller towns and the system will be even more broken. I think with scenario 4 this would be a good compromise other then I don't understand switching around the primary middle schools. Still seems like its promoting chaos as opposed to adding to the solution. I think a lot of people will seek private middle schools.
- I would think Scenario 2 would still be having issues with transportation.
- It doesn't look like the balanced calendar is an option with either. It will be a great disappointment. The breaks are important for student and staff for mental health.
- Look at the Data provided by Illinois Report Card! This data speaks volumes to balanced calendar and if attendance is so important (like we know it is) balanced calendar SHOULD NOT BE ELIMATED! Please look at the data that supports Balanced Calendar. 2018 Chronic Absences Data: Schools with 10% or less Chronic Absences: 9% Barkstall (BALANCED CALENDAR) 7.5% Bottenfield 9.10% Kenwood (BALANCED CALENDAR) 7.3% IPA 20.20% District Wide Low Income Chronic Absences: 12.1% Barkstall (BALANCED CALENDAR) 13.7% Bottenfield 8.7% IPA 26.3% District Wide Black: 9.6% Barkstall (BALANCED CALENDAR) 14.8% Bottenfield 15.2% Robeson 14.5% District Wide Hispanic: 8% Kenwood (BALANCED CALENDAR) 7.5% Westveiw 7.7% IPA 24.6 District Wide 2019 Chronic Absences Data: Schools with 10% or less Chronic Absences: 8.2% Barksstall (BALANCED CALENDAR) 11.8%

Bottenfield 4.3% Carrie Busey 10.1% Kenwood (BALANCED CALENDAR) 21% District Wide Low Income: 12.9% Kenwood (BALANCED CALENDAR) 11.5% South Side 12.8% IPA 28.7% District Wide Black: 5.3% Bottenfield 11.4% Carrie Busey 9.1% IPA 30.1% District Wide Hispanic: 8.2% Barkstall (BALANCED CALENDAR) 11.8% Bottenfield 4.3% Carrie Busey 24.6% District Wide

- More information
- Most disruption for kids and schools in scenario 2. I really feel that removing balance calendar is unfortunate especially since it shows better attendance and time to regroup throughout the year.
- My concern is about changing the middle schools for students in 4th grade that have current 6th grade siblings. They would be at different schools for 6th and 8th grade. I am also concerned that as our bilingual population continues to grow that IPA will become overcrowded or students will not get the services that they qualify for (there are some students that were placed at another school because they were told "IPA is full".)
- Not everyone will be happy with either scenario. PR could be a problem and it has to be "sold" to the community very carefully and tactfully. With scenario four there are less issues.
- Option 4 is the sound of organized white supremacy winning against a board that didn't take the time to educate a community that CLEARLY TOLD YOU it wasn't aware that having a socioeconomic mix in schools can improve learning.
- People need to understand that Transportation is going to be an issue as long as "choice" among 12 campuses all across our vast community figures into the equation.
- Please see #2
- Removing balanced calendar when the data shows nothing but positivity is very negative and I don't believe the reasons that are given by the consultants justify it at all.
- Removing balanced calendar will benefit absolutely no one, but has the potential to harm many students who thrive on this calendar. Please, re-evaluate removing balanced calendar. Listen to those who live the experience and who have the first hand knowledge of how successful it is and how much better it is for the mental health of students and staff. After Covid, and with a rapidly increasing teacher shortage, removing one of the most enticing reasons to teach in Unit 4 is not the best idea.
- Scenario 2 - Parents complaining because it doesn't benefit their student or because they will need to go to a different school. Scenario 4: some schools still being over capacity. Parents complaining about the switch and all the other problems and issues with that currently exist with the school of choice plan.
- Scenario 2 - separating siblings could be an issue Scenario 4 - capacity of staff at elementary schools to take on the requirements of housing pre-k in their building-We've had pre-k at Garden Hills twice before and families did not like being segregated. We've had the Spanish/English class at BTW and IPA. When both schools were remodeled there was no room for the Pre-K class and Pre-k had to return to CECC.
- Scenario 2 - Still having under-selected schools in each cluster. This will not change these schools. Scenario 4 - Changes the MS problem but not the racial balance of the BTW, GH, and Stratton. The enrollment data from the schools' report cards show Westview is the most balanced school. I do not believe either of these scenarios get the rest of the schools to look that way. The privilege speaks and wins again.
- Scenario 2 is the most disruptive of the 2 options discussed. Scenario 4 is less disruptive, but still disruptive to many school communities. I support it only because it is less disruptive, not because of its stand alone merit.
- Scenario 2 many students will be displaced. Scenario 4 many students will still have long bus rides. The demographics of the schools will not change and will not be more equalized. More

emphasis on proximity to schools and diversity (including SES).

- Scenario 2 still allows for choice. Why can't we just have neighborhood schools?
- Scenario 2 will be traumatic to all students and staff as many students would need to switch schools. This is NOT the solution.
- Scenario 2 would be very traumatizing to all students with a high percentage of students moving schools.
- Scenario 2 would create a lot of disruption and limit students from going to specialized programs like dual language. Scenario 4 would require a lot of staffing and district support to ensure that GH and IPA are equipped for PreK and middle school. I also do not see the transportation issues being solved with Scenario 4.
- Scenario 2 would require too many students to change schools.
- Scenario 2... does the middle school change just like in scenario 4?? Scenario 2, what if population becomes too high for given schools to hold the students? Scenario 4... not everyone in a town may want to go to the school when others get a voice in their choice of schools. Challenge is when is the fall break going to be... end of 1st quarter or later?? Why can't balanced calendar be kept when so many families have requested and like it?? Doesn't this change the contract of staff as well?
- Scenario 4 - Recruiting teachers. I see nothing in any of these proposals addressing the concern that teachers don't want to be at GH - mostly because of admin and leadership.
- Scenario 4- staffing/teachers for pre k. In the board meeting it was said that students could choose not to go to the middle school if they are at ipa or garden hills, but I think the model has to work as k-8 or only under extenuating circumstances can you go to a different middle school. There aren't other students who will feed into those schools (outside of ipa and garden hills) so it has to be maintained.
- Scenario 4: How are the two Pre-K classrooms going to be made equitable to those at CECC? In the past, those students did not get gross motor time in the gym due to no space and the playgrounds were not developmentally appropriate. They did not get to engage with same age peers or participate in special activities at CECC. In addition, teachers at satellite Pre-K classes were on an island and could not participate in CECC professional development or team building activities. The elementary schools they were placed in also did not include them and, in fact, Pre-K teachers were treated poorly by both admin and other staff at these buildings for "taking up space." Also, what will a full day Pre-K program look like? How is that equitable compared to the part day programs at CECC? How are students determined to be placed in one school/ program versus another? There are SO MANY questions that involve Pre-K students and NO INPUT has been collected from CECC teachers or families! (And saying, "We will figure this out next year" is not acceptable as we saw how the early outs were handled and it has been a nightmare for CECC)
- See above about 4. Scenario 2 seems reasonable, but people have to be willing to start with a big change and then see the efficacy of it.
- Students traveling far to school for both scenarios 2 and 4.
- The choice model must be implemented with fidelity in order to work. 1. Uphold the policies for transfers 2. Use demographic/enrollment data to avoid bubble classes 3. Use demographic/enrollment data to avoid exceeding the kindergarten cap 4. Make decisions to mediate earlier in the year if predicted enrollment is inaccurate
- The clusters still create displacement, and I foresee it leading to a situation where schools within clusters still have a huge disparity, because of parent choice.
- The only challenge I see for Scenario 4 will be the reimbursement for mileage. That will be very tough to keep track of especially if different people drop or pick up kids. Sometimes you have grandparents do it or aunts and uncles. Can't quite figure out how

that would work. I don't think the district should pay mileage.

- There is not enough information provided for scenario 2. Scenario 4 is an unfortunate option for Carrie Busey and BTW...it doesn't seem right for 2 schools to take the brunt of these possible changes.
- Too much student disruption.
- Transportation always seems to be a challenge as well as allowing students to attend their neighborhood schools.
- Transportation continues to be an issue under either scenario.
- Transportation, equity, student attendance
- What happened to letting us choose between scenario 1 and 3? So we are just getting to pick between 2 and 4? We really get a choice or is the board just going to pick what they want? In scenario 2, what are the numbers going to be for each building? How do you place students in scenario 2. Do they get to pick or do you pick for them?
- When I look at the schools in each cluster for scenario 2 I laugh.
- While I think scenario 4 is the best option, I think adding grade levels at GH needs to be re-examined. I think Carrie Busey families will have a conniption fit when they realize that they are feeding to Franklin, although that will leave some open seats at Carrie Busey
- Why do the clusters not feed into the same middle schools? That would make sense...
- With scenario 2 I think it will be difficult with the reassigning of students, but they need to move schools for middle school and high school as well, so this may just have to happen for the good of the district.

Results: Incoming Parents/Community Members | What challenges do you foresee with either scenario (2 or 4)? Please be specific about the scenario you are referencing.

- 2-knowing that my child MAY be going to a school across town is awful
- Above all, I'm concerned about the redistributing of kids for middle school assignments.
- Again, I haven't seen an explanation of how this will impact student outcomes. Invest and add capacity to the schools that everyone is trying to get into.
- Children feeling uncomfortable with this change.
- Cluster 2: IPA program isn't a choice for many people, and some who didn't want the language program might be assigned to it because it's in their cluster. If parents request a school near home and don't get it, the distance may make it difficult for parents to be involved. Cluster 4: People who plan around the balanced calendar may have difficulties from the change.
- Continuing to leave systems, buildings and students with poor follow through and planning.
- Do not like the scenario 2.
- For #2 my child would have to change his school
- Funding (2&4). Untrustworthy Unit 4 leadership (2&4). Focus suddenly shifting from addressing inequity, which was the alleged point of this exercise (4).
- I feel very, very strongly that you should not wait until June or July to end the registration process. Kindergarten is going to be a big adjustment for us and not knowing where we're going until a month or less before school starts is going to compound that anxiety. It's going to make planning for work and child care schedules very difficult. I understand the need to hold seats for late registrants but adjusting that registration period could be a tipping point for us to enroll in private school, where we actually have some control over this process. I'm guessing that many others who have the means to do this will feel the same.
- I have concerns with Garden Hills having a population ranging in age from 3 to 14/15/16(or whatever age retained 8th graders might be).
- I live in an odd area where the schools I live to get mixed into different categories so unless I get the one school that is near me I have to travel farther or use the bus which hasn't been reliant and it makes me fear for my kids safety.
- I see a continuation of the same problems that already exist: lack of support for lower-income students and schools, which further decreases the likelihood that parents will want to send their children there, which further increases the loss of quality teachers. I also foresee transportation continuing to be an issue, because there is little other than "reimbursement" in the plan (4) to address this. None of these options actually present a plan to provide a quality education at EVERY SINGLE SCHOOL. Invest in quality teachers who are paid exceptionally, supported fully, and given ample opportunity to continue their own education, and ALL of our schools will be viable options for all parents.
- I see transportation as a major challenge with both scenarios. I still think scenario 2 is more disruptive overall but there are things about Scenario 4 that are challenges as well. I feel like pushing this through at this time when the proposed solutions are so weak and unpopular is just setting Unit 4 up for failure. I don't want minority students to continue to fall behind, but I also don't want highly inconvenient and disruptive scenarios to be a bandaid on an issue that will persist without other types of intervention and forethought.
- I think there would be problems with having 6-8 students on the same campus as younger students, particularly Pre-K. Middle school can get pretty wild. It would be best to keep middle school students on separate campuses.
- I would like my youngest daughter (currently in K in Carrie Busey to remain there until and including 5th grade, that's why we specifically moved from Champaign to Savoy. As far as Scenario 4, I have 3 kids I will

not be driving my middle daughter to Franklin. It's not as close to Edison and I won't be able to drive my daughter to that school.

- I'd prefer not to change schools but am more concerned with student achievement if we continue with the current system. My hope is that unit 4 will show more concern for students who are at risk than for families who want their kids to be in a neighborhood school.
- In both scenarios it looks like our child has a high probability of being sent to a school that is far distant from the school that is literally 300 feet from our front door. Not only would this result in us passing by the neighborhood school each morning on our way to an assigned school, but it would result in us going to the opposite end of town into an area that is frequently on the news for another shooting/murder. I really want to offer constructing criticism, or to offer any other form of support to fix the problems in our community, but sending my child to a distant school in an unsafe part of town is something I cannot get on board with. No scenario where my child is required to travel each morning from our far end of the district to the opposite end of the district will be something I find acceptable. Our scenario may be somewhat unique given our proximity to one school and great distance from all other school options, but this process seems to be counter intuitive and detrimental to our family. We are hopeful that we can get our child into the local school and that we can also improve the education process for other children in this highly diverse community. However, we are very concerned that our child's wellbeing is being overlooked in this process.
- In scenario 2 clusters is there still a ranking and choice option or do we choose what we want and that's what we get? Basically, is it just a smaller scale school of choice model?
- In Scenario 2, my son (our current address) is not zoned/boundaried for Robeson. I am not interested in him changing schools. I am ok with the cluster zoning we are part of. If this were a phased in approach, this might be ok. That is my only suggestion. Thank you for listening. Also thank you for your time and efforts.
- Moving students from their current schools will likely have an adverse effect on student outcomes and mental wellbeing.
- S2- too much disruption after pandemic issues. No improvement in achievement. S4- Less disruption, but longer distance driving in middle school for many.
- Scenario 2 is not even worth considering to me. Lots of disruption for little to no perceived benefit based on the data provided at the board meeting and community member input. Scenario 4 seems feasible, but again I'm concerned with all the areas with very little specific details; what changes to start/stop times will there be, what does this mean for staffing levels and can the board hire enough teachers to implement, how will the transportation reimbursement work (if at all), and how is the board going to address ongoing transportation issues. I am also concerned about the middle school assignments as there are some families who rely on their student to be able to walk to the library which will not be an option for their younger children if their middle school is reassigned. Without appropriate transportation while parents are working, it becomes a safety issue.
- Scenario 2 is too disruptive and has potential for some children to have very long bus rides. Parent involvement may decrease if school is too far away from home.
- Scenario 2 will actually create more trauma for kids who have already experienced trauma. Scenario 4 is better but still decisions were based on zero proposed rationale. The idea was to diversify elementary schools however that goal isn't being accomplished and then a random idea of switching middle feeders schools was thrown in...where is the rationale for this decision and how does it fit the overall goal? This entire process has made it very difficult to trust the decision makers.

- Scenario 2 will destroy relationships for no good reason other than checking a box to mix up socioeconomic levels, which has not been proven to increase academic performance of any groups.
- Scenario 2: The way these clusters are drawn makes no geographic sense. I live very close to Bottenfield but my kid could potentially end up across town at Garden Hills? Putting Busey and Howard in the same cluster? Scenario 4: I don't see how this solves the transportation issues. I think that proximity should be given more weight in school assignments.
- Scenario 4 - The timing of a fall break may be challenging for families/working parents. Scenario 4 - Removal of the balanced calendar - rather than removing the balanced calendar, I would almost rather see the entire District move to a balanced calendar. I think the benefits to student learning are evident. Scenario 4 - need to address staffing needs and provide incentives and compensation for their staff.
- See above
- Senario 4- taking away a balanced calendar. Most families that choose those balanced calendar schools are because it works better for their family situation
- The schools having the resources to be supported in either undertaking, and if not supported well, how that toll on the teachers and school administrators will translate to the children. How can parents help donate to specific schools whether their child attends that school or not?
- These scenarios are not addressing the problems our school have. We live 1 door down from a school and we are terrified we won't get in. We do not have traditional jobs and having to drive our daughter across the city for school or try to depend on the bus system is not acceptable. In scenario 2 they aren't clusters they are schools you cherry picked to be in clusters. Clusters are with in proximity to each other. We would be in cluster 3 which is spread out all over the city. The boarders are wrong.

And again we live 1 house away from a school and still stressed she wouldn't get in. Instead of forcing kids to go out of their neighborhoods you need to focus on getting money and resources to the schools who need them. Offering more money to teachers to teach at those schools, more money for arts and science and counseling for these kids. My home school Carrie Bussey has plenty of money, I would gladly let some of the money brought in go to a school that needs more help. With both scenarios kids will have to be bussed (which LA proved doesn't work) and that isn't feasible with the shortage of drivers. You can't tell parents last minute there is no transportation that they depend on. That could leave kids stranded at school or unable to get to school or take hours to get to/from school. But yet you want kids to be bussed all over the city. Its unreliable and unsafe. I would never let my kindergartener be on a bus for hours. There is no supervision. You are putting all the kids in unsafe situations by using school of choice. We should have more magnet schools focused on those areas that need more tlc have people volunteer to go to schools like that. And with scenario 4, don't take away balanced school year make all schools balanced. It's much easier for parents who work full time and also in 3 months of summer vacation kids fall back 6 months. With a balanced calendar kids don't have the time to lose what they learned and I bet test scores would go up.

- Transportation will continue to be an issue for either scenario. However, scenario 4 has the least challenges I've seen thus far.
- What I am most concerned with is the elimination of the year-round school choices. I am very supportive of this learning style for children and I will be very dissapointed to see this option gone. I know this is not relevant to this decision, but I am also very upset by the removal of the gifted program. When you start to remove these options, it forces parents like me to keep my kids in private school. I was raised in the Unit 4 school district and I am very supportive of public schools, but leave us some options please.

- With kindergarten registration extending until potentially July with scenario 4, when will families be notified of assignments? There is already quite a bit of uncertainty intrinsic in the choice system. Many families will want to know where their kids will be attending before July or August.
- With scenario 2, I don't see how it solves any problems unless these other changes to how choice functions are made anyhow. So might as well make those changes and not disrupt students and teachers before seeing how they work. That's why I prefer scenario 4. I do foresee with scenario 4 that now with so much uncertainty surrounding feeder schools etc, this year's choice process could be very chaotic and even more daunting than usual to parents. And if it goes poorly that could further erode trust. Please consider either putting out some very strong and accessible community support and education materials that reach all families with rising kindergarteners, or waiting until next year to implement these changes so that you can do so. I understand these problems are urgent but if you alienate the community by rushing change through haphazardly, we will be dealing with the problems that creates for years to come and that will not help anyone.
- Without more focus on preschool and K lower SES students there will be little improvement in test schools for both scenarios. Unit 4 is only following a misguided quota system without any proof that doing so will have any improvement in for out lower SES students. Plus, what is your plan for measuring this "new experiment". When will you measure the new plan(s), how often, and when will it be stated as a success or failure?