

Page: Overall Satisfaction		
	Question: What are the best things about our District?	
	1665591	The teachers and the mostly friendly atmosphere. Although most of the custodians are friendlier than the secretaries, which if it weren't for the custodians I would have rated that area poor.
	1665622	The parents communicate well and teachers try very hard to make it through this maze of confusion
	1665599	proximity to residences
	1665612	The wonderful teachers
	1665614	There is a commitment to; keeping up with technology, differentiated learning, teaching students real-world skills, stressing the importance of learning a foreign language.
	1665616	A very involved community and a community that cares. A few stand out teachers that are passionate about their work and manage to connect individually with most students and are a positive force in their lives and someone they will always remember. Music and art programs. Efforts of the gym teachers in making it fun.
	1665658	Sense of community.
	1665624	good communication
	1665628	Communication is very good, and the teachers and staff at Forest Glen are very good.
	1665631	Teachers and staff
	1665633	working towards making improvements to better prepare our students.
	1665636	Excellent teachers and support
	1665638	The teachers and aides. They go above and beyond and I've seen huge growth in my son since he started going to school at Forest Glen.
	1665642	The extracurriculars and community involvement. Teacher access and communication.
	1665777	I am very happy with the changes that were implemented this year with the structure and curriculum.
	1665650	I think the principal and teachers at my school are awesome and really care about the kids. The commitment to excellence and anti bullying is very strong.
	1665663	Communication and level of academics.
	1665669	I feel like some of the teachers are strong teachers who truly want to be engaged with the students. However, all too often, I feel like the teachers are just getting through their day and not making an effort to make all children feel successful.
	1665672	I like the steam program.

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	1665675	Good schools and for the most, teachers who care.
	1665679	The hard working teachers.
	1665689	Seems to care about its students.
	1665692	We have neighborhood based schools. The teachers and admin are connected with the students and their parents, to address the specific needs of an individual student.
	1665696	The concern for excellence. The teachers are amazing. They flex, bend, and stretch so our children can have the best education possible. I have been very pleased with support staff as well.
	1665700	Caring administrators and teachers. I think facilities are fine and would much rather focus on a solid long-term plan rather than the band-aid approach that seems to be the current direction.
	1665702	D41 has some fantastic teachers and enthusiastic parent support.
	1665707	Ben Franklin was more organized in preparing my children for the future.
	1665714	THE TEACHERS AND STAFF ARE AWESOME!!
	1665723	Caring teachers, staff and parents -- lots of involvement. We are lucky to live in a demographic area that includes a lot of financial support and parental involvement. This is reflected in the quality of the education.
	1665727	The teachers do well with communicating with the parents. They address any concerns that are presented to them regarding my children.
	1665729	A strong PTA filling in the gaps for educational experiences that the district does not provide to students and parents.
	1665732	I think the best things about D41 is the people and the teachers. I have 3 children who are going through D41 or been through and have only had 2 terrible teachers and a couple mediocre teachers.
	1665734	Great teachers.
	1665773	There is a lot of parent involvement. The majority of the teachers are very good. School administration has always been good.
	1665741	Commitment of most teachers to providing quality education with appropriate tailoring to students abilities/needs.
	1665749	Safety, academics

	1665820	The desire to provide a top- level education to its students. The desire to provide what every kid needs, however, it appears top students do not get challenged enough. Much more time is spent on trying to bring up the kids that need more help..in other words, the District is happy with everyone being AVERAGE, because as less time is spent on the more advanced kids, they fall behind (unless they work on their own) and everyone meets in the "middle"
	1665754	I enjoy the activities at the school put on by the PTA
	1665757	The progressive style of education. I believe my children are learning valuable skills.
	1665759	I love the diversity at Lincoln School and the wonderful, wonderful teachers!
	1665763	Attentive, caring teachers
	1665775	I feel like Ben Franklin is a welcoming community. Everyone seems to know all the kids and be willing to help.
	1665782	The teachers seem to genuinely care for the best interest of the students.
	1665784	The many teachers that really care. They want the students to be their best. The new technology center/library at Hadley is great. Spanish immersion and teaching Spanish beginning young and year round is great!
	1665786	Special needs support.
	1665791	Qualified teachers
	1665793	My experience is based solely on Lincoln, but I'm a HUGE believer in the notion that the #1 most important factor in a kids education is the quality of the teachers. Lincoln teachers are for the most part wonderful, dedicated, selfless professionals. I also like the fact that our District seems to be proactive and forward thinking. They are early adopters of technology, new philosophies, etc. A rolling stone gathers no moss, baby. I would like to see the district try to experiment and be early adopters, even if it means failing once in a while.
	1665797	The teachers & staff
	1665799	I am new to District 41 and for as big as Hadley is the principle does a great job of communicating in many ways.
	1665803	Compactness, safety, high teacher salaries, good facilities.
	1665805	They meet the needs of students and parents.
	1665811	There are some very dedicated, special teachers. Ben Franklin has always been a great school.

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	1665829	There are many teachers who are awesome. Communication is fantastic.
	1665837	Teachers
	1665849	The principals and board of education all seem very motivated to help our students receive the best education possible. The teachers, while motivated seem frustrated by the lack of facilities and the common core curriculum.
	1665853	The new Superintendent has great forward thinking and seems dedicated to making positive changes quickly. We've found the greatest assets of the district to be the diversity of the students and the experience of the teachers.
	1665861	The teachers and administrators at Ben Franklin are outstanding. They are very professional and set high standards. In my experience, they truly learn each student's strengths and weaknesses.
	1665871	teachers
	1665874	wonderful people, caring teachers, educated parents, tight knit
	1665876	I think the District does a good job at communicating what it is trying to do. There are ample opportunities for parents to become involved in the schools.
	1665882	Great communication with the email blasts. Fun activities provided by PTA. Great 2nd grade teachers!
	1665885	The parent and community involvement, the dedication of the teachers and staff, the enthusiasm and diversity of the students in the District.
	1665889	How the schools keep us the parents informed with all the happening within our schools.
	1665896	School functions and activities are great, they really try to get families and students involved! Love the Spanish classes starting so young!
	1665898	The best thing about the District is that Hadley has not gone to using technology for all of its teaching.
	1666012	The teachers and parents truly care about the students. The district has a lot of money and is in better financial shape than most districts in Illinois. Veteran teachers are experts at their craft and truly work with parents in helping students grow academically.
	1665902	Principals are involved with their schools and known by the students, appear to be actively working toward school improvement.
	1665907	The teachers go above and beyond to make sure that our children succeed in school.
	1665910	small caring teachers sense of community

	1665920	Generally speaking, I think the District is doing a good job of providing a quality education to its students.
	1665922	Kirk Samples is a great principal.
	1665928	Strong schools, neighborhood locations (schools are walkable) and accessibility to facility. D41's focus on 21st century learning is a very good thing
	1665936	Teachers!!
	1665946	Parent / teacher involvement.
	1665955	The teachers are superb and I love that they are teaching the students to be responsible for themselves whether it's for their own homework or bullying and keeping hands to themselves, etc.
	1665959	Teachers are stellar at Forest Glen Elementary school. It was the shining jewel in our experience thus far with the public schools in Glen Ellyn. Unfortunately, last year's decisions made by the school board are tying their hands. Really, they had no voice in that politically charged circumstance. It's sad. It will undoubtedly lead to tremendous negative ramifications. I am so glad that my son is currently in fifth grade and will not be subjected to this "ThinkTank" experiment for long.
	1665962	The involvement of the local schools is second to none. My kids feel safe and secure going to school each day. Further, as whole, the teachers and administrators look out for the best interests of my children and are actively engaged in educating.
	1665964	Teachers, staff and administrators at Ben Franklin seem excellent and to really care about their students. [REDACTED] has done a wonderful job. I feel like our child is getting a good start, and is being challenged but supported. I also like that attention is paid to the child's level and that efforts are made to either catch people up or let them move forward even if others in class are not ready. Students should not be held back by others in class, nor left behind either.

	1665982	--The diversity of the student body is a tremendous strength, particularly in this increasing global society. --I really appreciate the solid and timely communications from the principals at Churchill and Hadley on the safety/weather/bed bug issues. I feel confident that the safety of my children is being thoughtfully considered and addressed in a timely matter. (especially because I work and I am not located that close to the schools.) --I also like that the District is open to new methods of teaching. My only concern is that we don't provide enough time for new methodologies to grow before the District moves to another trend/method.
	1665987	Small class sizes.
	1665993	I am very pleased with almost all of the teachers I have dealt with. They care about my children both academically and personally. I feel good about most of the teachers' interactions with my kids. Of course, there have been a few exceptions.
	1665995	For the most part, I believe that we have good, hard-working teachers.
	1666001	I love our teachers. I think they do a great job.
	1666007	We are new to the area, so I can not comment on the District, only my school.
	1666008	Good Schools, Good Teachers, the district is dynamic, always looking into the future to keep the district academics ahead of the game.
	1666016	I think teachers- always very helpful.
	1666025	Family involvement, accessible teachers and admin, use of funds goes to education-first before admin-first, teachers go out of their way (as do aids) to make sure our children are in happy conducive environment to learn.
	1666028	Good communication from local school, great dedication from principal/teachers/staff, nice parent involvement.
	1666041	Can't list many good things
	1666056	Caring teachers - they want the best for our kids.
	1666059	Very helpful and lots of support in special situations.
	1666067	I really like all the technology my child uses on a daily basis. I also feel that he is significantly challenged in math and reading. The teachers are also very approachable.
	1666071	Many of the teachers are excellent but we have had some bad experiences.
	1666076	teachers and principals and pta organization
	1666079	Communication is open but not much done about the issue

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	1666083	Very in tune to parents concerns, as well as the concerns of parents with special needs children.
	1666085	The communication from the district is excellent and active parent involvement is very strong.
	1666089	The teachers.
	1666093	Staff involvement. Variety of opportunities offered to students. Safety. Warm, welcoming environment.
	1666096	The best thing about our district is the caliber of the majority of the students and the families in the district and the funding it receives. However, I feel the district does a good job utilizing these advantages effectively.
	1666099	Dedicated and caring teachers.
	1666107	Math and reading specialist in Elementary schools.
	1666108	I am pleased the district has introduced dual language learning at Churchill.
	1666109	Innovative and strives to adapt to changing needs. Willing to propose needed changes.
	1666242	- Most teachers seem to genuinely care about their students and are committed to trying to meet their needs. - School staff are friendly and accommodating. - Hadley seems to do a good job of meeting the needs of most students with the variety of levels in which subjects are offered. - New principal at Hadley has done an excellent job of communicating with parents. - Overall facilities seem to meet the needs of the kids. The newer portables, while not optimal, are functional. - There are a lot of fun school activities that engage children and their parents. - There are processes in place for dealing with disruptive student behaviors. - There is a desire to provide our children with the best education to prepare them for the future. (However, execution may not necessarily be achieving this.)
	1666120	WE have dedicated staff members and involved families. WE are moving toward the future with our new STEM/STEAM programs.
	1666126	Love the elementary school and the teachers there. I have enjoyed opportunities for parents to be involved during the school day. I am also thankful that we have a community that values education and that kids are not picked on for being 'smart' or showing effort at school work.
	1666142	The. Fact that we service the poor and the ELL.
	1666154	We have wonderfully hard-working teachers.
	1666186	Overall performance.
	1666215	There are some fabulous teachers. The schools are safe.

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	1666218	Personal care and the teachers at Forest Glen. [REDACTED]
	1666223	xdx dx
	1666232	Churchill school has dedicated teachers and an outstanding principal. I like there is movement towards better facilities.
	1667117	My children have had many, many truly amazing teachers over the years [REDACTED] [REDACTED] [REDACTED] who have inspired them, instilled a love of learning, raised their achievement, and supported them. These teachers go above and beyond on a daily basis and have given our kids a tremendous education. We have been so impressed with the ways in which Lincoln has embraced diversity and promoted a sense of "family" among all students and parents. We have also appreciated district efforts to improve learning and raise standards, although, in recent years, curriculum changes and implementation have been problematic (see below). The anti-bullying efforts have been helpful "we see the kids more likely to identify that behavior as unacceptable and stand up for another child.
	1666239	They listen to parental feedback.
	1666247	Enthusiastic, caring teachers and support staff. Good Special Services support. Fun activities (Heart Jump Rope, etc).
	1666253	The teachers by large. Especially with all these changes that were done so fast, without enough planning and with very little training for the teachers. Overall the changes have not been good for my children and I also believe for the teachers. I am constantly worrying that this experiment has been done at the cost of my child's education. I have very little respect for the Board and believe they are not open to the communities comments or inputs unless they align with their own. There has been little transparency and I am deeply disappointed in their choices.
	1666256	It truly appears that the Faculty and Staff are invested in the academic process.
	1666274	It is clear the teachers and principal care deeply about their students. Parents are also very involved and help round out our children's educational experiences where teacher time and/or funding may be in short supply.

	1666276	Ability to communicate directly with Teachers and Principals
	1666279	The teachers are incredible-very educated, talented, and dedicated.
	1666286	parent assistance and involvement with their children's education. Some wonderful teachers (not all).some apathetic which should be
	1666292	Very community oriented.Small town feeling.
	1666294	Teachers. We have had incredible luck with outstanding teachers.
	1666301	Technology, quality of teachers,
	1666305	Excellent leadership and teaching at the school level, strong PTA and programs, extracurricular activities, availability and use of technology in classrooms.
	1666311	I have been impressed with Hadley School. The teachers have been challenging my 7th grader. I am impressed with the new principal at that school. He has kept parents advised of things going on at the school.
	1669430	Our teachers, our children, our families, our sense of community. We have a wonderful Principal & Assistant Principal at Abe Lincoln as well as the most talented, hard-working, dedicated, caring, kind, educated, & outstanding teachers any parent could hope to have. There are only 2 or 3 teachers I wouldn't want my 4 children to have. We are teaching emersion Spanish beginning in First Grade. We have PE everyday. We have excellent Art & Music curriculum.
	1666317	Good teachers, good superintendent.
	1666339	The community, the resources in town such as the library, there are some excellent teachers.
	1666342	The teachers and staff. The opportunities kids have. Overall input and support from parents.
	1666365	The teachers and forward thinking professionals
	1666373	Teachers and support staff
	1666375	I really the community feel and the attention my children have received at Ben Franklin. Overall I feel that the teachers, staff, and administration were concerned about our kids as individuals. Many of the teachers went above and beyond to create engaging and meaningful lessons.
	1666412	All of the D41 teachers that my children have had have been great! I cannot say the same for a few members of the administration at Hadley. Mr Dively is the only admin staff that seems to have a concern for the students.

	1666391	We have had two children go through District 41 and by far we are the happiest with the teachers.
	1666399	Teachers and support staff--absolutely the best
	1666403	Curriculum
	1666408	I like staying connected threw the email alerts
	1666415	Kids have the opportunity to learn.
	1666417	Family involvement
	1666428	Staff is very good
	1666431	Caring teachers.
	1666439	The teachers and staff. The academics. The reading intervention program. The parent involvement and PTA. The foreign language program.
	1666437	The camraderie amongst the families and the extremely talented and caring teachers at Ben Franklin.
	1666453	Dedicated teachers
	1666449	The teachers and administrators with whom I've interacted at Forest Glen are sharp. They know education and kids.
	1666465	The 1-4 teachers are outstanding! Don't have any experience yet with the 5th level
	1666476	Friendly, lots to offer our children and community, fun...
	1666485	Size of classroom ratio of teacher to student, teachers are good at the elementary level, I have my doubts about Hadley. Forest Glen is well run and promotes a healthy atmosphere for learning. Family oriented and caring.
	1666491	Some of the after school and extra curricular activities, i.e., science night, book fair, chess club, etc.
	1666499	The quality of the teachers, their innovative teaching, and the enthusiasm the teachers show towards their students and curriculum.
	1666506	Committed, caring professionals who are willing to be flexible "lifelong" learners themselves. I have been very impressed with most teachers' abilities to adapt to the new model this year, and have seen very little disruption in the continuity of my kids' instructions.
	1666508	Children come first. I like the way the District is always trying to make sure we are "up-to-par" with educating our children, and always trying to improve.
	1666510	I have always been treated well when calling or asking questions over the phone. I have never been told I don't know, or been put off. The one time an answer was not known, the person called me back within a few hours with an answer.

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	1666517	Additional help in math and reading. Spanish class daily.
	1666519	██████████ is amazing. ██████████ is a wonderful teachers daughter is lucky to have her. Abrams way is a wonderful positive encouragement of ethics and respect towards others.
	1666528	Dedicated teachers, walkability to school, ample resources.
	1666530	incorporating Spanish into the School day. I love that the kids have gym every day.
	1666534	Teachers
	1666538	the teachers, parents and students and the interest in learning
	1666544	Basic decent schools.
	1666547	Many excellent teachers, involved parents.
	1666554	Academic support team (1st greasy teacher, vice principle and physiologist.
	1666556	Great community support.
	1666561	I would like more opportunity to be able to volunteer/be involved in classroom activities...for some reason this is discouraged/not allowed. I know the teachers are busy, so allowing parents to come in occasionally to read, help prepare projects, or help in centers seems like it would be helpful.
	1666564	The teachers, nice overall environment, good resources
	1666566	The teachers and staff and their dedication to our students.
	1666575	Most Teachers are very good and genuine
	1666581	I love that our district is a welcoming place for all cultures. I've had kids here since Kindergarten and could not have asked for a better home away from home while we were at Lincoln. Hadley is not quite the same.. but that's Middle School, I guess.
	1666595	The teachers and principals are great.
	1666599	Very good peer groups; faculty has some very good teachers.
	1666602	good bussing great teachers and they offer before and after school care and activities
	1666605	Parental Involvement
	1666612	Very nice teachers and helpful to students
	1666615	Wonderful teachers, unique opportunities for kids through special programs.
	1666617	None
	1666620	Sense of Community. Teachers who care. Excellent extra-curricular and sports programs.

	1666623	Special Ed at Churchill.. I have nothing good to say about Hadley. Waste of 3 years, and boosts the biggest cottage business in Glen Ellyn... Tutoring
	1666626	Teachers...hands down we've had great teachers that has made for a great experience
	1666633	Teachers
	1666635	Teachers have been terrific, and engaging for my child.
	1666641	Teachers!
	1666643	Good teachers and communication channels.
	1666653	My experiences at Hadley have been great. Our experiences at Lincoln have left a lot to be desired. The teachers, staff, and principal at Hadley have all been wonderful and exceeded my expectations.
	1666674	Excellent teaching staff, friendly and responsive front office staff, a good selection of extra-curriculars for kids who want to do more.
	1666661	Admin
	1666669	They seem to be really involved in the students lives and education purposes.
	1666676	District have good diversity and it accommodates community very well.
	1666683	1) Highly ranked in the state 2) The new superintendant and Hadley principal are both excellent and hopefully will not feel obligated to carry out decisions made by their predecessors (i.e., Think Tank/grade groupings). 3) On the whole, very good teachers at Lincoln and Hadley.
	1666694	Overall quality of the facilities, faculty, and parental engagement.
	1666784	Some caring and qualified teachers
	1666797	We have had some amazing teachers who go way beyond the call of duty.
	1666801	Everyone seems to care, I like the effort of the people involved with what we have available.
	1666808	Engaged teachers and great communications with parents.
	1666815	highly professional & engaged teachers who are clearly committed to teaching both academics and character-building life skills
	1666826	Progressive thinking Caring teachers
	1666829	The hard work of many of our best teachers despite being asked to do too much, too quickly by consecutive administrations that continue to not listen to the community.

	1666845	Responsive, well run, great PTA, fun activities for students. [REDACTED] [REDACTED] all go above and beyond the call of duty to empower children, make them feel safe, loved, nurtured, and treated with respect. They should all get the APPLE award.
	1666857	futuristic thinking and excellent incorporation of STEAM
	1666860	Top education for the dollars spent.
	1666863	The teachers, staff and parent involvement. When we have had concerns they have been addressed in a timely manner. Our kids up to this point have loved their Elementary school years.
	1666869	The teachers and their dedication to the students.
	1666891	*communication of the teachers *the current curriculum
	1666949	I like the fact that the children will be learning Spanish in grammar school.
	1667007	It really seems like the teachers and staff work very well together and really have the students interests as their top priority.
	1667049	Teachers and staff Safe and friendly learning environment Overall quality education Resources for higher and lower students
	1667065	Quality of teachers.
	1667075	Organized, very good PE classes with variety, access to support staff if needed.
	1667079	proximity of homes to schools lack of businesses and traffic accommodates a learning environment concern of parents for their children's education community's high percentage of ideal / 2-parent families new to area, but the STEAM / focus on math & science is paramount to our children's future & competitiveness with the world
	1667084	Some of the teachers are exceptional. The student body is in general smart, motivated and kind. Parent are highly educated.
	1667099	We have had a great experience with all of the teachers our children have had. They all have taken great care in their education and keeping us informed where they had seen learning concerns. The concerns were met head on and taken seriously so that our children could get on track and not fall behind.
	1677932	Outstanding, dedicated, hard-working teachers
	1667158	The Teachers! I like the map test/odyssey program.
	1667163	teachers

	1667168	Supportive community and parents. Safe and fun environment
	1667170	My only experience is with the PreK program at Forest Glen, and we have been impressed with the expertise and instruction provided by the our teacher [REDACTED] and support staff (classroom assistants, speech, OT). In addition, I am impressed by how often the school administrators take a direct hand in assisting the PreK students/program when it comes to their transportation to and from school. The special ed transportation coordinator was also extremely helpful and compassionate when we spoke on a few occasions at the beginning of the school year.
	1667173	For the most part, the teachers are excellent; there are a few at Hadley that need to move on but overall, good teachers.
	1667194	The ability of the school to balance several interest and curricula that is currently underway.
	1667202	Ben Franklin teachers
	1667206	I have yet to encounter a sub-par teacher. WONDERFULLY committed & eager teachers.
	1667221	We have caring teachers that go the extra mile to help students. They are committed to them.
	1667238	That the District is raising the standards and developing academics to meet the needs of our children's futures. The one specific area would be with our teachers, I would request they provide support and assistance to our teachers.
	1667240	The teachers.
	1667244	The teachers do a fantastic job. The Junior High teachers are especially up to datea and so well versed with Common Core and technology. You can ask them at any time about your child or children and they can give you an immediate response with data to back it up. The special education/resource available at the Junior High level is also outstanding. I don't believe that all students needs are being met at the elementary level like they are in the Junior High level.
	1667256	multicultural

	1667269	We have had some great individual teachers in the past. The online grade and assignment monitoring seems to work very well for both students and parents. I loved some of the traditions at Lincoln, like the lunch with folks from the nearby assisted living facilities. Not sure if this ended but I thought students and the community benefited from that experience/outreach.
	1667276	All the activities
	1667301	The sense of community, the fact that parents are involved and can volunteer to be part of their children's school experience.
	1667310	Many excellent teachers
	1667645	I've been incredibly please with Lincoln -- it's been a great place for our children. We have had excellent teachers (for the most part) and they have all done a great job challenging my children when they need to be challenged and working with them when they need extra help.
	1667367	The school, and all the programs (sports, music art etc.) are great Excellent organization always. The newsletter is great. Partners in learning is great!!!
	1667389	The experienced and dedicated teachers are the District's best asset. I have also been impressed by several of the District's elementary principals.
	1667400	Large school system provides homogeneous approach with diversity mix. It seems to work.
	1667403	parent involvement/community, variety of opportunities available for students
	1667405	We have an active and engaged district that strives for excellence.
	1667409	The parents are supportive of the schools and feel education is important.
	1667439	Little experience. New family to school system. Unable to compare and with only one child in school, cannot address whether District 41 is meeting the needs of ALL students. I like the monthly homework packets. I like the weekly emails from the teachers. I think the new drop-off procedures are very effective/safe [if everyone follows the rules, which does not happen on side streets]. I appreciated the recent PTA meeting attended by Dr. Gordon about plan for expansion and especially that it was attended by BOE members who added to the discussion.
	1667449	The Principal, Vice Principal, and support staff at each grade school, all wonderful, hands on and show they care about their school and students.

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	1667451	I love the strength of the music programs, both choir and band, at Hadley. I'm also happy with the Theatre Arts opportunities students are given. I'm impressed by the new principal, Steve Diveley. The new library is a gem. And the portable classrooms are a perfectly acceptable solution to the difficult student population situation.
	1667453	New Library in Hadley
	1667502	All the program excelled.
	1667511	Engaging students in core subjects, grouped students based on their academic standings.
	1667513	District is making an effort to be innovative and adaptive to changing needs of students.
	1667524	Individual teachers like [REDACTED]
	1667526	Exceptional teachers who truly care about each student
	1667530	High quality & passionate teachers
	1667544	Progressive outlook on education, thoughtful implementation , good communication
	1667546	We've lucked out by having great teachers so far who recognize the uniqueness of my children and strive to bring out the best in them. I think Mr. Samples is a great principle and has managed changed well. [REDACTED] is a fantastic teacher. I also think the PTA at our school does a fantastic job providing enriching opportunities for students and families.
	1667590	The TEACHERS!!!! We have only had one teacher that we have not thought did a good job dealing with class issues and the principal at the time did a good job helping us with that, but we would never want that teacher again. All other teachers work really hard and have often gone above and beyond. Some of the best teachers that I have ever seen who truly LOVE their students and are there for the right reason. Honestly love their hard work and enthusiasm for teaching.
	1667583	We are too new to the district to be able to comment.
	1667592	Teachers
	1667611	I think almost all of the teachers are outstanding! There are of course a few exceptions but that is to be expected. I am encouraged by the planning for the future that is taking place as far as the academics are concerned. I think there is always room for improvement and would like to see our District be considered one of the shining stars in Illinois. I think we are on our way but still have work to do.
	1667618	the teacher

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	1667657	The school district has a surplus of money and has the opportunity to fix the problem areas but has failed to do so. The majority of our district has excellent family background to support our children.
	1667706	Strong PTA. Gifted program or what is left of it.
	1667710	The teachers.
	1667716	Overall the vision for the future and the teachers' work ethic. Our principal has strong leadership abilities, is extremely hard working, in tune with the students and accessible.
	1667725	Caring for students and their education.
	1667738	Family involvement, technology, communication with parents, new curriculum, proactive with improving curriculum, recommended outside classroom technology studies, math curriculum,
	1667756	Teachers. Community feel. Neighborhood school. Lincoln specifically.
	1667751	Being a decent education in a good area of living. The wonderful teachers who truly care about the students.
	1667760	the academics
	1667761	Strives to be the best, keeps parents informed very well.
	1667764	Excellent teachers
	1667766	It's a great community, most teachers are great. Most teachers try hard. Great PTA and community support.
	1667770	We have some great teachers. I think they do a good job teaching the children to treat each other kindly and to help everyone learn. I like that the teachers specialized in one subject area. I think it helps their passion show through.
	1667787	fast understanding and respond.
	1667790	Teachers. They care and demonstrate a passion for their students.
	1667798	It is difficult to find a good thing about our district knowing what taxpayers spend to educate each child against the education we are given in return. The teachers are old and unmotivated if not unprofessional, choosing to teach for the salary rather than the love of teaching. Kids can sense this and D41 is a tired learning environment. You are doing student, parent and taxpayer a disservice. If you don't change it from within you may end up not liking the changes demanded of you.
	1668126	High level of energy and enthusiasm for doing well.
	1668158	I love the dedication and the effort that the teachers and staff have towards our children. They are often very responsive, positive and focused on each child.

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	1668171	Class sizes not too large STEM investigations Push for differentiation within the classroom Extremely caring teachers
	1668215	Consistently rated high/well for academic performance.
	1668221	The teachers work hard and without such talent and devotion, our children would be lost in the current curriculum chaos of constant change.
	1668239	I love how you are focusing on the current challenges, the need for special education teachers.
	1668301	The teachers!
	1668303	Glenbard West High School. Some of the teachers at Forest Glen are seemingly good, but access to the good teachers is restricted to the parents who are at the school constantly lobbying on behalf of their children. Families where both parents work are left with the mediocre and least-prepared teachers.
	1668321	Great teachers and principals. I like that the district provides opportunities for my children to go "above and beyond" (i.e. AEC math, Spanish, art and science clubs after school).
	1668325	communication- we receive regular updates from the district via email
	1668338	Good teachers
	1668351	The dedicated staff and the forward thinking teachers and principals. I have always been heartened to see my kids' teachers jumping into the newest evidence-based curricula. Thank you for not sitting back but always pushing forward.
	1668388	TEACHERS!! I have four kids and have always had WONDERFUL teachers! Only two in my ten years here i would ask to not have again the rest, bring on!
	1668441	Churchill-small class size
	1668464	professional and very supportive; quick to action
	1668479	Great teachers and community involvement.
	1668481	All of the day-to-day staff is very enthusiastic, involved and engaged. Teachers, principal, staff all seem to be engaged and like their jobs and looking to excel.

	1668493	The instruction in Spanish that is expanding year by year (but how sad I am that it doesn't include my Forest Glen Child--the roll out is bitter for us, who missed it by one year!). How amazing that dual language at Churchill has actually OCCURRED and Spanish instruction is happening at the elementary level. I have appreciated the commitment and responsiveness of the teachers. I have appreciated the peaceful, professional attitude of teachers and administrators within the transition to specialization (such irate parents!). I love that students have gym every day and get to romp about.
	1668504	Gifted program, AP classes, Athletics
	1668517	The focus of our teachers and administration on continuing to develop a curriculum that will prepare our children for the future.
	1668519	I think many of the teachers are very good and communicate well with parents.
	1668526	Walkable schools, our child loves to go to school and they squash any bullying immediately!
	1668535	The Teachers. They are engaged, enthusiastic, and help to foster a strong desire to learn. They work with the children as individuals to get the best from each child in our experience. We had another son graduate from Hadley in 2000, and it was not a great place to go to school. Our experience with this son was completely different. He didn't have a single teacher that was weak or disinterested in teaching. That school has been completely turned around. It really hurt our oldest as he went on to Glenbard West. I feel like this son is well prepared for the rigors of West. It was a rarity for the older son to have a good teacher, now it is the norm.
	1668540	The teachers who really care and make the effort to teach the students.
	1668551	Commitment to excellence, flexible curriculum, dedicated teachers and staff.
	1668555	Sense of community, excellent teachers, progressive learning (STEAM, dual-language, etc.), fiscal responsibility, creative facility planning (how you expand in a "land-locked" area and seeing my kids smile after the school day.
	1668566	It is close to my house. I like [REDACTED] and a few others. They try to make a connection with the students and their families.
	1668572	Desire to grow and advance the education

	1668574	I like, and agree with, how progressive our district is. I think they do a good job keeping up with our changing world in terms of pace, technology and learning strategies.
	1668580	Resources and teachers
	1668586	Proximity to house and Help for son who has an IEP.
	1668588	Diversity. Teacher attentiveness.
	1668592	ELEMENTARY TEACHERS are mostly excellent.
	1668596	The inclusion of the arts and physical movement as well as academics is greatly beneficial for the children.
	1668601	STEAM - LITERACY blocks amazing teachers / staff
	1668606	breadth of teaching experience, opportunities for teachers for continuing education, active PTAs and responsive board of education,
	1668608	Our teachers' dedication to teaching our children. With the ever-changing standards, that have been detrimental to our children's learning, our teachers do the best they can to transfer our children to the new learning standards. Unfortunately, the district does not prepare our teachers well enough. While many of the teachers are just as frustrated with the new standards as are the parents, you should feel fortunate they do not let that trickle down to the general population or, most importantly, to our students.
	1668610	The math and foreign language departments are by far, in my opinion, the best aspects of Hadley. I KNOW were my daughter stands (what she understands) with these subjects because these teachers provide me with percentages and comparisons to overall averages of quizzes/exams/homework/projects. I KNOW what her strengths and weaknesses are in both of these subjects, and, therefore, know what to work on with her. Conversely, I have VERY LIMITED understanding of how she is doing with other subjects. I CHECK PINNACLE WEEKLY!
	1668615	High quality education.
	1668623	teachers, class size, pta
	1668627	committed teachers and involved parents
	1668642	We are moving forward with technology and incorporating that in the student's learning. We have strong music, art, theater arts programs.
	1668637	This year we have an outstanding teacher, she goes above and beyond.
	1668651	The teachers care about the safety of the children.
	1668665	The teachers and staff

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	1668667	The elementary teachers and the neighborhood community aspect of the elementary schools.
	1668678	Most teachers are enthusiastic about teaching and encourage their students in positive ways.
	1668685	Strong parental involvement.
	1668694	Building structures are in good shape, fairly organized
	1668702	Teacher commitment
	1668704	The education of my children to date has been very successful.
	1668715	The teachers and the accomodations for all students. My children have been well-tended and educated at Lincoln. It is a nurturing and respectful educational environment.
	1668721	Quality of the teachers. Love the roll out of Spanish language for the 1st graders daily.
	1668725	abundant technology, fair practice, fair leadership
	1668729	Encouraging the development of people who want to be involved in improving their community. This is achieved through learning tools, activities and much more, which our district offers regularly. Focusing on positive reinforcement and maintaining good manners, all around.
	1668755	forward-thinking, planners, open-minded and flexible to change for improvement
	1668758	That it is a walking community. You get to know the parents, students and teachers. You can see first hand who is involved and who is not.
	1668762	The diversity of students at Churchill and Hadley make the district strong in terms of preparing all children for working with others that may be different from them. My children are very accepting of cultural and economic differences of students because of the environment.
	1668774	They care for kid's future.
	1668779	They do provide good service.
	1668790	Our teachers and their dedication to the growth of our students. I'm also very impressed with Dr. Gordon. His common sense approach to our district and realistic vision will only positively impact the direction of our district.
	1668797	The teachers

	1669386	I think the teachers in the district are what makes the schools. I think they have done an amazing job trying to help the students adjust to the new curriculum and leveling. The teachers at Hadley have been great about communicating with parents and keeping us in the loop on the happenings in classes there. I believe the feel of both schools is welcoming and the staff want to be there. I support the specialization of teachers a the elementary level.
	1668818	I love the split day/ classes. I think it is making it easier for each child's needs to be met.
	1668838	Special education services are very good and the teachers and specials are highly competent. Math teachers at Hadley are also very good.
	1668845	Lots of attention paid to what's going on and what to do about problems.
	1668847	The size
	1668858	I'm not sure I would like to respond after I have a conference with the teacher in April
	1668860	the commitment of the families in the District to the education of their children
	1668867	Safety, communication, concern for students well being
	1668871	sense of community, parent involvement
	1668873	Excellent special education instructors & therapist
	1668877	teachers
	1668879	Teachers are great. They interact with kids
	1668884	Though we're only 2 years into our 41 experience, so far the teachers and support staff have proven to be very committed, competent professionals. They are doing the best they can with a failing education system in Illinois.
	1668886	Fantastic teachers and a progressive, forwarding looking administration.
	1668908	The teachers.
	1668911	Positive environment.
	1668913	I believe that the teachers love what they do. The Principal is frequently available for conference and the support staff seem very caring.
	1668922	Love the communications via email.
	1668924	The people at Ben Franklin, especially the principal, and staff do a great job. They balance common sense with the sometimes unrealistic requirements of the state and district. It is an amazing place to grow up! I wish my child could go to BF through 8th grade!

	1668927	security of children is the best thing I love; I also like when my children come back with homework because it helps me know exactly what they did at school and how to help them.
	1668930	The good staff
	1668939	National ranking, quality teaching staff, safety
	1668959	Capable district officers, Caring teachers, parent involvement.
	1668977	PE is offered every day, foreign language initiative, teacher involvement, support staff
	1668985	I like the introduction of multilevel classes in the elementary schools this year. When one's child has some learning disabilities or weaknesses, it is less obvious in a multilevel class than when a child has all his classes at his grade level.
	1668987	Teacher involvement
	1668990	daily physical education, offerings of specials (art, music, etc...), approachable administration
	1669006	Good correspondence
	1669015	Establishment of Security system in all schools.
	1669019	Willingness to innovate with instructional grouping and practices. Efforts to differentiate within the school day. Quick adoption of curriculum based on the Common Core. Dual language program. The introduction of Spanish instruction to all first graders.
	1669027	staff seems dedicated
	1669035	I am impressed with D41's academic scores in comparison to other districts and I feel that working toward the Steam/Stem is the right approach. Our three children are very young and we are new to the neighborhood but I like what I've seen and learned about our District so far.
	1669037	I love the pre-k program for the skills, lessons, and experience it gives my children
	1669038	Our teachers
	1669047	School has excellent friendly teachers and principals. Very helpful and care about kids.
	1669053	I have one child who is "gifted" (a silly term that is overused, but I use it to denote that she is on one end of the academic spectrum) and another that has an IEP. D41 has served us so well on both those ends, particularly in terms of Special Ed. I am so pleased and feel really fortunate that I can live here and raise both kids equally well and have both receive a really great education tailored to their needs.
	1669070	Teachers, parental involvement, safety.

	1669099	Diversity at Churchill previously. Special Ed kids were not separated/segregated or made to feel stupid. Until they entered Hadley. TEachers at Churchill are/were excellent. Too bad District policy has them fired before they reach tenure. Lose too many good teachers that way.
	1669123	What I struggle with is how you ask the questions. You ask how I feel about Special Education and ESL, but if I have answered no to those questions the next question about "all students" isn't really how it should be phrased. I think the district does a good job with high achieving students with supportive parents.
	1669120	Teachers PTAs
	1669135	The teacher we've encountered so far has been great. The PTA is involved.
	1669131	The staff is very supportive and willing to go the extra mile.
	1669134	Caring teachers
	1669137	diversity in the student population, parent participation is encouraged
	1669140	Some of the sraff
	1669142	Teachers and families
	1669159	The New Curriculum, Stem, and the Common Core
	1669162	Staff seems wonderful.
	1669172	Atmosphere of school.
	1669174	The district does a good job of recognizing its strengths and weaknesses and analyzing ways to improve.
	1669177	I think we have wonderful teachers. The teachers that my children had consistently went above and beyond what is required of them. They have always found new and resourceful ways to make learning fun. We have been extremely happy with all the teachers we have had - [REDACTED] [REDACTED] [REDACTED] [REDACTED]
	1669181	Safety in the school. Pairing children at appropriate learning levels
	1669184	Communication is very good. Community/parent involvement in school activities is high. Curriculum.
	1669188	The kids love it, they feel safe and welcome. It's a great district to be a part of.
	1669190	generally good teachers

	1669193	I feel like we have very involved parents in our district. There may be disagreements but its because the parents really care about education and it is a priority.
	1669204	Teachers
	1669210	Our district has a lot of money and some very good teachers and principals but it also has some very poor teachers and a poor principal for one school and it seems the union does not allow our district to have the top teachers and principals once tenure is in place.
	1669215	great teachers and principals. very nurturing to the students.
	1669227	locations within the community. the quality of teaching staff.
	1669232	The teachers we have had and are looking forward to have seem to be the best asset for the District.
	1669239	Everyone is very help full, if you need something
	1669253	The staff at Churchill are the best thing about our District!! The dedication to the students at Churchill is amazing. Given all the obstacles they encounter and deal with every day the improvements are awesome!
	1669268	Teachers that care about students
	1669291	We are fairly new to the district, but so far really like it, as does our child. Great teachers and administrators.
	1669299	music programs at both elementary and middle school levels. pta is GREAT!
	1669308	They are always moving forward to keep up with today's times as far as technology is concerned and try to change curriculum when they can.
	1669314	Finances seem to be good, high ratings for academic performance
	1669342	I think having parent involvement is one of the keys to the success of the students.
	1669345	Strong community. Kind faculty and administration.
	1669368	Sense of community and volunteerism.
	1669379	teachers, familes, principals
	1669392	The district seems to be cutting edge with always wanting to move forward with the latest theories out there
	1669410	Caring people.
	1669413	The teachers are committed, responsive and concerned with the education of the students.
	1669441	Strong curriculum and progressive learning ideas

	1669445	I feel that we have an excellent staff. I feel as though the teachers and staff always have the students' best interests in mind. I feel as though no matter the challenge, they rise to meet it and don't let the students even know there was a challenge. -Updating curriculum/technology
	1669447	Teachers
	1669454	T think the teachers/staff and the community are the best things about our District.
	1669478	Todo
	1669494	Diversification, passionate teachers and involved parents
	1669501	The teachers and the academic environment are excellent. The PTA puts on excellent events!
	1669518	The teachers and the student diversity
	1669527	The teachers, the technology the kids are exposed to.
	1669569	Teachers are of high quality and show love of teaching and care for students
	1669577	The teachers are great!
	1669578	The days off
	1669580	AEP math program Music program Gym class
	1669583	Availability of teachers and principals. Sincere interest in the students. Communication with parents. Community pride and spirit. Attention to safety issues.
	1669587	The diversity and the proactive approach to learning.
	1669593	They are located in Glen Ellyn.
	1669596	Some of the teachers.
	1669599	the sense of community
	1669603	Teachers, AEC program, Volunteer opportunities
	1669616	The teachers
	1669648	I think that there is a level of commitment on the part of the staff and an appropriate level of involvement from the community. I think that the district has struck a great balance between abiding by the latest wave of state and federal legislation (regarding testing and standards) while still maintaining a positive and fun learning environment for the students.
	1669684	Following ABS way Great teachers
	1669706	Great teachers, great personal attention for students

	1669742	* Top Quality teachers who care about the kids. Hands down, #1 on the list. Teachers are in a position to make the biggest impact on our kids in the schools, regardless of circumstances. * Committed parents who partner with the schools in the interest of the kids * The efforts to constantly improve- but this leads too often to changes that are under-researched and not consistently applied so this can also be a negative. I appreciate that the intentions are good, even if I strongly dislike the application or results.
	1669745	PTA, able to walk to schools, new levels at elementary level, Pinnacle at Hadley level, extra math and compass learning tools for home use, spanish offerings in first grade
	1669833	The diversity at Churchill and how passionate some of the parents are
	1669837	well funded
	1669931	My children have always had wonderful teacher.
	1669933	The District and Churchill specifically provide great resources for students with needs or who are behind and have excellent services for ESL students.
	1669942	The teachers that are great are really great and make Hadley an awesome school for our kids.
	1669952	There is a strong sense of community within our school. The Board and the District have open lines of communication. The District is willing to think outside the box to solve problems.
	1669954	Parent involvement. Teachers.
	1669961	Overall, the teachers and support staff are very good-to-excellent. In previous years, I've rated the district as better in most areas than this year.
	1669979	The teachers
	1669985	Los programas de PARTNERS IN LEARNING AND BABY AND ME, ayudan a los ninos que por primera vez asistiran a la escuela, permiten un enlace de confianza entre la familia y los maestros, personalmente agradezco la ayuda que recibí a través de estos medios que provee el distrito 41, además la ayuda que ofrecen a los estudiantes hispanos con respecto al programa DUAL y BILINGUE
	1669997	communication
	1670036	Teachers
	1670044	The teachers are excellent as a group and willing to do whatever it takes to reach a child and help them learn.
	1670051	Excellent teachers. Well-rounded educational offerings (music, art, library, skiing in gym!)

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	1670061	You cannot group the whole district into a survey. Forest Glen has a terrible Principle, whereas Hadley not so much. Things at Forest Glen are disturbing and Hadley are not.
	1670085	Positive attitude
	1670138	Communication from the district is good. We are very well informed from the district with the new changes.
	1670141	Grammar Schools are a good experience for kids. Hadley Music program is great.
	1670149	Most support staff and teachers are friendly.
	1670157	Diversity, quality of faculty, resources.
	1670203	District 41 has an amazing group of dedicated, hard working teachers who genuinely care for their students. They work well beyond school hours and are always available to address any parent's concerns. Our principals and support staff are also committed to doing the best possible job for our children.
	1670189	Teachers
	1670236	Focused instruction aligned with CCSS. Great resources (reading materials) and services (Spanish instruction).
	1670268	The teachers are excellent!
	1670285	The quality of education is excellent
	1670346	The District recognizes that we are on the cusp of an exciting time - the way we 'do business' is changing rapidly with the advent of technology. I am pleased that the District is willing to tackle and explore the way children truly learn and take steps (albeit baby ones) to incorporate that into the curriculum.
	1670423	The smaller class sizes.
	1670427	El apoyo que le dan a los niÃ±os que no hablan ingles
	1670442	community feel. seems to have enough money to deal with most resource issues.

	1670455	Many of the teachers at Hadley are outstanding, and we have enjoyed having our children in their classes. Steve Diveley is off to a great start at Hadley, and I applaud him for his various initiatives--especially his efforts to stay on top of communication with parents. The staff in the front office at Hadley are much more friendly to parents than in previous years. The office staff used to be among the coldest, chilliest staff one could encounter in a school--far colder than staff at GB West, for example. That has definitely improved this year, and I encourage that improvement to continue, as the office is the face of the school. I especially appreciate the many extracurricular opportunities at Hadley. My children have participated in and enjoyed cross country, track, wrestling, theatre, speech team, and film club. The adults who work with these groups are terrific, and I applaud them for the dedication to the activities and the kids. Band and orchestra have also been outstanding experiences for my children, and we have a strong rapport with the directors. The History Bee was an awesome experience, and we look forward to next year.
	1670474	The teachers!
	1670502	Eager and dedicated teachers, PTA, Technology available for the kids
	1670516	sense of community, programs for kids
	1670549	The teachers and the teacher aids.
	1670560	Teachers and academics
	1670563	organized, strong BOE, always trying to keep up with technology and higher education demands
	1670606	Ben Franklin is a gem of an elementary school. They really promote LEARNING the material rather than just passing the test. If you teach a child or adult the material then the success on the test will follow. The problem based learning is incredibly important as the children advance through to higher education levels and the workforce. BF teachers teach our children how to think and apply what they have learned.
	1670645	Our educators do a wonderful job educating our students. I like that D41 is began to implement STEM.
	1670688	Our teachers are wonderful. The school's are walkable, neighborhood schools (yet no one walks anymore).
	1670712	I like the fact that you do not separate the special education students from the other students in the classroom, that way they so not feel labeled.

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	1670729	We have a very active parent group and PTA
	1670735	The music program is a stand out. Smart music and the staff have put our kids ahead of the curve with music.
	1670741	The teachers in general are wonderful, caring individuals.
	1670784	The teachers are excellent.
	1670777	The neighborhood schools are a huge district strength. They foster a community that is invested in their schools. The teachers and principals are amazing. Their dedication is above and beyond what we expected.
	1670789	The district has a very active parent involvement.
	1670802	I feel that District 41 does try to work with the parents and create ways to enhance the learning of our students.
	1670808	The organization. Fabulous systems are in place for letting parents know about emergency school events, closures due to inclement weather, etc. The voice mails and emails are appreciated!!! The patience the Ben Franklin have with demanding Glen Ellyn parents!
	1670827	The teachers are the best.
	1670831	The teachers
	1670833	The people.
	1670836	Teachers.
	1670840	The teachers and staff by far are the best part. They really go the extra mile to make sure no kid is left behind. The amount of time and resources spent for every child is wonderful. I am truly blessed to be in this district.
	1670847	Academics
	1670849	Everything
	1670851	facilities are fine. No need to consider any kind of spending for new buildings, expansion, etc.....Need more room? TRAILERS!
	1670855	For the most part, the quality of education and the dedication of the teachers is very good. They are almost always extremely friendly and responsive.
	1670857	Good academic programs.
	1670859	There seems to be a lot of parent involvement and opportunities for parents to get involved.
	1670888	The teachers, support staff and principals are top notch.
	1670890	Excellent teachers.
	1670898	Grade school gifted program and teachers are great... not so much for Jr. high.

	1670902	Good communication on activities / events / updates through a variety of channels.
	1670932	Feel like the administration and teachers put the needs of the children first.
	1670909	Our teachers are excellent and are preparing our children for the future despite the lack of curriculum, the 21st Century Initiative, and the decisions of the Board and administration.
	1670918	Gifted classes (small groups) I had two kids in gifted services from 3rd grade on....great....but now I have a third "regular kid" and wonder if they are lost in the shuffle and get enough attention. My first two were so personally attended to. this youngest one is now learning less and less then the first two (plus the curriculum has changed so several units have been dropped (replaced probably) and she will have learned less then the first two had. In my opinion.
	1670921	Small groups class, experienced teachers, great resource for the students.
	1670938	My kindergartner loves her teacher at forest glen and we attend school events and we have a blast. She also talks a lot about her friends in her class too.
	1670942	Facilities seem good.
	1670944	The teachers, parent involvement.
	1670951	I really like our administration at Ben Franklin, Mr. Samples, [REDACTED], great people, who care.
	1670959	extracurricular activities are great.
	1670964	You have some wonderful teachers that really care about learning and what is best for the kids
	1670970	Community involvement
	1670972	Think the recent approval of changes to address space issues/portables has been critical. Feel that the majority of faculty and administration are an asset.
	1670974	Allowing parental involvement and encouraging their interactions with the District
	1671049	The overall learning environment.
	1671047	Some of the teachers are keepers, I'd say maybe 1/2 of them.
	1671051	It keeps up with modernization (laptops, etc.)
	1671058	Technology is accessible and incorporated into teaching and learning. The district has funds and parents that support acquiring tools that will enhance the teaching and learning experience.
	1671064	strong teachers

	1671084	The potential!! This district has been going downhill for the last 5+ years as far as the staff they retain and their jaded attitude that everything is going in the right direction.
	1671098	Friendly
	1671123	The diversity at Churchill is fabulous. I am glad we are fiscally sound. All of my kids have been well prepared for high school
	1671129	Teachers and programs are wonderful. All people involved with the education of my child seem to be engaged and happy to help whenever needed.
	1671133	Communication - The District does a nice job sending emails to parents regarding ongoing discussions, needs, etc. Everyone from the individual school principals to the BOE send timely updates. The sense of community - I feel comfortable that my child is in a safe and caring environment The addition of the STEAM program!
	1671137	Elementary Schools and Elementary School Teachers.
	1671142	Great people and facilities to learn
	1671146	Good standard of education.
	1671150	The teachers
	1671151	The gifted services program in the elementary and jr high levels. Without those classes, my children would be more bored academically. You do a good job of listening to parent input. The District is getting better at communication and at hiring high quality new Administrators (New Super and Hadley). I like the push for new communication routes for the BofE. That holds great potential!
	1671159	I think the grade school teachers are generally very good.
	1671185	One of my children has a IEP and the help she has been given is beyond what we could have ever hoped for. The individual teachers are absolutely wonderful!
	1671208	Teachers and Principals - are amazing at Churchill!
	1671224	There are some good teachers. Unfortunately, they are few and far between
	1671230	High academic standards, good supportive teachers.
	1671232	Proactive focus on preparing students for the real world. Open and frequent communication with parents.
	1671234	Seems to support all levels of learners
	1671242	Teachers, Principle, PTA.
	1671248	Wonderfully dedicated teachers.
	1671261	opportunities for honor programs in math/lit. block scheduling is good.

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	1671276	The teachers--they are dedicated and I believe teach our kids well. I also appreciate the curriculum--music, daily gym and recess and Spanish balance nicely with general education.
	1671278	Excellent teachers and therapists
	1671288	Family feel. Caring staff
	1671308	We have had really great experiences with many teachers (not every single one, but many)
	1671320	The community.
	1671326	The teachers at Churchill. They care about the success of our children. From personal experience with my daughter she has gone from little girl that couldn't read at a second grade level to actually being a tutor and mentor. Her confidence not only in reading but as a person has blossomed overwhelmingly and I have her teachers to thank for that.
	1671329	We are very happy with the Dual Language Kindergarten.
	1671338	En general TODO
	1671342	The teachers commitment to their students.
	1671348	Small, can change quickly, good communication, inviting for parents
	1671351	The special attention that kids get who are behind in school. My child included
	1671361	Excellent education and teachers
	1671381	The best things about the district were the reasons for moving into the area many years ago. Back then, our schools were great with a fairly solid system and foundation in place. The personnel/administration was friendly, supportive, and had my children's needs ranked high on its priority list. That is all in the past...
	1671402	Commitment to a better education for our little kids.
	1671412	Excellent Teachers and Administration Good financial standing of district
	1671414	Teachers and support staff
	1671438	its very well orginazed and great funds to be used in our kids future
	1671447	Que se enfocan en que el estudiante sea habilidoso en matematicas y trabajan bastante con la lectura
	1671450	The caring teachers who are willing to go above and beyond For the educational needs of the children
	1671459	We are very happy with the Teaching staff. They seem invested in my child's development.

	1671464	I cannot say enough about what District 41 has done for my son and my family. We are very grateful that [REDACTED] was able to start school early and get everything he needs to advance. I rave about our District to everyone! The teachers are amazing and very dedicated. The school has great activities and a safe clean environment to learn and grow!
	1671466	We have a good reputation, good test scores, dedicated teachers. Willing to try new programs and strategies to move children ahead.
	1671470	Every one is very supportive in every way.
	1671491	The notification sent out about any events and/or upcoming changes that effect the children.
	1671494	Excellent academic resources and tremendous staff. We are proud of D41
	1671499	Most teachers when they are allowed to teach without interference from the administration or BOE are wonderful and really care about the socio-emotional needs of the children.
	1671503	The teachers
	1671506	The teachers really take their time with the students to have them meet their educational purposes. Also they keep our students safe.
	1671507	We just moved here in November 2013 from another state. We are still learning a lot about the school system. We have been very pleased so far.
	1671510	In my short experience in D41, I have been extremely impressed with the quality of teachers and Mr Samples at Ben Franklin.
	1671512	Quality of teachers, academics
	1671513	community
	1671515	positive atmosphere
	1671522	The programs they have in district 41.
	1671645	the academics
	1671692	Teachers and school administrators seems very dedicated. Parent involvement.
	1671803	Teachers and staff
	1671826	The equal opportunities for all children that attend the district
	1671962	The teachers, administration, and parents are all very passionate about providing the best possible environment for our kids to become the best scholars they can be.
	1671970	n/a
	1672137	I've very satisfied with my child's 1st grade teacher and education. I'm not familiar enough with D41 yet to comment beyond that.
	1672361	Facilities and some very good teachers.

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	1672405	Strong academics, excellent teachers
	1672519	The teachers and the Principal at Ben Franklin are the very best part of D41.
	1672574	there are many, many great teachers and a lot of good things being done for the kids, however too many very big changes that are being instituted too hastily and in my opinion, not in the best interest of our children and their learning, but in the interest of "test scores" and school report cards. generally, d41 schools are great public schools compared on a national level, however I am completely and vehemently opposed to the changes that have been instituted thus far and being considered further related to multi-age/grade classrooms, teacher specialization, common core, changes to the gifted program offerings, etc. I am very much in favor of the "STEAM" focus and a reinsertion of attention paid to science, arts, engineering based skills, computer, etc. but there are many, many ways to implement this into the curriculum without the sweeping logistical changes that our kids have been subjected to as a result of teacher specialization and multi-age classrooms.
	1672596	I feel like District 41 is continually looking into what is best for our students. They do not fear innovation and change and that is what propels us forward.
	1672753	The dual language program my daughter is in is amazing
	1672763	The teachers are excellent and communicate well twith the students and parents
	1672832	The teachers are great. With a few exceptions, we hae have had great expperience with the teachers. The majority really go over and above to try to meet the needs of their students.
	1672873	As a parent with a K, I don't feel I've had enough exposure to the district and school to adequately rate them.
	1672875	School curriculum and teaching strategies
	1672893	I don't question whether my child's future and best interests are the focus of the district. It's obvious that they are. From the administration on down, that commitment is evident. And the School Board, as a volunteer organization, goes above and beyond in their commitment to my child. Very impressive.
	1672925	There is no lack of resources at school.
	1672927	Caring Teachers and opportunities for the children.

	1672942	Most of the teachers are amazing, dedicated people who truly care about the students. Until this past school year, I loved D41. Now, not so much. With the exception of Hadley. It has been a great year at Hadley.
	1672983	No complaints.
	1673188	Many of the teachers,
	1673316	We have great teachers.
	1673440	The district continually tries to find areas that can and should be improved.
	1673446	Wonderful teachers that are very dedicated.
	1673449	Overall the staff appears to care about the students.
	1673548	A new supt. with some drive to get things done! He has a vision!
	1673883	Accessibility of the teachers .
	1673894	Teachers, principals and support staff that care deeply about the schools and the children.
	1673908	My oldest daughters reading level is that above your typical first grader if she really puts her mind to it. I also have a child who goes to Speech therapy twice a week at Franklin, and she has come a long way to get ready for Kindergarten in the fall.
	1673912	The kids seem happy and enjoy going to school. They have made a lot of new friends. Its close to our house and convenient for activities.
	1673927	The community. Keeping the parents involved.
	1673935	I know that the contact I have had with teachers and principal over at Ben Franklin have be very positive.
	1673940	Teachers, principal and staff seem to care for the kids.
	1673944	Teachers and staff care about the student.
	1673951	The curriculum is challenging yet still offers great variety with music, arts, sports.
	1673958	The educational staff genuinely cares for the students & are focused on their success. The teachers create a fun learning environment, therefore the children like to go to school. We appreciate the P.T.A. & the willingness of the staff to partner with parents to promote opportunities for the children, teachers & staff.
	1673968	The teachers are great.
	1673970	The teachers. The parents. The students.

	1674713	The faculty is of high quality. They are fully engaged with the students and continuously attempt to find better ways to instruct the children. [REDACTED] [REDACTED] [REDACTED] deserve special recognition. The music program at Hadley is fantastic.
	1675900	giving kids a comfortable/safe environment such that that doesn't distract them from learning.
	1677175	Hands down, the teachers. The teachers are willing to go above and beyond for the students. The teachers have taken on the weight of the changes from Common Core in addition to the multi-age changes and tried to do what is best for the kids. The financial responsibility of our district in comparison to surrounding districts is also something to be proud of. We have money to do things that are needed, where as many districts do not. I feel the money should be spent on the education the children are receiving moreso than desks, chairs, and buildings, but at some point we need to be reasonable and if we need more space, we need more space. However, we need to make sure the most important thing is what's happening in that space (the teaching and learning) and the most important people are the people using that space and sitting in those chairs. Their education is an investment, too.
	1677330	I have been highly impressed by our principal and each of our children's teachers and reading specialists. I am also grateful for the new peer to peer reading program and the work required to make the program happen this school year. The principal and teachers have such a passion for teaching children.
	1685106	I believe that most of the school teachers are very good.
Question: What things would you change about our District?		
	1665592	Math Program in the elementary level, offer more assistance sooner to students who need it, not just pushing them through the year.
	1665623	The entire board and how they make decisions. The combined 4/5th needs to go.
	1665600	meeting the needs of all students....feel like d41 is on task at providing a quality education to those who struggle academically or who are doing mediocre work...they don't provide the needs for those who all ready excel in academia
	1665608	The grading system.

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	1665613	Full day Kindergarten
	1665615	Nothing
	1665617	Remove ourselves from the state funding that forces adherence to the state testing standards. I support increasing our standards. I do not support forcing teachers to "teach to the test". I do not support removing teachers' ability to be creative in the classroom and use different techniques to reach kids because they have to stay on a strict schedule to meet the new standards. For such a progressive town with such high taxes, we are embarrassingly late to the foreign language game.
	1665660	Drop off / pick up. I would add conferences each quarter and allow 30 min so they don't get cut short. Fix school lunch issue. They are not healthy or appetizing.
	1665625	Higher standards, more opportunities for advanced/gifted learners. The Level 3 program is not working. My kids are still bored in school most of the day and do not feel challenged. The science component seems to be OK, but literacy and math are still lacking. Also, consider joining a buying group such as Provista to help lower your cost on paper, IT, and other supplies and equipment. Your published pricing is not nearly as competitive as compared to hospitals that I work for.
	1665629	School parking and attending any events at the school is absolutely impossible. The streets in Glen Ellyn are extremely narrow and there is not a sufficient parking area for Forest Glen. If an event is taking place at the school, many prepare to arrive 30-45 minutes ahead of time just to park closer than a mile away. In addition, the school is overcrowded and the children often do not have sufficient spacing to enjoy their activities when housed indoors, such as lunch, assemblies, etc. The boundaries of the district also need to be reevaluated. I happen to be in a community that is divided between Lombard and Glen Ellyn. In our subdivision, my neighbors right across the street go to Lombard schools, and we have to travel all the way to Glen Ellyn schools and we do not live on a main street that should be a dividing line. I feel that our children are removed from the community in which they live and it is difficult for them to have friends near by since nearly all others live in Glen Ellyn.

	1665632	Eliminate portables, solve space issues Having spent 12 years with kids in the district, I've also seen too many curriculum changes in math, spelling, writing, science. Lots of money is spent to get the teachers up to speed, and then a few years later, the curriculum is on it's way out. I think the kids need more consistency with this.
	1665634	I Would like to see more afterschool activities at the elementary schools, allowing kids to casually play sports, get exercise, or crafts, or interest groups right after school..for an hour. Low cost and fun on the school campus.
	1665637	Improve/upgrade existing facilities. Need more space. Improve most of the office staff at Hadley.
	1665639	I'm not really sure since my son is only in pre-k but it does seem like there needs to be more space.
	1665643	Portables.
	1665778	Get our children under 1 roof. Get rid of [REDACTED]. I have now spoken to over 20 other families that have had very poor experiences with her. I was shocked to hear from 3 families that they specifically spoke [REDACTED] requesting that any younger children in their family do not have [REDACTED] as a teacher. Her absences, late arrivals, poor parent communications, misguided and out of touch teaching is unacceptable. I think it's coming time for a petition to commence requesting her removal from the District.
	1665651	I think full day kindergarten should be more of a priority. Also, the over zealous nature of the handling of food allergies is disappointing. A safe treat and juice box could be provided at parties. My son is at Main Street Rec for preschool and they have wonderful allergen free snacks at parties and the kids are safe. The no candy at Valentines Day was overkill. Parties without food are just not very fun.
	1665664	allow open enrollment for students that move to neighboring towns assuming they started their schooling @ a dist 41 school

	1665670	I can not believe that the spelling program or lack thereof continues to be a part of the district. Fortunately, I am working with a teacher who is helping my daughter become a successful speller, but she is going above and beyond what the current spelling program recommends! We've been in district 41 a very long time. Everything now seems so strict and regimented in the elementary school. Not that school has to be fun and entertaining, but I just feel all of the joy has been pulled from the school.
	1665673	More communication between the school and parents. I have no idea how kids are selected for enrichment programs, i have no notification of when map or isats are going to be held until like a week before. I think we need to prepare our kids a little bit more. Kids are doing good need to be motivated to do better. I feel the concentration is more on average kids.
	1665676	Teacher tenure. I think this causes too many teachers to become complacent. It also prohibits the district from looking at newer teachers who might be better.
	1665680	Changing the direction of the building goals so frequently. Too much emphasis on Common Core is taking away from the individual needs of our students - and teachers are being pulled out and too much training in this direction. So... teachers are frustrated and stressed- which ultimately takes away from the kids - and their emotional and individual educational needs. Too many changes - TOO FAST. We need to put our kids ahead of bureaucracy and testing.
	1665684	Hadley needs to assign homework, which is graded and put into the gradebook. They also need to have textbooks for science. The policies at Hadley do not prepare kids for high school
	1665686	Teachers Too many institute days Curriculum changes WAY too frequently
	1665690	Not really knowledgeable to anser this question.
	1665693	Bite the bullet and build the neighborhood school facilities that you need (lose the pods). I would add a 2nd middle school. Hadley is too big.

	1665697	Common Core. The constant focus on testing is taking the heart and soul away from educating our kids. The stress placed on the teachers with ever-changing curriculum is outrageous. I come from a long line of educators and am shocked at the demands placed on our teachers. With the STEM requirements, they are at school early and stay through dinner. This is unsustainable. We will lose our best teachers this way and will never attract the best new teachers. Glen Ellyn is lucky because we have money. It will take longer to play out here, but you can see what is happening in other districts. Be proactive to encourage our teachers NOW.
	1665701	Solid long-term plan.
	1665703	I believe keeping children at separate grade levels is important for social/emotional and academic reasons. Also would choose to keep the children with one teacher throughout the day at the elementary level. Eliminate portable classrooms. Eliminate standards based report cards...don't know of any high school or college that doesn't provide straight letter/number grades.
	1665708	Hadley is over crowded. [REDACTED] is more concerned about saving money than the safety and needs of the students. As an educator myself I understand and value parent and student input. I feel Ben Franklin valued this while Hadley just see students as numbers.
	1665715	NOTHING
	1665724	I have had two kids without any special needs who flew through the system and had great experiences, wonderful, supportive teachers and developed the necessary skills needed to move forward in their scholastic careers -- 2 smart eager learners who were easy to teach. I have had one child with very minor special needs and I felt like she/I/her needs were a burden on the system/teachers/staff and was treated as such. We are now struggling with those exact same issues at the high school level. I think identifying kids at risk (in addition to those with true learning disabilities) and proactively developing plans for them at the grade school level would go a long way.

	1665728	The way parent teacher conferences are conducted. 15 minutes is not enough time to hear what the teacher has to present, and discuss any concerns or questions of the parent and/or the student. I felt the parent teacher conferences were rushed and incomplete.
	1665730	<p>>Reduce leadership changes to provide more consistency for the teachers and students. Many Principal changes at Lincoln and Hadley over the last 8 years. >Create and provide academic intervention plans for struggling students. As a parent with learning challenges, we haven't had the district or schools suggest any testing or educational plan to improve the situation. As a parent if D41 I feel that you're on your own to improve the situation. No tutor lists, specialized support or personalized plans for kids academically on the edge or in the middle. >Technically the district is not advanced and is antiquated. Online Teacher & homework websites should be modernized, consistent and streamlined for better access for parents and students. Get a platform that is a standard design for all teachers so that parents and student can access easily and quickly, and with a custom access specific to your child's group of teachers. A combination of Pinnacle and the teacher websites would be a great improvement. Currently access to teacher sites is through the staff directory and requires going to each one separately which is very cumbersome every week and demands alot of time. Finding grades requires a different site. >Also, all teachers should be required to provide homework schedule/assignments at least 2 weeks in advance. Some teachers do not update their websites in a timely manner, if at all.</p> <p>Currently they post for the current week on that week which doesn't allow for any planning. Also, assignment and resource pdfs should be posted to teacher websites or pinnacle. Again some teachers do, some do not. Current system is cumbersome and time consuming. >Better preparation for Hadley in elementary schools. 5th grade for both of my students did not prepare them for middle school and managing multiple teachers.</p>

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	1665733	I think the district could use more space and facilities and needs to improve its science standards.
	1665774	Build a new school building, not additions.
	1665742	While probably not financially feasible, the facilities I've been in (Lincoln, Churchill and Forest Glen) require replacement or significant remodeling as they are outdated, poorly designed and present safety hazards (portable classrooms, limited parking/student drop off areas, too many entrances).
	1665743	Rid of the portables, expand the building for all children.
	1665744	The traffic situation. The schools being closed if the roads are not plowed. The school staff helping special need children with the end of the day making shure all assignments are written in assignment note book and check the child out at the end of the day.
	1665750	Not sure
	1665821	There should be more interaction between parents and teachers to better understand and support the goals and make better connections between home and school. Top students do not get challenged enough See response to question 3.
	1665755	Don't build additional schools but for crying out loud expand the schools that you have immediately. I was teaching Art Smart st my daughters school on a windy day and they had to take all the kids from those trailers into the building and there was no where for them to learn. this is a horrible learning environment for kids and I cannot believe it has gone on for so long. My child transferred over from Lombard schools. If Glen Ellyn p[arents could realize how much better children have it at District 44 they would be appalled. I cannot believe the space issues at these schools. Build a two level section right where those trailers are at Hadley if space is needed. Wasting money on a new building will be a poor use of resources as you will need a whole new buildings crew and administration but you have to exapand. I would never recommend District 41 as a good school district to anyone. I cannot believe what I pay in taxes for what my child gets. Is deplorable. I also cannot believe they don't have foriegn language at the elementary schools for second grade. That is an embarrassment. I also hope the new superintendents salary is not going to gouge the taxpayers like the last superintendent did.
	1665758	Bullying continues to be an issue.

	1665764	Hadley needs more space. The enrollment has increased over the past 30 years quite a bit, but the school has not expanded much if at all. Seems crowded to me.
	1665770	Get rid of the teachers that are getting bad reports, and test scores. They are not helping students.
	1665776	I would eliminate the changing classes" system. I don't like the lack of one homeroom teacher. One of my children actually has three teachers and I feel like none of the teachers spend enough time with her to call her "my 5th grade teacher" since even her literacy block is split with gym every day. I don't think it is affecting my children academically, but it just seems less stable than necessary and based upon the contents of my children's backpack, it seems like a nomadic lifestyle. They have to keep all extra things in their backpack to either carry back and forth between areas of the building or their bins in their classrooms are not large enough to hold extraneous supplies. In junior high or high school, at least you have one locker that holds your things. I don't think the schools were built to accommodate this type of system,
	1665783	I would like students to have more opportunities for social interaction and movement throughout the school day. Additionally, it would be great to see all levels of staff operate with a greater level of competency regarding racial and economic diversity.
	1665785	I would even out the numbers at the elementary schools so each school has the same number of students, even if that means boundary changes, and give them all more space. I would lower the class sizes so that no class is greater than 27 students. I would like a true auditorium at the Junior. Also, I would offer more opportunities for the kids at Hadley to participate in activities and belong to the school community. That school is too big to just have 1 team of sports for each grade. I would offer all day kindergarten to all students. If money were no object I would build another jr. high and another elementary school.
	1665787	Teachers - not all are equal, yet the mediocre get to stay. Hadley needs to improve. Inconsistent quality of teachers very evident there.
	1665792	Improved building Bigger building

	1665794	I think I've come to the conclusion that long summer breaks do our kids a disservice. I think I'd be open to having a shorter summer break (6-8 weeks) to ensure that kids don't forget what they've learned. The kids in Glen Ellyn don't need to help run the family farm like they did back in the day when school calendars were established in our country.
	1665798	I was recently informed (via email from a parent @ Lincoln), that there will be some changes to Level 2 this Fall. Specifically, that 2nd graders will get a 3rd grade-level curriculum before they get the 2nd grade curriculum?? Perhaps I misunderstood..I do hope that's the case. Any why wasn't this information relayed to Ben Franklin parents as of yet? Extremely frustrating that we don't have consistent communication among the various schools.
	1665800	Having a designated resource for parents at [REDACTED] who need help navigating [REDACTED] and how things work. Someone to help you because the staff is so busy with other stuff. The front office be a little more inviting and not make you feel like your putting them out by following a process and then them not getting the information to your student.
	1665804	There has to be more acknowledgement of and attention to diversity in this district. I understand that it is mostly white and (upper) middle class who run the show, but there are 'others' who's learning needs are no being met.
	1665806	N/A
	1665812	The biggest problem is the bullying going on everyday. The District does NOT have a handle on it. It does happen and no one knows how to STOP it.
	1665830	More building space for Abe Lincoln. Full day Kindergarten.
	1665838	Stop maximizing the tax levy and building up the fund balance. The taxpayers cannot take it anymore.
	1665846	Need to use the same grading system as the D87 High Schools. Kids are unprepared for A-F grades. Also, kids are severely lacking necessary writing skills to succeed in high school.
	1665848	Less breaks and school closings.
	1665850	I would like another school built. Although the portables are being replaced, the gyms, cafeteria, common areas are too small for the number of students.

	1665854	Combine w/ the high school. Perhaps open a new school such as a charter school to accommodate the growing population. Encourage parent involvement through more opportunities to work in the classroom and sharing district goals w/ parents so they can help achieve them.
	1665855	D41 should do away with Sip days. D41 should get rid of inadequate, un-inspired teachers. Esp at [REDACTED]. D41 should listen to parents when they tell a teacher is not only in-effective but possibly harmful to the well-being of our children. D41 should re-train the office staff at [REDACTED] regarding basic manners and politeness. (there are a few exceptions) [REDACTED] needs to better prepare the children for the homework load at Glenbard West.
	1665862	More fiscal responsibility and consultation with taxpayers before making decisions! This survey is great, but months too late as the facilities plan is already in full motion. It seems like a shortsighted plan. For as much as I love the Ben Franklin staff, I really dislike the school board and administration. I attend meetings and there is a dismissive and often rude attitude put off by several board members.
	1665872	More "school team" athletic programs for all Hadley Junior High students. Glenbard West is a top rated school because so many kids are involved in after school athletic programs to enrich their lives and provide the connection to a group. Hadley has limited sports for 6th graders and 7th graders which are critical years to forming future success. I feel that athletics and good coaches (from your pool of great teachers) often times are just as valuable to the "learning" and molding of these kids into "team supported" productive students. Having only basketball, volleyball and track is not cutting it, and leaves too many kids as non-participants spending too much time on isolated time wasting games etc... More involvement in any and all school clubs, art programs or athletics would provide Hadley with the missing identity it has today.
	1665877	While my son would hate to hear this, I would encourage teachers to give more homework.
	1665880	I think the rush to combine grades 4 and 5 was not well thought out or even necessary. Grade school children should not have to go through all the stress of moving class rooms etc until Jr High.

	1665883	Ben Franklin needs a crossing guard or a stop sign at the very least at the intersection of Turner and Taylor. It is a very dangerous intersection and something horrible is going to happen if they don't put something into place here to ensure the safety of the students. Also, the lice epidemic is out of control. Not sure what they can do about it, but maybe more frequent head checks?
	1665886	Getting rid of the portables, getting rid of standardized testing, or the reliance of those to tell us how are students are doing in the classroom.
	1665890	Do away with the portables at Lincoln Elementary .
	1665897	The grading scale of P, M, and A seems like it should end after elementary school. It is very difficult for bright students to receive an A (97%), but M is such a wide range that the students don't have to try very hard.
	1665899	My daughter has been in the multilevel class this year and she has done less learning than in any other year. It is as if she is redoing 4th grade. She is a high performer who spends the majority of her time helping 4th grade students. In no way will this prepare her for the future. I teach high school and I have never read research that says students should be spending the kind of time they are watching online videos through Compass and, now, Zillion for math instruction. It should be a variety. As students progress in math individualized learning is wonderful. However, I have not yet seen in Churchill how the top students who are not in gifted are working at their pace. Even if they have mastered a concept, they are required to sit through videos. This is NOT individualized learning at the student's pace. I am glad that my daughter only has to suffer one year of this nonsense.

	1666013	Teacher specialization in grades 2-5 is not necessary for students. Especially in grade two, children would benefit more from having one classroom teacher and one group of peers all day. Teachers are feeling overwhelmed with the amount of students that they have. The BOE needs more "town-hall" types of meetings where the public is engaged about important issues. BOE members need to be visible in the schools and parents and teachers need to be able to voice concerns in a respectful environment where they will be heard. Multiage in grades 4/5 for literacy is not developmentally appropriate and is hurting the children socially. More attention needs to be given to a child's socio-emotional needs. More resources for social work, reading specialists and instructional coaching for teachers to help them differentiate and integrate within the classroom.
	1665903	The district needs to focus on children being able to master basic skills through 8th grade, not just through 5th grade. Math and literacy skills gained in K-5 are lost at Hadley as kids learn concepts rather than practice actual math (calculators are used throughout 6th grade by kids who have not yet developed a LIFE LONG mastery a skills. For example, 6th graders who could divide 3 digit numbers with decimals at the end of 5th grade can no longer do this half way through 6th grade... they need the calculator.

	1665908	<p>I think that the anti-bullying program that has been "in progress" for years is worthless, and nothing has been done to address the issues that impact and shape a child's emotional future. Not only for the children that are bullied, but for the children that bully as well. Other districts have put in place very productive and wonderful interactive programs that include all the children and has a great impact on the kids. These programs are very effective. There is no reason that what is currently in place does not effectively have a serious impact on our children. Bullying is one of the most serious issues in schools today. The teachers also turn their backs as to what is going on in their classrooms when they are quite aware of what is going on. When there is an incident, not enough is done to make an impact on the bullied or the bullies. Bullies need help as well. The children that are being bullied are told to report the child/children that they are being bullied by. This is not an effective tactic, the bullies find out and the child that is being bullied is teased and referred to as a "Nark", and the bullying only gets worse. I spoke to Ann Reibock about this specific problem about four years ago and was assured there was a district plan in progress. I have seen no progress in any of the schools. The teachers need to take more responsibility on their part, they are very aware of what is going on in their classrooms.</p> <p>There is no excuse for the extremely stalled progress of your Bullying Intervention Program. I no longer have to worry about the problem, but it breaks my heart for every child that has to go through the torture on a daily basis. I know how bullying has emotionally impacted my child. Do something!</p>
	1665911	CORE curriculum - AWFUL

	1665921	First and foremost, Kindergarten should be a full day program. This should be a priority for the District. A full day would provide a better educational foundation to our students and also help to alleviate the burden put on working parents resulting from the half day program. Second, I feel that the District needs to do a better job of identifying students by ability so as to provide a more targeted learning experience. For example, I think that gifted/advanced students should be identified early and given more advanced work. I know that this will be occurring (in some respects) with the new program that the District is rolling out, but I feel this can be done early at younger grade levels.
	1665923	The hot lunch program is HORRIBLE, and the district should be ashamed of what it offers. Has anyone ever tried any of that garbage. Not only is it unhealthy, it is also flavorless, often served at incorrect temperature, etc.
	1665929	finalize plan to remove portable classrooms in a fiscally responsible manner over time
	1665932	Maybe it might be too much, it's a thought. I know the teachers are already very busy. It would be nice to know what the child did on a day to day basis - A summary of the activities or lessons and the classmate's response. We are not there to observe the events and rely on the little ones to recall what they did in school. Part of it is NOT to judge the academic program, but to know and follow-up with the child at home.
	1665937	Multi-age!!
	1665939	The Grading System is awful! The High School's grading system is A-F so why not follow.. they will have to deal with that fact eventually. Shouldn't they get used to it before they hit High School. The teachers NEED to update their websites for homework. As a parent that shows a lack of concern for the children.
	1665947	- The current academic structure K - 5. Eliminate current multi-age classrooms. Revert back to individual grade classrooms. I have seen no benefit, only harm in the current approach. - Have a curriculum with text books and / or valid on-line resources.
	1665958	The food choices that are given to the children are horrible. All the processed foods that are being fed to our children should be changed.

	1665960	<p>Progress reports, "advanced", "meets", "not meets" is too arbitrary. Every single parent I have talked to regarding this strongly agrees and thinks it does not provide valuable information to parents. It's absurd now for teachers, they have to preoccupy themselves inputting an over abundance of information in the Pinnacle reporting system, yet the end result provides parents with meaningful data. Parents would much rather have a clear-cut final progress report using specific, meaningful, relevant scoring as 90%, 80%, 70%, etc. does. OLD SCHOOL is tried and true and MAKES SENSE!!!!!! ALSO, do not use children of D41 as guinea pigs. This new model of instruction at the elementary level that has been implemented was forced upon the families of D41. Lastly, get rid of Everyday Math. Our kids have been crippled with this curriculum that addresses every learning style and demonstrates various problem-solving techniques, yet masters NOTHING. Again, this curriculum puts the teachers at a disadvantage, and does not successfully result in teaching the mastery of math skills. What kind of foundation do you think that is laying for our young children???? I do not know of one parent that is satisfied with this curriculum!</p>
	1665963	<p>Our Board and Administration seemingly has no respect for the pocket-books of Glen Ellyn residents and continually float ham-handed facility proposals and quick fix options. I don't for a second think that the Administration and legions of Administrations have a clue as to what the community really wants or needs. I can't wait for this year's 7.1% increase in our taxes for D41.</p>
	1665965	<p>It seems that there are a lot more non-holiday days off than when I was in school (and I don't mean the snow/cold days). Kids should be in school as much as possible during the school year, and I would reduce a lot of those non-holiday days off. Those days are especially problematic for the K students who already are on half-days. When there is a half-day for other students, there is no school at all for the K students. Our K child had like 3 or 4 school days off for Columbus Day and another 2 days off at the end of February. This seems a bit ridiculous. The District should find a way to have K students attend school on half-days.</p>

	1665983	<p>I think District 41 has some amazing teachers, principals and staff. [REDACTED] teachers and staff do a fantastic job of getting to know the kids and creating a warm/safe environment at the school. However, my experience [REDACTED] front office is not very welcoming. I would strongly sensitivity training there. When I have entered [REDACTED] the front office give the impression that you are bothering them when you buzz to enter the room or have a question. This can be intimidating to new parents and/or students. I have often wondered how they treat the student body if parents are treated rudely. As an adult/parent I been ignored when I first enter the front office, i.e. no eye contact or verbal acknowledgement for a few minutes (that seems much longer when you are standing there). On occasion, I will even get an audible sign when I ask a question (I wasn't sure where my son's room was located [REDACTED])</p> <p>I really think all it would take to promote an environment of welcome is a smile and a quick hello--we will be with you in a minute. It would make a tremendous difference in the parent/student experience. Finally, I have to add one other comment. I have only reached out to one teacher [REDACTED] I emailed [REDACTED] about how my son could address a some "P's" that he received and explained the reason I did is because my son [REDACTED] was a bit nervous to talk to her.</p> <p>She replied curtly that he needs to be mature enough and speak to her directly if he has concerns about this grades. And that was that. There was no additional information or help other than providing the grading rubric. I was really taken aback at the response given that during the parent teacher conferences the teachers encouraged parental communication about student's performance. For these reasons, I believe some sort of sensitivity and/or cultural training would be beneficial for the teachers/staff at [REDACTED]</p>
	1665985	<p>The resources available at Lincoln, Ben Franklin and Forest Glen seem to be greater than the resources available at Churchill. This may be due to the level of parental involvement and financial support. Perhaps those resources should be pooled across schools to provide more equality.</p>
	1665988	<p>STEM teachers being far behind current teaching methods and not having strong enough background in these disciplines to adequately teach.</p>

These comments were revised May 5, 2014 to fully report those comments which Excel automatically cut off due to length.

The district manually created multiple cells for the affected comments.

	1665994	I would change the grading system. As my kids have gotten older, they are less and less motivated to try to get anything more than the lowest percentage to get an "M." Even though we tell our that the percentage is what matters, the grades they mostly see as NM, P, M and the rare A, are inadequate to our family's sensibilities. A GPA system would be much better, especially since they will see that in high school and beyond. I know my kids would be much more likely to compete with themselves to do their best work if everything was given a percentage and added to combined to a GPA. As parents, we do not take the current grading system very seriously.
	1665996	I do not feel that we have "a curriculum". The district is clearly making it up as they go a long. And, is now just focused on the MAP score performance. The "experiment" with the multi-age has been a disaster for all children. It is time to make some tough changes and get D41 listed in the Chicago Magazine "Top Schools" issue. We are dealing with the future of an entire group of children here. I also would institute the use of real grades after the 3rd grade. In our school district you have no idea how your child is doing because the teachers and administration "hide" behind the the "meets", etc. It is exhausting trying to get help for your child or try to have them see that they need to push themselves to get ahead in life. Why should they push themselves when you are just going to get a "meets" no matter how hard you work.
	1666002	The grading system is ridiculous. I also have a son at West, where EVERY SINGLE grade counts. They go from ... P. M. or A. to really stressing out about their grades. I understand the premise why you don't give grades, but I disagree, especially when it comes to not receiving grades in jr. high. PLEASE prepare these kids!
	1666009	Nothing at the moment
	1666017	I would add one more parents-teachers conference at the end of the school year.

	1666022	Too many things to list, to name a few.... I have no problems with the custodial staff. However, the rudeness/attitude of the front office staff [REDACTED] who is an asset to that office)) is unbelievable. Also, please hire principals that will take a stand for the students. The current ones only say the politically correct thing. Some of the teachers truly need to go. It is a shame that we are stuck with some horrible teachers for years. Too many of them are only there to collect a pay check (a rather high one) and do nothing to earn it. If I was that horrible at my job, I would be let go.
	1666026	Wish teachers and admin would work to end some of nat'l Core Curriculum standards, they dont seem to like it but continue to go along with it.
	1666029	Full day kindergarten is needed. Teachers are asked to leap over tall buildings in single bound with the amount of content they need to teach within the time constraints. We are creating a learning gap between the fast-learners and take-more-time learners due to our lack of physical space needed to build in more kindergarten classrooms. Horrible!
	1666042	The way they try to teach kids that have a hard time understanding reading and math as my son does but doesn't get the proper help from school to learn
	1666066	Think more about future of the kids coming through the district. Not just the immediate future. Long term thinking about space issues. The car rider line is not very well thought out and very inefficient. There is no organization. I can not expect my kindergarten child to recognize my car. Students and cars should be assigned numbers and children should be brought to the cars as their numbers pull forward.
	1666057	Smaller class room sizes - 27? Not sure the rhyme or reason for the 4/5 grade merger for Literacy. Seems like they are 50/50 when they were supposed to be by level?
	1666058	Find a way to challenge kids in classes where the levels are skewed to "entry level".
	1666060	None
	1666068	I don't like the portables. And I wish the enrichment program started in younger grades. I also wish the students who didn't get to start Spanish this year will get the opportunity to start before middle school.

	1666072	Higher quality space for learning environments and classrooms Increased use of technology More supervision on campus, during breaks, lunch and free play There needs to be a significant change with the quality of lunch provided as it isn't free. If it was a free lunch I could almost understand but I get upset when I hear about what is being served to our children.
	1666073	I feel that our school district does not listen to the parents and value our opinion. I feel very strongly that there is a lack of communication between special education staff and students primary teachers. The special education teachers should be reinforcing what is learned in classroom but there is a complete disconnect. I also feel that the combining curriculum for 4th and 5th grade was not successful. My child is in 4th grade and the concepts are way to advanced that they are trying to teach him which means his retention will be minimal.
	1666074	Making sure gifted children are really challenged. Even when addressed to a certain teacher or higher up, nothing changes.
	1666077	facilities-omit portables and large class size omit bringing in own electronics at Hadley
	1666080	Understand individual kids needs
	1666084	Too much emphasize on Common Core this year, and I am concerned that not all children will be able to keep up. There has to be better options or other avenues available to make all children succeed in their early academic life.
	1666086	All portables must be eliminated! This is unacceptable. Hadley school bus traffic for drops and pickups also is poorly planned and creates an unsafe environment as well with the individual parents drive up lanes, a new plan and route for pick up and drop offs is needed. Possible routing buses to rear of Hadley should be studied with an exit onto Glencoe from the rear of school.
	1666090	Less emphasis on buying latest technology. Get rid of portables. Less standardized testing.
	1666094	Common Core.

	1666097	There is at least a perception of major decisions being made fairly reactively. This might just be a perception but is something the district should manage by improving communication on items that are likely to be hot button items so word gets out earlier and everyone has a chance to weigh in. I understand needing time to get your facts together before making announcements but that should be balanced with getting word out. You want to be able to say to parents that this has been announced widely multiple times and they were given a chance to weigh in. I would also like to see survey's like these used for hot button issues. This gives everyone a chance to weigh in so that you just don't hear the vocal majority. It's also easier to read and process feedback than to have it shouted at you during a meeting so perhaps people will feel more heard in this forum - especially if you follow up with major issues raised and your responses to them after the surveys.
	1666100	Facilities are lacking and it has taken an obnoxiously long time for the district to come up with a viable solution. Screening for kids that need Special Education services seems non-existent. Parents have to drive that process...but you are the experts. Doesn't make sense. Schools and teachers should be able to be more proactive about additional resources and supports available rather than having to remain mute until a parent files a formal request. Consistency across levels in terms of homework. Some kids get assignments, some don't.
	1666110	Address the space issue faster than is currently planned. Address the needs of the gifted more effectively. There is extensive emphasis placed on the needs of the struggling students but the opportunities for the other end of the spectrum are lacking and extremely inadequate particularly at the lower grade levels.

	1666243	- Have a Board that is more long-term and strategic in the way they approach decision-making and spending e.g., why would we put additions on all elementary schools without incorporating the needs for full-time kindergarten if that is a possibility? - Transparency of Board decisions with more involvement and buy-in from the community/parents prior to making decisions that impact their children. This survey is a positive step and very much appreciated! - Accountability and measurement of any and all new programs introduced (through teacher/parent feedback, test scores, etc.) to see if they have yielded the desired results e.g., Everyday Math, Sitton Spelling, STEAM, etc. Remove programs that are not effective! - I am concerned that in the district's efforts to "embrace 21st century learning" that students are not getting enough time and practice devoted to the fundamentals - reading, writing and arithmetic - which is essential to higher level learning. - Provide more consistency of instruction within and throughout the district elementary schools. For example, some students are getting regular packets of info, homework, detailed weewkly newsletters, suggested learning resources, while others are not. - Educate and engage parents more on what's being taught so they can reinforce and support learning at home. (This somewhat relates to above suggestion.)
	1666114	Parents have to really fight to get their kids with special needs any kind of extra help which is so unfortunate. One of the reasons we moved to Glen Ellyn was because of the 'good' schools and I have to say for my child with ADHD, anxiety, and sensory issues it's been a huge struggle to get help.
	1666121	The facilities are outdated and do not meet the needs of students.
	1666127	I would have liked to see more research or project based learning at the Elementary level (Remember the 4th grade cirriculum a few years ago when they designed cereal boxes and game boards based on a book and the 'Rock' concert?) These were some of the highlights for those who had to do it. I would also change some of the teachers at Hadley.
	1666155	i would really like to see the Board and Administration actually take parent concerns into account.
	1666187	Every thing is good.

	1666191	I believe that Principal Hornacek sets a very disturbing tone for our children. It seems to me and many of the other parents that smiling and fun is frowned upon by Mrs. Hornacek and that is a real shame. The main goal of our educators should be to prepare our children for life and there is no greater way to do this then to set a positive tone where fun and enjoyment is present throughout the day in the educational message, at Forest Glen this is not the case or the culture. I am still in shock that last years music teacher who was unbelievable was let go, I think she was having too much fun for the administrators.
	1666216	Front Office staff [REDACTED] needs to treat all visitors, including [REDACTED] students, cordially & not like they are bothersome creatures that are highly infectious and terribly annoying. Spelling, phonics and grammar should be taught thoroughly over all grades. The lack of this is a disservice to the students and extremely difficult to overcome in the future or on one's own. Needs to be integrated into the curriculum and teachers should have high expectations for the students to incorporate this learning into their writing and speaking. [REDACTED] band should be run in a more strict manner with high expectations for the students behavior and musical commitment. Morning rehearsals should start on time. A dress code should be communicated [REDACTED] students prior to the first day of school so that they know what the expectations are ahead of time and can plan accordingly.
	1666217	The grading system. P,M,&A grading does not prepare the kids for high school. They need to see how well/not well they are performing. I'm ok with it at elementary level but junior high is my issue.
	1666219	Reduce the population at Hadley. It is too many students.
	1666224	fcfccf

	1666233	PORTABLE CLASSROOMS HAVE TO GO IMMEDIATELY! WE CAN DO BETTER! Go all the way with elimination and leave NONE. If all day Kindergarten is not an immediate option, Kindergarten teachers should have aide support (immediately) to achieve their goals for students in such a compressed time. In addition to curriculum, the developmental needs of 5 year old are challenging and extra hands are a must. These kids are not self sufficient yet. Could each school get 1 floating aide for the Kindergarten teachers to share at a minimum until all day Kindergarten is achieved?
	1667118	In the last few years, the number and manner in which curriculum changes have been implemented have negatively impacted learning and have made some things unnecessarily difficult for teachers and parents. I did not feel that this was the case during the first several years my eighth grader was in the district. Problems have included: (1) Everyday Math, which left my older two without a solid understanding of basic math concepts (e.g., how to multiply and divide decimals by the time they got to Hadley). These are simple concepts that Everyday Math makes unnecessarily complicated. We have had to spend extra time outside of class (parents, teachers, tutors) to address these issues, and this is for kids who are in upper level math classes. (2) Changes to the science curriculum. During some years, there was very little time spent on science and the curriculum seemed to emphasize memorization of vocabulary rather than hands on and inquiry activities that, for years, research has indicated are key to interest and success in science. I am encouraged by the new focus on STEM and foreign language, but disappointed that this will be too late for my kids to really benefit. (3) There has been a rapid turnover in the spelling curriculum, and it seems to have disappeared for a few years. Also, there seems to have been little taught about grammar, as a result of which my older children still do not know certain basic grammar rules.

	1667118 (cont)	There seems to be more of an emphasis this year on grammar, which is encouraging. (4) When my eighth grader started in the district, I had a clear picture of how she was doing in school. The new report card and grading standards (NM, P, M, A), as well as inconsistent MAP test results, makes knowing how my children are doing at any given time very difficult now. The above standards cover too broad a range to be meaningful. Also, at least one teacher told me that they are based on an end of the year standard so that, it is ok if a child is P during the whole year, as long as the child meets the standard by the end of the year. If this is the case, how are you to know from the grade if your child is on track to meet the standard by the end of the year or not? The lack of meaningful grades makes it difficult for parents to know how their children are doing at a given time and when some extra help may be needed to prevent them from falling behind.
	1666240	Allocation of funds....now that the park district owns the buildings there isn't the space for full day kindergarden. This was poor planning as many communities have the proper resources. I would have a 10 yr. plan to accomodate the influx of students and meet all the needs that the other communities have.
	1666248	ALL Day Kindergarten--we sometimes feel like you only cater to families where the mom still is a housewife and is home all day. In general I feel that working moms are ostracized, since even PTA meetings are during the daytime! We are neutral on the mixed-grade classes, but one negative is that my 4th grader is quickly picking up some negative 5th grader attitude from the older "cooler" kids in class.
	1666254	I would change the Board and their direction. They do not listen nor are open to suggestions. The Superintendent inherited all these changes but has also not been open to listen to what parents and the community has to say. It's all been a very disappointing experience and I just hope my children are not harmed by these decisions in the long run.
	1666257	I think they should continue to move forward into the future and find innovative ways of improved the education process.

	1666258	Office administrative staff could be more service minded, professional and responsive.
	1666288	I would change the structure of K-5 classroom, eliminate multi age and specialization. Too much focus on ELL children and not the other children in the district.
	1666275	The higher levels of the administration (BoE and DA) could stand to improve communication.
	1666277	Eliminate the portables, merge the District with District 89 to eliminate necessary overhead
	1666280	Special Education is run poorly and is shuffled over as if the students are second class citizens-this is horrible and starts from the top. The teachers and aides are great but our experiences with administration have been awful. Giving the students in second grade two teachers is not working-it is confusing, scattered, and very disorganized for them. They students feel rushed and not at all connected with a teacher. It's sad since they are so young-they are really missing out on bonding with one teacher and one group of kids. The Math Curriculum is a joke-is there one? We were told in the fall by my children's teachers that they were working on no curriculum at this point. Are you kidding me? With the money we pay in taxes, that is the most ridiculous and aggravating thing I have heard. The teachers are pulled to too many meetings and we have subs constantly-the teachers cannot get to know our kids well enough if they are always being pulled to meetings. Enough with the testing too-let's teach these kids and stop constantly using our precious time in school to get some scores that don't mean much at all to our students.
	1666287	poor planning for space issues (this is my 3rd and last child - I have been dealing with this for many years). GRADING SYSTEM is horrendous!!! Does not prepare the students for high school grading. Creates apathy in the students and they do not understand the STANDARD grading system which they will encounter and have trough high school and college. Something needs to be done to better address the number of students who are not equipped to be successful in HS whether due to their language issues or poor study/learning habits. With overcrowded class rooms, poor substitute teachers when regular teachers are absent and the distraction of some students inability to keep up,the higher achievers become stagnant.

These comments were revised May 5, 2014 to fully report those comments which Excel automatically cut off due to length.

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	1666293	Would love to know more about how the STEAM program is working in our schoold so far this year
	1666295	Schools feel cramped & crowded. Absolutely need to add full day kindergarten. Other communities already have this and if I had preschool aged children it would factor into my decision on where buy a house. I would change the combined grade, split teacher arrangement. I don't think it adds as much value as was planned.
	1666302	Facilities are terrible and embarrassing. 1/2 day kindergarten in this day and age is ridiculous and the board and district leadership should be seriously ashamed that they haven't changed this.
	1666306	Add full day kindergarten, Add Spanish language instruction starting at elementary level (when will this role out to the current 2nd graders and above?), more space for performing arts, assemblies, and lunch, better quality of school lunch, more space for/improved pick up/drop off procedures
	1666308	split grade levels-research does not support splitting grades
	1666312	I am not a fan of the 4th/5th graders in the same class for literacy. My daughter is older student in her class and she is often paired with difficult 4th grade boys quite a bit. She is not benefiting from this. Rather than babysitting immature students she should be learning new things and not doing younger children work.

	1669431	I am extremely concerned about the safety of the portables at Lincoln and that will not change with the proposed facilities plan. We need a secure fence! We need to put the second & third grade, & fourth & fifth grade children back into their own grade groups. I am okay with the Lit/Social & STEAM split, but I am totally against the combo of the 2 grades. IT IS NOT WORKING!!! We need a new BOE who listens to all the parents & community, not just the ones who agree with them. We need to cut ties with our previous Superintendent Ann Reibock. No more hiring her for studies or anything else. We need to stop giving bonus's to our Superintendents for meeting goals that do not meet the needs of our children. We need a real Spelling Curriculum, as well as Grammar, and Science. Our very talented teachers shouldn't have to make it up as they go along. We need to STOP TEACHING TO THE TEST. Teach what the children need to know for Highschool and College, and they should do well on the test. If not, the test isn't asking the right questions.
	1666318	Get rid of the multi-age aspect of the Think Tank initiative. Make the elementary school day the same length as the Hadley day. Expand the Gifted Program to include more students.
	1666340	The blended classes for literacy. I think something is getting lost in the writting part of literacy. Not enough emphasis on writing basics (basic sentence structure, parts of a sentence, knowing the difference between a complete and incomplete sentence, baisc paragraph structure etc.) and too much emphasis on group projects, on creating power points, word documents and videos etc.
	1666343	I would require a comprehensive plan for facilities that has passed transparent tests with the public. I would change how we collect and spend taxpayers' money. I would get much greater buy in from constituents when considering curriculum changes.
	1666364	removal of portable learning facilities replaced with new classroom buildout.
	1666366	Space concerns-no portables! They are not safe on many levels.
	1666374	nothing

	1666376	I believe there needs to be more communication between Hadley and West. I also believe there should be more information about the course selection process at Hadley. Finally, I understand the demands of Common Core, but I believe our elementary schools are missing opportunities within Social Studies to tell the story. We are relying on the upper grades and/or Google to handle their content questions. Students still need to know things in order to be better thinkers, writers, and readers!
	1666384	I would not combine 2nd and 3rd grade next year. I think its too early to tell how the combinaiton of 4th and 5th is going -- seems like results have been mixed. I think the range of abilities in 2nd and 3rd grade is much to broad to effecively meet the needs of all students.
	1666392	I am disappointed that my children have had to attend classes in the portables several times/years.
	1666397	formula education.. always trying the "new" thing
	1666400	Can we eliminate the portables? I know that's in the plan for the next few years, but they need to go. Don't build a new school. Each school has enough room--especially with the new renovations planned. No one wants to redistrict.
	1666414	The [REDACTED] at the entry desk [REDACTED] should be moved away from customer service. At best, they are unfriendly and road blocks to being helpful. They make you regret you walked in the door, which is so opposite the physical and new social enviornment [REDACTED] [REDACTED] is the only one doing work and greeting people.
	1666404	Space,
	1666409	I wish there was a after school help in math
	1666416	Get far better teachers at Hadley. Kids are poorly prepared for the rigors of HS classes based on the easy Hadley plans.
	1666418	more energetic principal at forest glen. More enthusiasm at Hadley
	1666426	I would like to have all of our children housed in brick and mortar classrooms.
	1666429	Nothing

	1666440	Full day kindergarten would be wonderful as it seems the kindergarten program is currently trying to squeeze in a full day of work into a half day. The teacher to student ratio and general overcrowding could be improved. The portables are pretty terrible. I am very grateful that progress is being made to address all of these things. In addition, the amount of testing and assessments seem excessive. The lunch time seems very quick and I think there could always be more time dedicated to the arts.
	1666438	A few things - first, we need to eliminate the portable classrooms. Whether that's by building a new school or simply expanding the existing facility, it's important that all students be under one roof. Second, let's make sure we address the needs of all students that have special needs. Putting two classes in one room with a partial partition is not an appropriate solution for students with special needs.
	1666443	The teachers are only concerned with teaching the kids to take tests. They are not preparing these kids for real life situations. I have had several conferences with my son's teacher and they are taking a one size fits all approach to the education. This is not servicing the kids that don't "fit in their box"
	1666450	If D41 were unconstrained by certain federal laws, then I would like to see D41 better meet the needs of our brightest students. Public education spends exorbitant funds to educate children with special needs, which I laud. Meanwhile the students at the other extreme of the spectrum are not challenged enough.
	1666454	More aggressive "counseling out" of poor teachers
	1666466	Kindergarten teachers could use improvement. Principal seems disconnected
	1666477	Schools (adequate space, lunches, new educational plan...) The inadequate amount of space and the PODS at the grade schools are so ridiculous!!! The lunch rooms are so crowded is just crazy. The lunch food itself is disgusting.

	1666479	Change the grading system. It is terrible! No other school has this grading system. I do not have a solid idea of where my child stands. It does not prepare them for high school...or real life, for that matter. It has disheartened me to the point that I lost interest in most of what you are doing. Someone who gets a 98 is treated the same as someone getting an 85. It is completely unfair for the child who gets in the high 90's. The old system was not broken...What happened to ABCDF?
	1666486	Having them focus on making changes that are tried and true and not throwing money around too loosely. Working to best utilize all funds appropriately and having District offer all day Kindergarten and perhaps not multi age grouping in grades 1-3 as there is too much of a learning curve between these ages and social considerations.
	1666492	Parking and Student drop-off. The way the aides and volunteers interact with children during recess/lunch.
	1666500	Slow down lunch, expand facilities (which is already happening), don't mix grade levels.
	1666507	I absolutely loathe the "standards-based" reporting system. We have literally stopped downloading or reading the trimester report cards, because they give us no clue as to how my child is actually doing in school. Also, the district unit assessments that I have seen(at least for math) are problematic. I think that the district needs to develop better assessments if these end-of-unit tests are going to be used for grading students' performance and assigning students to learning groups. For instance, a recent unit math test that my 3rd grader brought home had one item that was very unclear, and another item that contained a skill that had never been covered or taught in my child's math instruction. Test items should be piloted and refined prior to inclusion on the district-wide tests. I am an educational measurement/psychometrics professional who develops nationally administered, high-stakes assessments. In my opinion, the district-wide assessments and grading system leave much room for improvement.
	1666509	Really look at the money being spent on frivolous things like landscaping. I feel the District is always looking at padding the Administrative level jobs and teachers, but not the support staff.

	1666511	1/2 day kindergarden stinks! I have a child who is more than ready to be there all day and wants to do so. Being a parent who relocated from another state, and have many friends that are teachers most schools have full day kindergarden. To keep up with the reading requirements and common core, it is something that should be considered
	1666520	I know many people that have left Glen Ellyn due to poor special Ed services. I can not believe the schools do not have a top notch team of resource rooms and teachers for such matters. My sister is a special Ed teacher in Michigan and they have a resource room for every grade. She is also a specialist in Autism which this district needs severely. With the amount of money we pay in taxes we should have the best schools around, we don't.
	1666529	Not diverse enough, no efforts made to integrate students more actively. Too many Institute/SIP days. New implementation of multi-age/level and STEAM seems very shaky and unclear to all, including staff.
	1666531	Not sure if the levels are in the students best interest. Not sure that a 2nd grader can learn a 3rd grader's curriculum.
	1666535	Get rid of M/P/NM on report cards --use actual grades or percentages on the report cards.
	1666539	our district spends the tax payers money foolishly and until they act responsibly and make due with the buildings we have, they will never pass another referendum.
	1666545	Emphasize actual learning over latest gadgets. Have teachers who are intellectuals and are actually interested in intellectual things!
	1666548	Maybe a little less academic pressure, sometimes feels like scoring well is the only important thing.
	1666555	More class room space, better drop off and pick up plan.
	1666557	We're in the earliest stages. I understand a push for full-day Kindergarten but I'm not fully behind it. Instead, I'd like to see more cooperation with the park district to get more kids into a Kindergarten Enrichment (different teaching style is a nice supplement to the regular Kindergarten class) and transported from there to school. Or I'd like to see small group extended day for Kinders (5 kids a day per teacher stay for an extra hour or so).
	1666562	Make full-day kindergarden a priority

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	1666565	Get rid of portables as soon as possible.
	1666567	All the changes to the curriculum. We have seen many changes in the curriculum since we started at Ben Franklin 5 years ago. I feel my children have many gaps in their learning (spelling, grammar, science, math program that has changed 3 times now). Also, I am concerned with the multiage classroom proposed for 2nd/3rd graders next year.
	1666576	Focusing on all of students needs, social emotional as well
	1666582	I wish our curriculum were more demanding across the board, that we'd have more classes at Hadley that gave students insights as to career paths - for instance a class where kids could code, or learn Auto Cad - classes that would help them understand a future career path.
	1666596	The insane amount of tax dollars that are spent on the poor facilities doesn't make sense - not very efficient spending.
	1666600	There needs to be a much better administration of curriculum and academic plans. Things are implemented with far too little study and planning in terms of the actual construction of effective plans. The District needs to be much better at assessing the impact of their (often not clearly thought out) curricular changes. They appear to go out of their way to make a rigorous evaluation impossible.
	1666603	I would like to see some type of funding and more awareness for the hadly RC club. It offers a weekley learning session for kids about miner mecanical, working together and learning to better themselvs. It also gives an every other weekend activity for the kids to get together as friends and compete. There is a fair amount of kids in the club however as i talk with other parents as well as teachers there are alot that dont know about the club so i am sure there would be more kids if more people knew about it. the kids that are there love it!! work hard by finding people to donate for raffolds as well as out of pocket mony to come up with funding to help the kids who need trucks, and parts for there trucks as well as purchasing much needed supplys (carpet for track track lay out material pa system for race anouncments transponders(lap and time counters) as well as many other items. Thank you to for your caring and hard work!!

	1666606	Technology. It is a part of life everywhere except where it is most useful - in the schools. Consider investing in progressive pilot programs with Tablet and PC based learning.
	1666609	Temporary Classrooms
	1666613	I haven't got any real complaints
	1666616	Recognize that space is an issue, but small things need to be resolved in the short term. With kids no longer having a home base for their classes, thus must lug in shoes, snow pants and boots every day and then carry them home. Kids should have an independent locker or alternate space where this stuff can be left. Simple resolution - big help.
	1666618	School should be 12 months a year. 9AM to 5 PM. Summer break is as big of a joke as Jesus and Santa Claus.
	1666621	I love the character of the old building, but some of the rooms need desperate updating. The cafeteria also seems over crowded and the food options are not very tasty.
	1666624	1. Prepare the kids for the work load in high school, the gap is ridiculous and irresponsible 2. STOP having kids read during an academic class, they should read at home. They have a teacher to TEACH not read a book. 3. bring back the grading system ABCDF [REDACTED]. Just like High School and college. Meets, Progressing is not actionable and is a total and complete waste. What did the district expect to gain from this? How does progressing calculate to a GPA? 4. Align academics with what Glenbard West.. When [REDACTED] [REDACTED] he immediately called the Music chairperson at West and asked what do you need these kids to know before high school. Do we really think that Music is the only class that should be aligned to prepare the kids for GBW? How about, English, Math, Science?? Maybe we should measure the true success of D41 by Freshman GPA in the 1st semester it is a disaster. 5. Special Education should not be pass the lemon..Measurement of success is are they setup for success in high school? 6. Required Standardized Tests we all know are a total waste of time, but within the district you should run analytics. Test score related to absenteeism, test score to in class performance (you need a metric like a GPA for this) and absenteeism. Test score by gender and ethnicity. test score against Freshman year performance. 7. Kids on the bubble can go either way at GBW, smart kids have honors, low performing and low ability kids take regular classes,

	1666624 (cont)	<p>the kids on the bubble get nothing, they could succeed in high school or they could give up in high school because the gap feels too big and they get frustration. That is a total sin.. 8. Stop worrying about buying land and adding on to the schools, this has gone on for over 10 years with zero results. Lets put that energy into assessing the circular and set these kids up for success in High School, isn't that the goal of Jr. High? 9. Offer for fee summer school. There is summer school for poor performers (but the threshold is too low), there are all kinds of classes for the very bright kids. Again, what is available for the kids on the bubble? You could even just expand your district paid summer school and add for fee classes. 10. The standardized test scores in this area are high, kids come from families with great educations, BA's and 25% have masters degrees or higher, parents expect their kids to do well in school, they help the kids with their homework. The Glen Ellyn test scores are a reflection of the family and the amount of tutoring the kids get. Tutoring is the largest cottage business in DuPage county. Go to the library any day of the week and you will see plenty of tutoring, but there is plenty in home tutoring. I pay \$70 an hour for in home tutoring 3 days a week. our tutor has a completely full schedule from 3pm - 10pm 5 days a week and 7 am - 5 pm on Saturday's.. I think there is a gap, We need District 41 to HELP close the gap, get these kids prepared for the rigger of high school.</p> <p>Who cares if some parents don't want a lot of homework. Well guess what, the high school, college, your boss could care less. 10-30 minutes of homework in 8th grade to Freshman year, 5 hours a night... That is just so irresponsible. This is not a popularity contest, educate our kids... BTW - get an accurate assessment of the perception of D41 and satisfaction level, you need to have a metric of grades/ages of other children in the family. Parents going through D41 with their 1st kids, cannot imagine the gap between 8th grade and high school, they will likely have a few suggestions and are generally happy. The parents who have been to this goat show before are wildly unhappy. So basically without this metric this survey has little value. Last thing. The [REDACTED] are so rude, it is a bother to them if you try [REDACTED] I expect general professionalism.</p>
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	1666627	Still not fan of changes we incorporated last year. I think we strategically went to change something that was not fully broken. Would like for us to have comprehensive feedback (parents, teachers and students) on how changes at Lincoln went and be open minded about direction going forward. Need more focus on spelling and handwriting.
	1666630	More space for students, full day kindergarten
	1666634	I don't know
	1666636	Overall, been very happy.
	1666642	District needs to have much better communication with parents about constant changes at the elementary schools. I've only been with the district for 3 years and every year the district is throwing MAJOR changes at parents and students! Slow down! Take the time to do what is best to meet needs of ALL students. Figure out the facility problems first before instituting major classroom changes (multi age/teacher specialization). We feel like this is all a big experiment and my kids are the guinea pigs in it. Not happy about that. Don't know what is going on. Questions are not being answered.
	1666654	First, the mixed grade classrooms have been a disaster for us. Just terrible. My daughter is a 5th grader and being taught like she is a fourth grader, and the math curriculum seems to provide zero challenge for her and we CAN'T GET HELP FROM HER TEACHER. Second, bring back targeted learning time. We were able to get a little bit of relief from these issues last year via TLT, but with it gone this year, we have no recourse at all. It turns out we got lucky with our eldest child at Lincoln and have been very unlucky with our youngest. With a few exceptions (we liked [REDACTED] but [REDACTED] otherwise we have had serious trouble getting her the challenging work that she needs. We like [REDACTED] a lot, but the mixed level classrooms have been a disaster for our child. My daughter feels she does more babysitting of 4th graders and in my eyes she is SERIOUSLY behind where she should be and where her sister was at this point. I feel she is very unprepared for Hadley and to the extent that she is prepared it is because of the work my wife and I have done at home.
	1666675	Eliminate the "portables"
	1666662	My son needs additional help on math and english. The teachers do not seem proactive.

	1666670	I'd like the option of a full day Kindergarten. It seems that the new curriculum doesn't allow for much "fun" and/or extra activity that some kids need/thrive on. The new teaching requirements makes Kindergarten all work and no play and there needs to be a healthy balance to make sure that the kids are engaged with school.
	1666680	The grading system.
	1666684	1) Eliminate the portables. 2) Eliminate multi-age groupings. Do not implement grade 2-3 groupings next year and separate grades 4-5. 3) Consider opting out of the common-core curriculum.
	1666695	Stop chasing the latest trend, and focus on quality of execution. Teach kids about technology in the STEM curriculum, and don't buy technology (e.g. smartboards, iPads, etc.) in the guise of technology education.
	1666785	Remove the portables (in work, I know),
	1666798	Most likely the grade clustering... For social reasons that could in fact impact academic performance. Also as a parent of a special needs child the question of what will happen next year??? My last IEP was very positive & caring, but I am concerned for the year to come.
	1666802	Better facilities, or at least improved.
	1666809	would like to see the BOD newsletters to be formatted for easier and quicker reading.
	1666816	go to year-round calendar (we're not beholden to the farm calendar anymore)
	1666830	I would change Think Tanks implementation of splitting Steam and Literacy at all grade levels. I would vigorously tell the Board to not implement the plan in 2nd and third grade next year since the plan does not align with state curriculum standards for 2nd and 3rd graders. I would get a real plan presented to the community before building onto the facilities this summer.
	1666846	Bring in more writing. Bring back spelling training. Bring back those keyboards that teach typing. The current college freshman who went to F.Glen on down to juniors all know how to type fast. Get students in school tutoring when they get a P or a NM on a test. After 4th grade we parents forget or don't know the current methods- for math. Get rid of portables.
	1666858	paint lines around the schools to make drop-off and pick-up more efficient to decrease pollution
	1666861	Facilities need updating.

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	1666864	I am not satisfied with the upcoming combination of the 2nd and 3rd Grade students for the 2014-15 school year. We currently have a 1st Grader and being the parent of two older children who I believe grew the most academically during their 2nd Grade year this concerns me. With the already higher demands of the curriculum it doesn't seem logical to throw these 7 year olds in with students that have an additional year of education and expect them to excel in a 3rd Grade curriculum in 2nd Grade. I can only imagine but feel this will create for many a sense of insecurity and dislike for school. There can be a significant difference between the writing and reading skills of a 2nd and 3rd Grade student. When I review writing materials from my other children at the beginning of second grade versus the end there is a dramatic difference. I feel this is the year to develop those skills but also nurture and build value and a love for education. These children will be in the educational system for many years to come. It's disappointing to think they could potentially have a negative view of school and learning because of the structure of this new plan. I hope you reconsider keeping the 2nd and 3rd grades separated and only introducing the combination of grades 4th and 5th.
	1666950	N/A
	1667008	I really would like to see a bit more expansion into cultural/art/music studies. Not that the current curriculum is out of whack, I just think it needs to be rounded out more. We need to have kids that can see the big picture and think creatively.
	1667050	Too much change. Wouldn't mix grades and wouldn't have 2 teachers. They don't know the students as well this year. This years curriculum not as good. Need to teach the basics and then expand on them. Not age appropriate. Need more time learning. Too many missed days and testing days, half days where they don't do much.
	1667066	I think the multi-age initiative felt rushed last year.
	1667076	Email blasts from Hadley with information on activities, upcoming registrations for events would be helpful. e.g. Daily Announcements summarized weekly in email form to parents similar to Ben Franklin.

	1667080	start school earlier (8AM for all grades / levels) school day from 8AM to 3:30pm with 1/2 hour lunch is still only 7 hours of schoolwork. current 6 hour day is ridiculously insufficient. teacher training / days off - the total # is ridiculous. train / assess teachers in June or August, and expedite the school season (or provide more school days), and pay teachers for the longer duration (if necessary, offsetting with cost cuts elsewhere). the 1/2 days and excessive holidays are unnecessary less concern on students' social situations, and more concentration on course material (STEAM - math & science is a good direction) assist the community in cutting overall costs (taxes) by doing our part in the schools to reduce redundant and unnecessary expenses.
	1667100	Would like to see full day kindergarten and no portables
	1667152	I feel there isn't enough time in the classroom ... from days off of school to school assemblies to testing prep and testing, orchestra and band lessons have to come out of math and literacy (instead of gym or art or music) ... it all just seems to add up to too much time out of the classroom learning.
	1667159	I would add on to schools to eliminate portable classrooms - I know this plan is in progress.
	1667164	classrooms. reduce class size. increase homework.
	1667169	Needs of above average students are not meet. Too much focus on "gifted" and ELL and special needs and lower learners. Too frequent curriculum changes. Lose sight of basic skills and learning especially at K-5
	1667171	I am disappointed that full-day kindergarten is not an option in D41 due to lack of space and budget for additional teachers.
	1667174	I don't think the process that "electives" at Hadley are assigned is a good one and many of those classes need to be updated or eliminated. The tech classes seem great but my child has not gotten to be in one of them. I would also change the number of full days our children attend school; In the month of Feb, it seemed that we never had a full 5 day week. somehow the SIP days need to be reworked.
	1667195	I know I should be pulling more information from the schools site, but I would like to see more information pushed to me that impacts the school and the district as a whole. The emails are a good start, but I would like a bit more info in the blast.

	1667203	Communication, cooperation, online tools for parents, expectations communicated to parents, feedback of student performance, pinnacle reporting
	1667207	The school is beyond cramped. Would have loved all day kindergarten. And, there are some PR and communications issues from D41.
	1667215	support for students who struggle in math
	1667222	Central office does not take community input when making important decisions about curriculum or school structure. There is a consistent lack of preparation when planning for long term goals (curriculum and facilities). How can we move into Phase 1 of construction, when Phase 2 is so uncertain, if not impossible based on a referendum? The principal at Lincoln School does not communicate truthfully and honestly with the parents. There is a sense of intimidation from the Principal to have teachers implement District initiatives that are not well planned for.
	1667239	Making sure the buildings have adequate space and tools for each student in order for them to succeed. On a side note, I am surprised that our District does not have an indoor pool for students to utilize.
	1667241	Provide more learning opportunities for math, technology, and science. Get science textbooks or online textbooks for Hadley students
	1667245	There are too many administrators and I don't think we need vice-principals. A D41 principal is getting paid a great salary compared to surrounding districts AND they have a vice principal which many surrounding districts don't have. This money could be spent on additional teachers and classroom aides.
	1667257	no multi-age

	1667270	<p>I am very upset with the new approach to learning at Lincoln (and presumably this is at the other K-5 schools as well). The move towards levels instead of more traditional age-based grades has been chaotic based on my experience with my child. I know we have many new challenges in the district, but to use a football analogy, instead of improving our blocking and tackling, we seem to have embraced a flea flicker or Hail Mary play as the solution. I don't agree that embracing a radical new approach to learning was the right thing to do. I also think it is utterly mind-boggling that such a new approach would be studied and proposed by a Superintendent who was then leaving and handing off the implementation to someone who has no historical perspective on the district. Sorry, but this approach is just ridiculous. So the prior Superintendent is gone and she has no accountability for her plan? Unbelievable. I very much dislike the lack of grades issued to middle school students. The grade format in middle school should bear some similarity to the approach in the High School (in our case, GBW). It seems to work fine in K-5. But by 6th grade (and certainly 7th or 8th) students and parents need to understand how grades will be working for the rest of their academic careers. I would also raise a topic that everyone dances around. It seems our district, and Lincoln specifically, has the burden of educating numerous refugees, many of whom have no English speaking ability when they arrive.</p>
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	1667270 (cont)	<p>As someone who grew up in a community with a Church that sponsored a Laotian refugee family (early 1980's), I understand this situation very well. My Church sponsored the family and I volunteered (as a high school student) to help tutor the family. Everyone in the community pitched and helped with education, food and clothes, especially the people from the Church that sponsored the family. I find it incredible that World Relief, a Wheaton charity organization, seemingly dumps a huge group of refugees into the Lincoln school district and then my tax dollars and my wife's volunteer efforts are required to support their "good works." It is just not fair to other Lincoln families and students whose children have to be disproportionately affected by World Relief's activities. As it is, all Chicago collar suburbs are facing the challenges of greater diversity. Many benefits come with that and I embrace the greater diversity as an incredible experience for children. But in the case of the World Relief refugees, it is simply too big a burden foisted on one school. Honestly, Lincoln has done an incredible job handling this over the past decade. But as we know from our test scores, we have numerous issues beyond becoming the main school for World Relief refugees. This is a very big deal and it is just not fair, and if World Relief insists on continuing this and burdening the district operationally, pedagogically and financially, then maybe the town needs to take direct actions to better control the situation.</p> <p>I have heard they no longer have assigned seating at lunch at Lincoln. If this is the case I think that is problematic. Young kids need structure. They need to be told what to do. I know of at least one new child to the school who is very much struggling with lunch periods. No doubt this child is not the only one dealing with the trauma of an unnecessary choice. Hopefully this can be addressed. I seriously wonder why the policy was changed.</p>
	1667277	Too many day programs and not enough space.
	1667302	Concentrating too much on test scores and getting the lowest common denominator up to speed because of those test scores. Not enough focus on spelling, on making sure that each student is getting the level of instruction that they need.
	1667311	More space for students
	1667368	I will love if sunset pool can be upgraded.

	1667390	<p>The District is mismanaged at the BOE and administrative levels. The administration does not seem interested in listening to the ideas and concerns of its teachers or the community and makes sweeping decisions regarding change too hastily and without specific and concrete plans for implementation. The administration has also demonstrated poor communication with parents, the community, and the teachers about initiatives such as Think Tank, Facilities plans, and long range goals. Both the BOE and the administration communicate with stakeholders in generalities, which has resulted in an overall feeling that no one knows what is going on and no one is ever accountable for specific decisions or able to provide pointed guidance. Our District could also improve its services for high achieving and gifted students. Unfortunately, while neighboring districts are expanding such services, D41 eliminated AEC for 3rd graders this year at the last minute and without any reasoned explanation. The district also phased out literacy AEC over the past few years, which has resulted in a completely unchallenging curriculum for high achieving literacy students (who spend a lot of quiet time reading quietly to themselves instead of receiving instruction or guidance). Given the district's demographics, these decisions were shocking and should be reconsidered.</p>
	1667401	More sports offered to 6th graders. Offer field hockey as a Jr High school sport.
	1667406	<p>Did not agree with the vast changes implemented in academics in the past year. Changes happened too fast and with much resistance from parents. Multi-age grouping in these young ages is not a better solution to previous format academically AND socially. Teachers are stressed with this new format, have twice as many students to manage. Kids are going from class to class, instruction time is lost. Too much to ask of these small children.</p>
	1667410	I would have a more organized STEAM curriculum. Science and Mathematics appears disjointed and random this year.

	1667440	I wish there were more opportunities for parents to participate in classroom activities. The Kindergarten classroom is small, kids are stumbling over one another, the chairs and tables. Parent/teacher conference was extremely disappointing; teacher was not organized. Educating first-time parents/students is critical; teachers/staff might have been doing the same thing year-after-year but its all new to us. The District could do a better job of this, especially with structure of the early Kindergarten Open House.
	1667450	Including more parents in beta tests when implementing change to an entire district so you cover a more diverse grouping.
	1667452	I have never been a fan of the new grading system. It makes absolutely no sense, especially given the fact that the high schools and colleges don't use it and don't plan to. The old grading system wasn't broken. Why "fix" it with a lot of "standards" mumbo jumbo?
	1667454	No more portables. Expand schools and specifically forest glen parking spaces. Also improve upon child pick up process at the time of regular school dismissal. As majority of times child has to stand outside for longer than 20 min, before parent can get to them, even though parent is already there beforehand.
	1667503	None
	1667512	A strong preparation to top-tier colleges, increase exposure reading, math, science and technology, strong self-discipline, include more activities that would create more interest in core subjects including STEM courses. Healthy food in the cafeteria and hot lunches. Increase student behavior standards, modernize buildings
	1667514	The district has outgrown their facilities.
	1667518	I would like to see Hadley become more academically rigorous - high level math is good and in general science is as well. Literacy is highly teacher dependent. A stronger focus on academics may also have the benefit of addressing some of the social issues as well. As the students move towards 8th grade they need to understand that a "meets" of 85 is dramatically different than a "meets" of 95.
	1667525	Make communication with parents more consistent

	1667527	I know the district is trying to change to keep up with modern education standards, but it seems like so much changes every year. I would like to see the district come up with a direction and stay with it. The school year feels so frenetic to me, so many emails, so many requests. Also, I hear the district has plenty of money, so why so many fundraisers? It's overwhelming. Could the district (or each school) choose one major fundraiser per year? I feel like I'm always being asked for a donation or to raise money or bring something to school. Please simplify!
	1667531	I don't like that the gifted program is being phased out. And, I'm still lamenting the decision to phase out the WatchDOGS program -- I feel that was a great program and the district has done nothing to provide a suitable alternative.
	1667537	Full day kindergarten
	1667545	Allocation of funds,
	1667547	I can tell the district feels the pressure to measure up/have good test scores/perform. And I can see the stress of that filtering down to my children. Because the teachers feel pressure to get the students to a certain level (which at times, I feel are unrealistic given the age/stage of development, of kindergarten in particular), both of my kids are in danger of not liking to learn, and read specifically. In an effort to create a life long reader-- instead, the pressure my kids feel to read well results in them crying and refusing to even try to read at night here at home. At times, I wish the teachers had more freedom to follow their instincts and not always have to look over their shoulder and worry about metrics/common core/paperwork, standards, etc. Let them have the freedom to do what is best for each student and each classroom culture.
	1667574	Full day kindergarten. Kindergarten has been a waste of time the last two years. Too many kids that are brand new to school or do not speak English and not enough help for the teachers. Children regress from preschool to kindergarten.

	1667591	Changing from multi- age especially anything under 4/5. I think that kids are fine being in a grade level rather than grouping together the way that is currently being done. I have been to meetings and am informed as to why the district thinks its set up is the right one but I still disagree with this. Not loving having more than one teacher either but have a bigger deal with multi age and also being told that the literature classes do not need to be taught in a cretain order. I know they don't need to be but there is a advantage to the sequence that has been done in the past. Also, kids carring their belongings around does work but they are heavy and they are crowded and busy. Wish kids could have all belongings in each class so that this would not be necessary. No portables would be another very strong thought. Focus on eliminating entirely rather than in phases as planned. Would make most sense. I would also still look at if the common core is something we still think is the right thing as I see and read up on many people who are opting out of this.
	1667584	I can only comment on my childs school. I think there should not be testing in kindergarten. It is unacceptable that the first question my child needs help with in k-garden is what is a test. Does answering multiple choice questions at the age of 5 really help create critical thinkers? I also think that there needs to be an element of play for kindergarteners. Through creative play young minds develop ideas and understanding of their world, try out ideas they have witnessed elsewhere etc. This district seems entirely focused on literacy and math, and while I support strong programs in these areas, I believe that schools need to support the development of the whole child.
	1667593	looking at portables, current set up looking at teacher specialization keeping same teachers if doing teacher specialization for 2 years not mixing age groups
	1667612	The old portables need to be replaced ASAP. There are some that are ok but the older set at Churchill is deplorable. I was hopeful that the building project would have addressed this issue by the 2014-15 school year. I was disappointed that Churchill was not one of the first schools to undergo the additions. I would also do away with SIP days, have a couple full days off school rather than the 1/2 days.

	1667619	Communication is a problem. Not sure if the administrators are serving their own goals or the goals of the community at times.
	1667658	<p>The Poor academic standings for years needs to be our main priority. It was the main reason many families have moved into the district and are now deeply dissatisfied. At least 6 years ago the district replaced the traditonal spelling with a new program that has failed our children and has resulted in terrible spellers and poorer readerr and may be the reason for the academic decline. Year after year teachers have told me they have issues with this spelling program. I was recently told they don't need to know how to spell, only get it close enough so that the spell checker can pick it up. That is unacceptable! Spelling is the foundation of reading. Not teaching our children handwriting is also a mistake. These children can not read the Declaration of Independance or grow up to write a check! We need to fix what has been terribly broken instead of treating Churchill as an Spanish Immursion school. We are catering to the spanish population and hindering the English speaking. What else is being removed from the curriculum to support the Churchill Immursion school? I am all for teaching children a second language in early school years. We are a bilingual family. Many parents feel the blending of grades also has discouraged our children. Many children say if you are in a class with the lower grade you are in the "dummy class". Our children need to be pushed to reach their fullest potential but this is yet another way of holding them back. What are they thinking?</p> <p>This ruins confidence and has created bullying. This year the bullying has been record breaking. It has been in many forms some sexual in nature. Mr Kluspitz has barely slapped hands in these cases. My child was recently chastised by Mr Kluspitz for stepping out of the line to ovoid the VOMIT that was on the floor and was told "next time step over it". WOW! How about cleaning up the vomit before any child gets near it. Many poor choices are being made at Churchill.</p>

	1667707	Improve the facilities. Increase academic rigor. Reduce all the restrictions on snacks, holidays, etc. Reduce the number of SIP days. It seems like there is rarely a full academic week. Provide greater feedback on report cards- Give hard copies to children. Increase likelihood of child/parent conversations about performance. Find a newer, less biased resource (e.g. Time for Kids).
	1667717	We need to get rid of the portables and provide our students with 21st century learning space.
	1667726	None
	1667739	Offer second language to all grade levels and a more user friendly grading system.
	1667757	Issues above reflect concerns at the elementary school about lack of space in schools (no lockers, hallway hooks for coats, backpacks, books, PE shoes is completely inadequate. While kids are changing for recess/lunch, there is NO room for a classroom of kids to also be walking down the hall). I am at school a lot and see this regularly. Because of the great variation of needs within the classroom, there's no way that teachers are meeting the needs of all students - from new students with limited to no language skills, to ELL kids with delayed skills or kids with other enrichment needs on either end of the spectrum. I think the district should spend less money on 21st century furniture and more money on classroom aides - I think teachers are spread very thin and I think certain classrooms could use more help within the classroom.
	1667752	The ever-changing curriculum. Spend the money on upgrading buildings, not confusing everyone with a curriculum that doesn't need to be changed. More compassionate and understanding Higher-ups)Principles, District, etc)
	1667762	Get rid of the portables. Full day kindergarten.
	1667765	I would like to see more resources for AEC students

	1667767	<p>Rotate teachers (who are burnt out and overwhelmed), stop dumping more requirements on teachers. Common core stinks, grading system stinks! Our kids don't know or even understand the very basics of reading/writing in Kindergarten and 1st grade. Too much time is focused on our ELL kids, last I checked, ALL kids were to be taught equally. Without a focus on PHONICS, these kids have no bases to read/write. Sight words can get one only so far- I grew up in the 80's, and I'll tell you, our kids are missing out. Technology and WAY TOO MUCH testing (ISAT & MAP) are taking over the teachers and students lives- enough already! Let the teachers teach and have FUN doing it so the KIDS can ENJOY going to school and learn from teachers who aren't BURNT out!</p>
	1667771	<p>I would rather my child not have a multiage classroom. I think the pool of learner a in each grade is big enough to group kids. I don't want my child leveled at a young age because I think kids change a lot academically through at least 4 th grade. I am fine with it for middle school. I would like teachers to continue to look at progress in the classroom and not base so much on standardized tests.</p>
	1667788	<p>nothing so far</p>
	1667791	<p>A unconnected board that does not listen to the teachers on how best to educate our children.</p>
	1667799	<p>Start with the teachers, unions, contracts and pensions. There are MANY teachers out there willing to teach for less, non unionized, and teach better because they actually WANT to teach. Next go to the curriculum. Our district is the fox guarding the hen house mentality. Why is it that people who are protecting THEIR OWN INTERESTS AND NOT THAT OF THE STUDENT are the ones making important decisions...If you can't answer this question with EACH NEW INITIATIVE: how is this good for THE STUDENT? then it should be relooked at.</p>

	1668127	Changes are being implemented too quickly without enough time for input. Moreover, too many changes are being implemented at once (specialized instruction, multiage, Spanish instruction). It seems at times that district officials are too concerned with saying they are doing all these great and innovative things (resume building), rather than really studying which innovative measures will truly benefit students in the long run. Where are the studies that show that the disadvantages of multi-age instruction are outweighed by the positives in the long run? I am not against change, if it is backed up by a studied and thoughtful approach to doing the right thing. I don't want my kids to be guinea pigs. The current environment feels like fad-chasing.
	1668159	Get rid of the portables, my child has been in them for half the time she has been at Lincoln. It does not promote a positive learning experience. I am all for being cutting edge and adapting to change, but do not roll it out too quickly or at the disadvantage of the teachers/students. The teachers have been taking way too many school days off to plan for a new way of learning that they didn't have time to prep for - there have been more substitutes than ever. Listen to the teachers and their needs, they know first hand how the changes will effect their students in the classroom.

	1668172	<p>The Math curriculum needs an overhaul. It is very teacher directed and product based vs process based. There needs to be a more constructivist approach to teaching math: math investigations, contextual problems that have more than one entry point in determining a solution, more math discourse and opportunities for students to work together within the classroom, as well as using science investigations as an avenue for the application of mathematical thinking. There needs to be less worksheets and computer time as the differentiation strategies for students who are meeting or exceeding the standards. The math program is lacking the rigor as defined by the common core. As of now, my percetion of the Math program is that memorization and use of algorithms is more valued than automization and conceptual uderstanding of the standards. I also am appalled that students have such a short period of time for lunch and are required to eat in their outdoor clothing. My child often comes home with half of her lunch because there wasn't time to eat. I do not want their recess time shortened but there has to be something that can be done so our children do not feel lunch is a time to scarf down food and run out the door because they are sweating while eating. There needs to be a clear message in the form of a policy from the district against the new found idea of redshirting children.</p> <p>Children should be put into the appropriate grade level based on their age when they enter the school regardless of whether or not they attended Kindergarten. From talking with parents, I do understand the pressure and fear they feel that their child may not achieve the high standards. On the other hand, if our district states that it differentiates to meet the needs of all students, this redshirting is not necessary. Thinking in my own situation, I have a daughter who is a late summer birthday and could have other students in her classroom who are well over a year older than her because of this redshirting. It is not fair for students that have parents who follow the "rules" and enroll during the appropriate time to have to be exposed to children who's parents purposely hold them back for a perceived advantage. Socially and developmentally, redshirting will cause issues for students in this district especially when it comes tiem for junior high and high school. I would love to see the lower grades (K-1) go to the project/problem based model for instruction.</p>
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	1668191	I feel the district's grading system is horrible! It completely does not reward students who actually are good students and work to achieve high goals. I also feel that too much emphasis is put on ONLY teaching for tests (MAP testing)! There is no cohesiveness with the high school preparing students for high school and life!
	1668216	The design of existing facilities reflect a lack of foresight and planning for the future. Land is valuable and limited; plan to build UP, not just OUT. Why is full-day Kindergarten not a priority for ALL students, especially in a district with the resources we enjoy?
	1668222	I have found the changes made to the elementary skills to be too drastic and thus frustrating. The separation of STEAM and literacy has been beneficial, but I feel the mixed grade Levels will make our children swim in an overall class size of 300, as the grades move in and out of levels each year. That is too many students to be in a given level. Elementary schools should be feel small and safe for kids not huge and overwhelming. Further, the curriculum seems to be being developed unit by unit. Teachers are burdened with creating the curriculum and spend a large amount of time away from the classroom. The school seems to have lost sight of individual students and is focused on the 21st Century curriculum machine. Let's slow down and make choices that work for the students in our district. I would rather my son was well prepared for Hadley learning math in a more traditional format than have his teacher away from class and spending all of her time creating and "testing" a math menu on my son's class.
	1668240	More Autism Awareness in the District/State
	1668302	The students need to be prepared for high school , whether they attend a public or private high school. I do not feel the students are prepared for high school.

	1668304	First: Move away from the Core Curriculum and ISAT testing. The incessant focus on having kids complete assignments, pretests, core curriculum tests, and ISAT tests within short time periods is just plain wrong. There is no data to show that students completing tests within a defined time period learn more or better than those who are not time-restricted. Yet your whole 3rd grade curriculum is focused on it, and likely beyond as well. ??? Hadley Middle School is a well known disaster and we do not plan to send our kid there under any circumstances. Drugs and stabbings - really? For Elementary school: You must change your funding model. It is quite apparent that the teachers focus is on preparing the kids to perform on testing that ensures maximum funding. They care more about the funding than the kids, and it shows up as a disconnect between teacher and student. The students can only understand what the teacher wants them to do about 50% of the time. I could go on and on, but in general you have many issues. We are seriously considering removing our child from GE Public Schools until High School.
	1668322	I do not want the district to consider building a new elementary building after foolishly closing 4 schools in the early 80s and poorly planning additions in the 90s.
	1668326	The school facilities are limited- not enough indoor space for the students- i.e. gym and lunchroom in the same place. Also, area parking is extremely limited making it difficult for school pick up and drop off.
	1668339	the school calendar needs to get out much sooner- Most schools have the next years calendar out for the next year right after school starts it would be helpful to plan!!!!

	<p>1668343 Kids need to be in the classroom more with their teachers. It's amazing how many days off they have plus half days/SIP days. SIP days are not mandatory and other districts who are scoring better do not have as many as we do. When kids are finally in school, they have subs because teachers have meetings. Why can't we have meetings before and after school (still within an 8 hr work day). 8-5 is a 8hr day (with a lunch). There is plenty of time. How can our children do better with subs? Even the teachers want to be in the classroom more. Can we move our SIP days and Institute days to over the summer, winter and spring break? Everything in education is progressing except for the union and the contract. It is time this is fixed! I can go on and on but nothing will change or improve without all areas of improvement. To focus on everything but the work day & contract is unacceptable. It is time the union changes its contracts and starts to meet the demands of students and the 22nd century. No one works just an 8 hr day anymore. No one has the summer, winter and spring break off without having to burn vacation days. Not to mention every other Bank holiday. If we continue down this path scores will never get better. Students have to be in the classroom with their teachers who went to college for education and are the experts. Only then can the students realize the benefits of all the technology advances education has made. They need to bring back spelling tests.</p>
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	1668343 (cont)	The schools need to be empowered to be stricter with the students. Reward our excellent teachers and think outside of the box in regards to teachers who are under performing. Stop hiding behind tenor. If a teacher is continually under performing you are not helping your school or students by throwing your hands in the air and hoping for retirement. You are missing an opportunity to bring in a new teacher with fresh ideas. Can we have these under performing teachers take more of a specialist role and get them out of being responsible for a classroom. In addition, the mixed classroom (ex: 4th/5th combo) is ridiculous. I do like the teachers being able to focus on one subject: Math vs Literacy. It allows deeper focus but we can accomplish this without combo ages. Did anyone think about the August student whose parent didn't hold her or him back? He or she is in the classroom with students who can be almost 2 years older than them. For example, a 4th grader with an Aug 2004 birthday with a 5th grader having a Sept/oct 2002 birthday. How does that make sense? The maturity level is and should be different. Lastly, attitude reflects leadership. Our grammar schools need improvement in the leadership role. We need someone who is not worried about climbing the ladder or rocking the boat with regards to tenor and union contracts.
	1668352	I just wonder why, with our tax base, we cannot get rid of portable classrooms? Macroeconomics are beyond me, but budgeting our \$ responsibly should support the facilities our kids need to learn.
	1668389	Space!! Kids need space to learn and teachers need space to work and help kids grow and learn. communication needs some work, I have reached out to teachers and someone in district office and never heard back, not a good first impression sign for new families or those who truly stand up for the district.
	1668442	Making sure there is heat in the portables during the winter season.
	1668465	Secretary's attitude
	1668480	The portable issue continues to be a concern. I don't believe the community will support a referendum to expand facilities until it is certain that all other costs have been controlled effectively.

	1668482	Admittedly I don't have a lot of contact and could be missing a lot that is already being done but not sure the ELL students will be able to compete. I agree all are trying to help but many times I can't reach out because no email, no parental involvement in activities. I think more should be done to change that. Not from standpoint of complaining on behalf of non-ELL students but because, for example, all use email - can't compete without it. Parental involvement has been shown in almost every study to be a major factor in development. Not sure how to get it done, just know that results would be better if it were.
	1668494	I would start school at 8:00am instead of 9. I find the online report cards extremely unwieldy and would love to return to one sent home to all students. I would make spanish instruction available next year to all students, NOT rolling it out year by year, but bringing students on all at once, to be fair to all. I would change the dynamics between more and less wealthy families. I would make all-day kindergarten and universal pre-K. I would change the tone of discussions between upset parents and the district about specialization and STEAM, calming the irate-ness of the parents. I would invest more centrally in the science fair in a district wide way, bringing in real scientists as judges and making it a competition with associated presentations and also special events/demonstrations by working scientists. I would stop starting most of the social studies curriculum with the self (with associated poster presentations making children the focus of the universe) and focus more and more on what is outside of the self. I would change the school lunch menus.
	1668505	Get AC so buildings could be used for Summer programs. Get an IB program for the school district.
	1668518	1. The facilities -- portables are unacceptable places for our children to be in, especially in a community as affluent as Glen Ellyn. 2. Grading - the whole A/M/P/NM grading scale is not relevant or useful...When kids get to high school and college, they will be completely unaccustomed to normal A/B/C/D/F grading. Right now, they only strive to get an "M" which spans a larger percentage ...it makes it too easy. Our kids need to be more challenged.

	1668520	Hadley's new principal seems over the top. Too intense with emails and security. I know this may be the way of the future but I think the philosophy needs balance. Many kids do not perceive him well.
	1668527	More room! I understand there are steps in place to remedy this issue, it cannot come fast enough!
	1668536	I do think that our district has to keep a focus on what is in the best interests of our students and to use techniques that work. This whole bit about 21st century learners is fine, but when you decide that you need way more classroom space to accomplish that, I question the validity of that. That is not how business runs today. They do more with less. We have lived in Glen Ellyn for 30 years. and we have added on to these schools at least twice already. What is going to change about the new investments that you want to make in facilities? How long will these last before you want to add on again. It is frustrating.
	1668538	Teachers sometimes worksheet kids to death and don't engage them enough in the world outside the classroom. The band program is good because it is inclusive, but it also needs to be rigorous, so young musicians are challenged.
	1668541	I would start doing parent and child surveys on the teachers. I would start paying attention to comments that you will receive on some of the same teachers year after year. I believe there are teachers in the district that should not be teaching. Get on the same calendar schedule as the high school as best as possible.
	1668556	I unfortunately don't have much input. I have liked and agreed with district decisions thus far. However, I am tired of listening to the disrespectful and ignorant perception and gossip about Churchill. I'm not sure how a district handles this, but in a diverse world that is made up of more than upper middle-class Caucasians, I feel my children have an educational, cultural and personal advantage over others. The teachers, staff and community are excellent and it's ridiculous that people without first-hand experience or knowledge continue to make negative comments.

	1668567	1. The office staff at Forest Glen is the most unfriendly group I have ever seen. 2. I dislike having 2 teachers in the day for my 2nd grader. It is not making him a more confident learner. 3. The lack of high school preparation at Hadley is troubling. I have had 2 students graduate from Hadley and it was a shock sending them to high school. They were not prepared for the homework, rigor, and grading scale. There needs to be a better job done preparing students for high school demands. 3. The idea of having 2-3 graders together next year makes me very upset. I have an older 2nd grader now and putting him in classes with younger 2nd graders will not be good for his self-esteem or his readiness for the challenges in the future. He needs to be around children his own age and grade level.
	1668573	Too quick to change, not enough time given to programs to determine their effectiveness. Place more focus on outlining, paper writing, note taking. Make students more accountable to better prepare them for the rigors of GBW.
	1668575	I'm in favor of the changes being made to fix our portables situation.
	1668581	The only thing the school cares about is test scores. If a child can not read and write the school just passes him along instead taking the time to teach him. The kids stay in a mainstream class where they fail and add a support class where the kids are unsupervised and do nothing. However, when it comes time for tests, they bring the child in a separate room, read the test to them, and record the answers for them. I believe this is for the benefit of the school, not the child. Also, our bussing is unsafe. There are unsafe walking conditions to the bus stop where the kids have to cross a highway bridge without a sidewalk and the school will not change the stop to pick the kids up where the grade school and high school already do. The bus is also too crowded and there is no place to sit as we are the last stop.
	1668587	Facilities does not reflect the amount family members are paying in property taxes - very disappointed!!!
	1668591	It appears to my wife and I that the District likes to make us believe that our opinions count... In our opinion the decisions have already been made by the District... We don't like that the prior Board President, who pushed the new curriculum, is now a consultant. Politics in Illinois to a T

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	1668593	Too long to list! Hadley has also been horrible but the grade schools used to warm & nurturing. Now all of the ugly has been passed down to the grade schools too. Very sad, they used to be so welcoming and friendly but now I dread going to our school and actually try to avoid if possible. Not sure if negative culture is coming from Lincoln principal or if all grade schools feel this way now. Everything seems very political and what the district admin wants. Who cares what the parents want.
	1668597	Continue the district to parent communication. Increase the class space to reduce the reliance on portables.
	1668598	Facilities need improving. Issues with special ed relative to class room usage at Ben Franklin really concern me.
	1668602	add full day K remove portables more space needed
	1668607	1) get all students in "brick and mortar" classrooms; our dependence on the mobiles becomes increasingly aggravating and problematic as the conditions of the mobiles decline and our need for additional classroom space remains--frankly it's ridiculous given the size of our district and the amount of money we can allocate per student that this problem has not been fixed in the last decade. 2) Full day or at least 4-5hr kindergarten. With the level of learning expected with the new common core and various needs of Pre-K students, figuring out how to offer full day kindergarten should be more of a priority. The current plan to expand each school discounts the need for kindergarten rooms--I'd rather see an expansion for full day kindergarten rather than flex-classrooms for STEAM/Literacy blocks. We can do better in offering our youngest students the time and environment to introduce them to school--cutting recess, music, and art should not be a part of the conversation in how to increase the kindergarten instruction minutes. 3) Less institute days during the school year. The amount of 4-5day weekends is disruptive. Between regular holidays and institute days, the scant number of full weeks of instruction is appalling. Either extend the school year, start the day earlier for students, or offer more institute days before or after the first/last day of school.

	1668609	Advocate for our students better learning. I've worked in our school district and am appalled to witness that, at the end of the day, this is just a business. I've seen first hand that (in the hands of the administration) the needs of the students are secondary to saving a buck. Save the dollars in areas that do not affect their learning. Especially the learning of our most vulnerable students. Does the district or the board ever really listen to the parents and the teachers? It's appears not to be the case to the vast majority. Those who have spoken up (including myself) have been quickly snuffed out. Several years ago we had a board member who actually tried to make a difference. Many of us applauded his efforts. It was unfortunate that the rest of the board had their own private agenda that didn't include the students education as their number one priority. It's tiring hearing the word "transparent" when our board and administration is anything but transparent.
	1668611	Report cards are useless! Work Ethic grades are a joke. Grading system is terrible! You are not giving me the information that I need to make sure my daughter understands the material that is covered WEEK IN and WEEK OUT. THIS MUST BE CHANGED! Standardized Testing DOES NOT GIVE ME THE INFORMATION I NEED TO HELP MY CHILD LEARN!!!!
	1668616	less days off during the year.

	1668624	I like the teacher specialization at elementary level for literacy and STEAM. I DO NOT LIKE the combining of grades. My child is in 4th grade and is a top student but has not had a good year in literacy given the age grouping. He has always been very outgoing but did not "fit in" in his combined age class for literacy and experienced bullying/exclusion by some 5th grade boys and became quiet in class. In STEAM, he loves class and continues to excel. I also despise the "gifted" or "accelerated" programs at elementary and Hadley. My 7th grader blossomed in 4th grade but because she did not have top scores all along, she is only in accelerated - where she continues to be top of her class in 6th and 7th for math and is not challenged. My son has always done well in math and is equally capable of "accelerated" as the 15+ other kids at BF who are in it - hmmm, though it was only 5% of District? I know parents complain and get their kids in. I am not a complainer and have not done so for either child. I look forward to GlenBard West where this district will finally recognize their ability to learn and need to be challenged - I know they will both be in honors and AP and excel. Too bad you can't figure this out at the elementary and Jr High levels - plenty of other districts do. Very disappointing.
	1668628	focus on Common Core and multi-level classrooms
	1668629	We need full day kindergarten before looking to add anything else as our kindergarteners are at a huge disadvantage when they go into 1st grade.

	1668643	1. The REPORT CARD - particularly for the Jr. High. It is acceptable to have the current report card for the elementary students, but it is UNACCEPTABLE to have that same reporting system for the Jr High students. It does not motivate the students and really gives little information back to the parents. The range for an "M" is so vast and for the child who is achieving 97% on many things is not being recognized. PLEASE look into changing this - I would prefer letter grades at this age. 2. The INCONSISTENCY (and lack there of) of homework between teachers. There is no reason a 5th grader is coming home every day with no homework. This will NOT prepare them for the Jr. High nor make them responsible for their learning. 3. Band at the Jr High. If this is a graded course, there needs to be a way to allow for band to meet during the day and not before/after school. If we can offer classes such as "apple apps" and "family and consumer sciences", then surely we can offer band during the day. This is an infringement on families and time out of school - it would be completely appropriate if it were an enrichment activity such as musical/athletics.
	1668638	Very unhappy with the change this year. I felt like we were told how wonderful it was going to be, teachers having more one on one time with students, not as many reading levels in the class room. None of that is true, we went from a class size of 22 to 29 students. Same number of reading groups teachers have to deal with. I feel that the administration was in such a hurry to implement this program and didn't listen to a majority of the parents concerns. I would change the way the administration works with parents, it's a partnership and they seem to forget that.
	1668652	A unified school district or curriculum aligned with district 87 is 30 years overdue. Children are not ACADEMICALLY ready for high school. Hadley concentrates on behaviors vs. learning. Overall the entire district is more concerned with how children behave/are perceived vs. education. Everyone learns differently and has different personalities, instead of trying to fit everyone in a box, those strengths should be utilized. Children that are smart but lazy are not motivated to do better and end up graduating with no future.
	1668655	fiscally responsible, stronger academic curriculum and getting rid of portables
	1668666	I would get rid of the portables.

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	1668668	Lack of writing at Hadley. Get rid of the portables. Stop maximizing the levy - only take what you need.
	1668679	I don't think that gifted/accelerated teachers should have students for 3 years straight. It is important for students to learn from multiple teachers through multiple approaches. When teachers have students for many years in a row I think opportunities to grow are more limited.
	1668686	1. Stop changing the curriculum every year - how do we ever know if anything really works? 2. There needs to be a focus on kids who are high achievers, but don't qualify for accelerated learning. They get lost in the shuffle and are not pushed hard enough. 3. The elementary schools are not preparing kids for 6th grade - the amount and challenge of work load is overwhelming coming out of an almost no homework environment. 4. More focus on writing - skills are poor going in to jr. high.
	1668695	Class size has been proven to be irrelevant for learning whithen a specific range 20-30. We do not need to add teachers to make class size smaller
	1668700	Make the salaries and pensions reflect market pensions and wages. We are giving the District plenty of money to build schools and educate our children. Over the years less and less money goes to the students and buildings and more and more goes to wages and pensions.
	1668703	The NM, M, is very frustrating for kids who are looking to achieve. Exceeds is only for the top 1-2%. Some kids do care and are trying very hard and doing well and for them, there is no distinction. I don't see how this prepares them well for high school, college or life in general. It also takes away an assessment tool for parents. I barely look at report cards. They tell me very little.
	1668705	The facilities are not big enough for our children. My kids are in portables and will continue. I realize that this is being looked at - I feel it should have been addresses sooner. I think boundries need to reassessed as well.
	1668716	The facilities are lacking. The schools are overcrowded. Portables are a fine short-term solution but when they start falling apart, it is time to do something more permanent. Let's build those classrooms and GET STARTED! We have been kicking the can down the road for too many years.

	1668722	Our grade school is geared entirely toward the middle learners. I have a gifted 4th grade student who is concerned about the fact that she is mixed with 4th and 5th graders and already thinks the curriculum is too easy. She is in a gifted math program but now that the gifted reading program has been pulled and the kids are not in any way truly separated as I thought they would be with the multi level class, what is she going to do next year? The exact same things that were too easy this year? Also, this multi level class did not seem to make room for more science as was promised. We are concerned enough that we are looking at other schools to complete her 5th grade. We would reenter D41 in 6th grade. Our grade school is 3 blocks away and all her friends are there. This should tell you something about what it would take to have a parent consider the option of another school. Although I am happy with the lower grades and Hadley, I do not like the way the bar is being lowered not raised at Ben Franklin. We are also not happy with the culture there for the older kids. Lots of bending to the poorly behaved kids. They all completely ignore the PBIS and see it as a joke and opportunity to do as they please with no repercussions but rewards if they act as they should occasionally. I see it as a complete failure.
	1668726	Not sure we need all the technology. Does it all align with curriculum?
	1668730	n/a
	1668753	Get the kids out of the portables, for goodness sake !!!!!
	1668756	need MORE space & time for lunch at Lincoln

	1668759	At Lincoln- get rid of the portables and make space in the school. We should not have to pay for our kids to learn Spanish or french -if there is money to teach non English speaking kids another language, our tax dollars should offer the same opportunity to everyone. Parents of kids who get "free" programs should be required to volunteer and give back to our community. And the pick up/drop of situation is a mess (a fire hazard at the least) Tickets should be given to parents on the phone in the school zone. One of two solutions: Bus kid get let out earlier/later to free up traffic. Or split the pick up by alphabet -Kids last name A-L get picked up on the West side of school. Kids w/ last name M-Z get picked up at the corner of greenfield and the road west of the school. No traffic in front of school to allow walking kids to cross etc. Or organize walking groups. No one lives that far where they need to be driven every day- but for safety reasons we drive our kids because we don't have a group to walk them. Hadley- this is my first year and I am very impressed. no issues here.
	1668763	There are some truly excellent teachers in the district. However, there are also some incompetent teachers. Just because a teacher has tenure does not mean they cannot be held accountable for best practices. There will also be teachers that my children connect better with than other and I understand that. However, there needs to be stronger consequences for poor teachers.
	1668770	The current grading system at Hadley J.H. and the fact that student's homework is not counted in their grades. Because the grading system is not the same as the High School, Hadley students are not prepared for how high schools grade. This is something that should be taught in junior high. I also believe that the Hadley grading system creates a lazy environment for the student that is a good test taker. Because homework is not included in the grading system, if a student is a good test taker they can easily not do daily homework assignments and still get what they consider "good" grades. High School includes homework in the student's grades, and Hadley does a poor job of teaching the daily discipline of doing homework that is needed in High School.
	1668775	No
	1668780	Especially the board of education who are making the decisions about the curriculum.

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	1668791	<p>Academically, I think we are heading in the right direction toward meeting the needs of a 21st century learner. I do, however, feel some academic stability, versus constantly changing curriculum, is imperative. Our teachers and students are constantly having to "jump on the latest and greatest". There is something to be said for laying a strong academic foundation with traditional components. Also, I can assure you nobody likes the report cards, including us. Let's keep it cohesive through high school...give kids the opportunity to understand percentages. When my sixth grader comes home, visably upset because he got a "p" with a score of 7.5/10...or on the other hand getting one wrong on a test/quiz and it being an "m"??? So in order to get an "a", one needs to get 100%...what is that telling the kids? The kids and parents would rather have grades. There is something to be said for giving students that goal, as well as keeping it consistent with high school...where grade point and grades mean SO much!</p>
	1668798	All day kindergarten.

	1669387	<p>I do not agree with the grading system at Hadley. I think it leaves our kids in bad spot when they enter West. First semester freshman year grades matter and students do not have time to adjust to the new grading system. The current grading allows students to be put in minimum work and get a satisfactory mark. Receiving Advanced is very difficult and a student can put forth great effort and not earn a 98-100% and then the grade becomes a Meets. This becomes discouraging and students stop striving to do their best when simply meeting the standards is enough and certainly more attainable. At a minimum we should have a transitional grading system for eighth graders. At Ben Franklin, I am unhappy with the mixing of grades. I feel our overall grade size, close to 100 students, should offer enough variety to arrange classes. My second grader would be in a pool of 300 kids over the next 3 years if the grades are mixed. Elementary schools should have a small not large feel to them. I think the district has lost sight of the importance of social and emotional development during this time. Once entering the mixed grade levels, the feel is more like Hadley Junior High. I understand there is some talk of "looping" children with there literacy teacher to help with the size issue. That seems to go to the other extreme and lock children into a group of 12 or 15. If you it is a good group with a good teacher that would work but if not it creates a bad situation.</p> <p>Parents will loop with the preferred teachers and I think that does not send the best message. Also, having a fifth grader that did loop, it leaves an opening for social issues within the group even with a great teacher. I do think the school attempts to help all students, but this is a challenge; especially given the drastic change in curriculum. At Ben Franklin, the year seems to be moving unit by unit with little thought to the big picture. Kids who need to be stretched or need support who are in the main class are not getting those opportunities. The school seems to be working at the top level of creating curriculum with out time and energy left to focus on individual students and support kids struggling with this curriculum or the changes that have been made within the school day.</p>
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	1668819	Having kids in portables really bothers me. I see kids walking between the portables and schools without jackets in article weather. Also, it would appear anyone could walk up to the portables at Forest Glen. We previously attended Churchill, and they at least had them fenced off. I also am curious as to why a majority of surrounding school districts have moved to full day kindergarten and we have tabled that discussion here. It sounds as if the new common core standards necessitate a full day of study.
	1668839	I would put more emphasis on hands-on learning, especially in Science. I don't feel that my child who is in 8th grade is adequately prepared for the high school homework load because very little homework is given in classes outside of math class.
	1668846	Music programs have inadequate facilities and monies for a hugely popular, worthwhile and growing population of music students. I don't think D41 is supportive enough of the music programs. Facilities are terrible for music.
	1668848	Build new facilities
	1668859	N/A
	1668861	bureaucratic, rigid thinking teachers that cannot spell or use grammar correctly (not typos) teachers that kill a child's natural love for reading since the teacher does not know the point of the "40 Book Challenge" STEAM teachers that cannot do grade school math weird ways of teaching children - I have seen my children know the right way to solve a problem but not understand the dumbed-down silly activity that goes with it My kids would be getting a better education if home-schooled
	1668868	Full day Kindergarten and larger facilities to accomodate
	1668872	I hate the report card system!!! It takes so much time for the teachers to evaluate each student and enter all the data. I never open the online report card as it is silly - just tell me what my child does well and what they need to work on.
	1668878	*the district can be more organized (calendar, curriculum, communication)

	1668885	The communication between the district and the parents is a complete failure. As parents, we were not educated in a time of "common core" or multiage instruction. So when we look at our child's scores on skyward, it is very difficult to discern what we are seeing. The multiage instruction was implemented very much under the radar, as I'm sure was intended, and we have no idea of how it has been going. As the parent of a current 1st grader, I'm upset that my child is essentially a guinea pig; a situation for which we are paying top dollar in taxes. If this district insists on rolling out changes fundamental to our child's learning process, then we should be kept very much in the loop as to how it's working. Perhaps a blog or online q&a sessions w/ BOE members and principals.
	1668887	I think we need year round learning, be it through an extended school year or by summer learning opportunities.
	1668909	Add more STEM classes, activities, clubs and/or field trips. Destroy all the portables. Build additions to all schools, 1 school and 1 year at a time, if that's what it takes. The School board president.

	1668912	<p>First and foremost there would be more full student attendance days. Our district has the least full attendance days in all of Dupage county and I would guess most of the state. This has been a huge issue with me for all three of my children. Especially since Hadley has no academic teaching on those days at all and my other child says there is not much teaching done at the elementary level either. I realize that if a student is in attendance for a certain time each day it is considered a full day under state law. We need to put the children's learning first and no matter how many teacher improvement days/sip days we have, having the kids in class learning is the best!! Second, the fairly recent policy on grading (only test scores) has created a problem with the transition into high school. My older child experienced this and I have heard this from several teachers at West. My son was able to pass through west without doing any homework, because it is the common perception that you don't need to do it, and he didn't to do well at Hadley. Unfortunately this sets kids up for failure their first semester, if not first year at West when homework completion is essential AND is included in grades. My son is a junior at West. He would be a solid candidate for selective schools (very high ACT) if not for his poor grades his freshman year due COMPLETELY to missing homework. You are "training" kids that can get a good grade without studying to not do homework.</p> <p>When they go to high school it is a huge adjustment due to the fact that high school grades include homework, they were not taught this at Hadley.</p>
	1668914	<p>the manner which topics are disclosed. I cannot answer the above questions on the district because I have not engaged my time attending meetings. I sense that I don't understand the district's big picture and therefore, don't appreciate the tidbits that are reported. To remedy, I would recommend that the Superintendent and BOE visit parents at their respective schools for open discussion on a pre-planned schedule for the year.</p>
	1668923	<p>Cannot wait to see the portables go. Would love all day Kindergarten. Would love to see Spanish offered as a "special" just like PE, art and music. Very disappointed that my 2nd grader is missing that opportunity. I would value Spanish language learning above PE every day. My child gets plenty of exercise though the Parks and Rec department and our family activities.</p>

	1668925	Hadley is definitely the weak link in district 41. I hope more attention is concentrated on their front office staff, and administrators. I will be optimistic and hopefully there have been some changes since my last child graduated. Fingers crossed!
	1668928	I will appreciate if the district try to let children know about discrimination. it frustrates some children and that is not psychologically good for their education and their future.
	1668931	None
	1668937	I would like the distrct to be more agile - more flexible in meeting the needs of its students.
	1668940	update buildings, not so much "21st century", new grading
	1668949	the grading system
	1668960	Maybe there is something like this already, but in my view, the District would benefit from a role of "minority liaison" at every school. A volunteer could cover the role of engaging minority parents (ideally, there would be a volunteer in every language other than English) in order to insure they are not left out of communication, participation and just plain integration w the school community; especially at the elementary level.
	1668986	Too much administration at the district level. Money and resources should be spent on the schools, not on layers of district administrative staff.
	1668988	Grading Program
	1668991	1. The online learning program, Odyssey, is not conducive to learning. D41 should research and provide resources for better supplementary online learning. For example, raz-kids.org for reading. 2. There should be more opportunities for parent involvement in the classroom, outside of parties and fun. I'd like to be able to volunteer to be a reading helper or math helper, for example. 3. There should be a better way to quickly identify kids who are struggling in academia. Better communication from teachers to parents is a necessity. (specific to my child). 4. The lunches offered are very unhealthy. I think most parents would be willing to spend a little more to have a healthy hot lunch option. 5. The common core curriculum seems to have raised the expectations for the children. I don't feel that a good plan is in place to help struggling children to succeed with these higher standards.

	1668998	Our District needs to help those children who are falling between the cracks instead of constantly saying there is no time or staff.
	1669007	n/a
	1669016	Try to spread the curriculum instead of concentrating more on Literary.
	1669020	It's a shame that space constraints are preventing the implementation of all-day kindergarten. For a district that is willing to be ahead of the curve on a number of instructional issues, we are lagging behind in this effort.
	1669028	class size too large, parents need more access to teachers. One 10 min session? Really?
	1669031	All day kindergarten should be offered. Not enough is being done to help our kids academically to get where they need to be. Grades 3 and under have very little homework and when asked what more we as parents can be doing, very little guidance is given. All we hear is how the students have to "catch up" with CommonCore but resources are not provided to the parents to help support.
	1669036	Replace portables with brick and mortar classrooms. We were disappointed that Kindergarten was not full day but we adjusted.
	1669039	the best solution was voted down many years ago...make a 5-6 center, make Hadely 7-8 which would relieve the space issues at our 4 elementary buildings.
	1669048	School is very small.

	1669054	<p>PORTABLES - too many, not safe form the perspective of kids entering and existing too frequently, an eye sore, and an indication that the District either can't plan space or that the town and/or District doesn't prioritize academic facilities. ELEMENTARY SCHOOL GYMS at Lincoln - too small and too overused between lunch and PE. CALIBER OF GIFTED TEACHERS - though I am pleased that we have a gifted program to challenge kids who need more, I do not find the classroom teachers of these classes to be exceptional. Rather, both at Lincoln and Hadley, they have been some of the worst teacher experiences we have had. Also, I do not like that when in a gifted program, a student is placed with the same teacher and students for three years straight. I understand this is a numbers game - that that number of kids in the program can only support one teacher per school, but it accentuates problems when they arise because there is no relief in a coming year or in another classroom. Plus, I have not found these teachers to be exceptionally trained or motivating teachers. When a child is then with them for 3 years straight, it actually decreases the love of learning. Strange for a group that should love it so. WRITING - I do not see enough emphasis on writing in literacy classes at the junior high level. This is a key time to be preparing kids for the rigors of high school, especially in this discipline. I do not see it happening for my child and hear others complain of the same.</p>
	1669071	<p>There seems to be a lot of discontent with the D41 BOE, curriculum decisions and leadership choices. I have not personally been involved in BOE meetings or issue deliberation, but those in my relational network who have done so do not, in my opinion, hold the decisions in high regard.</p>
	1669100	<p>Don't leave kids behind. No child left behind should have empowered teachers to go after the kids and help them, not give them carte blanche to pass them. Also, don't play favorites and don't expect kids to be advocates for themselves. Teach them how to be advocates.</p>

	1669124	This is for K-8. I would make sure that our ESL population is pushed to really perform. The expectation should be higher for them to get them where they need to be for junior high. At Hadley, they get segregated and rarely are with the "higher performers". Also, students new to our country should have a structured, intensive, measurable intervention of laddered support. This is currently not available or at least at all schools. The Special Ed administration is NOT supportive of adding students to it's numbers and has shown a history of dragging their feet about students with a second language. They always say it is the language barrier and delay services for years. Our reading interventions are very one size should fit everyone. This is not the case and that approach can really can be detrimental to students receiving second language or special education support. Our administration in the main office MAKE A LOT of money and are rarely in the schools. They need to be more engaged and involved with the school staff and populations. Lastly, our school Principals are rarely visionaries with a mission. They have been used to a "don't rock the boat" process, are afraid to take risks and, in some cases, do not stand behind their staff or actively advocate for their student population.
	1669121	Special Education-need to have a top down approach of inclusion, need a better plan for modifications to curriculum, teachers need time to collaborate Need a better approach to RTI-parents need to be able to communicate directly with the RTI service provider and need to receive reports on the work the student is doing
	1669136	With the higher standards placed on our kids, provide the option (not mandatory) for full-day Kindergarten so we don't end up with poor standard test grades and have to "catch up". Lower the costs because we cannot afford the high costs of this school district to be able to afford the other things we want and need.
	1669132	The district should slow down, not worry so much about being a frontrunner with every trend that comes along.
	1669138	I would like more opportunities for challenging students when appropriate...more advanced class options
	1669141	Staff, curriculum, classrooms

	1669143	Better prepare children for high school: 1)consider letter grades for Hadley, rather than Meets, Progressing, etc. to provide better feedback to students before moving to high school. 2) Consider opening up accelerated services to more students in the younger grades, especially in math, so the students have more opportunities for advances coursework later on.
	1669149	Get rid of think tank and common core
	1669160	I think we are progressing on a more individualized plan for each student. And taking a look at our truly gifted children. We do so much for special needs but what about those with very High IQ and gifted children.
	1669163	Looking forward to changes related to the temporary spaces/trailers.
	1669173	spacious busses.
	1669175	Academically I would like to see more challenges given to students who are gifted. Currently there is only one gifted teacher who is not trained to differentiate among this group of students and who is unfamiliar with how to accommodate IEP students.
	1669178	I would like our schools to have more space. I think the learning space that is provided to the students is sub par. I feel the student population at Abraham Lincoln and Hadley is beyond capacity. I would be willing to incur a tax increase if that money went towards school additions or new buildings. Also the parking available at Abraham Lincoln and Hadley is horrible. The drop off/pick up process at Abraham Lincoln and Hadley, for those students driven to school, is horrible as well.
	1669182	Having a morning and afternoon class was and still is a hard adjustment to get used too. Where it is fine for one of my children, my other seems to struggle and get lost with her academic requirements. I would have changed the transition phase to make this step easier for kids.
	1669185	Full day kindergarten
	1669189	There's nothing really that needs to change.
	1669191	no more combined grades
	1669205	more challenging curriculum. More offerings Labs, web design, coding, art, music,, sports, at all levels.

	1669211	I think teachers who don't improve and excel should be let go. I think principals that are not good should be replaced. It seems that nobody can make staff follow the rules or improve on themselves because of union rules. There are teachers in D41 that are verbally abusive to students and even with complaints to Superintendent and principals it seems hands are tied and this behavior continues. It is very frustrating with a district such as ours.
	1669216	improved facilities
	1669228	1))-reducing the number of days the students are being taught by substitute teachers. allowing for a more consistant atmosphere for the children (pregnancies, elective surgeries administrative/recurrency training. 2))-rewidening the streets surrounding the schools to allow for a safer environment for drop-off and pick-up. lets face it we don't live in the fifties and parents today really don't have the convenience to walk their children to and from school..
	1669233	It seems the District is trying to tackle too many major issues at once. I believe the multiage initiative was implemented too soon and the District should have waited and kept its focus on improving the facilities.
	1669254	The inequity between elementary schools is staggering. You have created a district within a district by keeping the minority students at Churchill. I appreciate the way the demographics have evolved over time. The administration MUST continue to dedicate efforts to support this school.
	1669259	Student transport on certain routes are currently reaching the school at only 8:20 a.m. This needs to be changed. School buses coming late should unload students closer to the building to save time to enter the building
	1669269	The District taxes us too much. There are too many admin people. The elementary school curriculum changes every couple of years. There are too many teachers without class rooms. All of this excess and the quality of the education has not improved over the past 15 years. That is very poor management!
	1669292	More options for younger kids in the 3-4 year age range.

	1669298	I think people who do not live in the neighborhood or do not live in the area should not be bused into Lincoln when they are much closer to another school in the district. From what I have heard, Ben Franklin does not have others that bused to their school when they do not live in the area or district. Also, some teachers that have tenure do not get disciplined if it is reported that they are terrible teachers - they are allowed to keep teaching with no changes to the way they teach. For example, I have heard of some teachers at Hadley calling children stupid or dummy or making examples of students and nothing is done about it because they have tenure.
	1669300	fewer "outside the classroom aids" and more aids in the classroom. my child is neither gifted nor special needs, but would have benefited in earlier grades by having multiple adults in the classroom floating around giving help as needed. there are more aids than teachers now, it seems, yet my child has NEVER had the benefit of working with one. they should be a shared resource available to all.
	1669309	I feel that some of the teachers don't challenge students to full potential and it can affect their motivation towards school.
	1669315	Finally completely address space problem. We need to simply add another floor to each school. Adding a couple of classrooms to each school does not solve our problem. It also appears that the district's position on special education is always changing. There have been numerous building changes for EC, changes for MIP and now impending changes to go to full inclusion. What's our philosophy? It's hard to tell based on all of these changes.
	1669343	I feel as though there should be a teacher narrative to the student report cards. It is very hard to know exactly how your student is doing based on the grading system and no comments from the teachers. I also would like to see a spring conference. Over the past years, we have taken it upon ourselves to schedule a spring conference with our children's teachers. However, this year with 6 different teachers I can imagine this may be difficult to arrange on our own. One conference in the fall (beginning of the year) is not sufficient.

	1669346	We require better feedback to determine how our child is performing--particularly with respect to peers. As parents, the only meaningful feedback we receive is if our child is behind her peers in meeting some median level. We need to know what we can be doing to ensure our children exceed in an increasingly competitive world. The current grading system does not "meet" that requirement in the least.
	1669351	There is too much inconsistency. There seems to be a new spelling curriculum every other year and a new math curriculum every couple of years.
	1669369	All the money being spent. Get rid of Common Core.
	1669380	get rid of the school board. remove portables and use that space to expand each school. We DO NOT NEED TO BUILD BRAND NEW SCHOOLS.
	1669404	Move to a more traditional grading structure and eliminate the M/P/NM. The current structure teaches to the median with no incentive to accelerate. I need to have a better perspective on my child's performance. Performing at a "Meets" level does not tell me much other than my child is 'average'.
	1669393	Forest Glen's EC program took 6 weeks to find a speech replacement for their speech therapist. That was illegal and morally wrong. My child suffered greatly during this time and we are still trying to catch up to where he should be.
	1669411	Have more differentiation for learners.
	1669414	I strongly would discontinue multi-age classrooms and return to teach each grade level by age. This is in the best interest of the education of all students. I would not do project based learning that takes weeks and weeks of time. For example, the "Mystery Box" took weeks of time and seemed to accomplish little in concrete classroom education.
	1669442	We need to invest/reinvest facilities.
	1669446	I feel that class sizes are too big. 24 students in a 1st grade are too many, 29/30 in a Level 3 is too big. I know that because of the great teachers, it works, however I always imagine how much better it would be with smaller class sizes. School should start earlier.
	1669448	The schools are outdated. Equipment/computers are getting better...

	1669455	I would prefer that the kids get actual grades. Many of the teachers use % on tests which is good but the kids don't really care if they get a meet even if they can do better. I don't really think this system motivates the children to work any harder or care more about their work.
	1669479	Nada
	1669495	Using our money more efficiently...updating our facilities, adding full day kindergarten, better and more timely communication to parents and there is a STRONG need for aides in some of the classes with a high level of ESL students.
	1669502	The portable classrooms. The toilet paper is terrible. It sounds funny but hurts kids.
	1669519	The portable
	1669521	I would like to see more opportunities for special ed kids to be included in the regular curriculum. It is a shame to that a child who can sing on key and who has no behavior problems cannot participate in a choir or music class in middle school. Unfortunately administration was deaf to all requests. What a terrible disappointment over these last 3 years!
	1669528	THE MIXING OF GRADES IN THE ELEMENTARY LEVEL!
	1669570	Consolidation of all GE schools. Switch high school and elementary start times
	1669579	The teachers are disrespectful
	1669581	Portables are not ideal (Students were taken to main building during bad weather, also bathrooms are far away from portables, no lockers causes students to lose items) Art program should be less "step by step /color by numbers" Students need to expand their creativity. Computers need to be updated Security to portables should be checked Combined grade levels are not challenging higher grades
	1669584	I have had a child in a d41 school for 14 years (sounds crazy, but we have 4 kids!). The combination of 4th and 5th grades cannot possibly meet the needs of all students. It's causing a great deal of stress and pressure on teachers to perform and have their classes test well. My 5th grader asks why don't we just switch back to standard grades. I'm waiting to see that happen myself!
	1669588	Facilitest...portables are unacceptable.

	1669597	All the days off, meaning SIP days. These half days are ridiculous. This idea of teaching 4th graders and 5th graders together does not work. At the the Poetry Cafe I was appalled at the maturity difference in some of the kids. I'm thankful my kids are leaving elementary school, should that continue.
	1669600	space
	1669604	Multiage, Teacher Specialization, AEC program not being offered to 3rd grade, Canceling the AEC lit program, the school board as they do not seem to care what the public thinks, Dr. Gordon who will not provide a clear answer to many questions nor will he hold himself accountable for district decisions, portables, however phase 1 of the facilities plan is a poor way to plan to eliminate all portables
	1669617	Teacher specialization and multi age classes.
	1669649	I would get rid of every portable classroom. Frankly, I think that they are an embarrassment to the district and to the community. The flea infestation in the Lincoln portables is only the most recent indignity. I could not be more disappointed in the foot-dragging that the district has displayed in getting rid of these ridiculous eyesores. Every person, in district, that I've spoken to has expressed a similar sentiment. The fact that Ben Franklin will be rid of all its portables while other D41 students are left in these ramshackle structures is appalling. If they are not good enough for one school, they are not good enough for any school.
	1669685	More options to the lunch menu Need to make a plan not to have a portable classes and students need to be inside the buildings not in portable
	1669743	* Stop multi-age instruction in grade schools * Put back gifted program(s)- I don't believe multi-age instruction accomplishes the same goals. * District administration seems to undervalue community input, working on their own agenda. I'd like to see them be more responsive and proactive, rather than defensive and reactive. * Discontinue use of the current grading system (A,M,P,NM) in the middle school environment- doesn't prepare students for a "typical" grading environment, and they only first experience it at a point when their grades "count" (first grades they've EVER received will be a part of their college applications).
	1669746	Pinnacle not needed at elementary level, sport offerings at elementary level, negative Churchill stereotype

These comments were revised May 5, 2014 to fully report those comments which Excel automatically cut off due to length.

The district manually created multiple cells for the affected comments.

	1669834	Offer All day kindergarten. Provide a better format for report cards - the A,M,P format is such a strange concept to how many of us are used to seeing grades reported OR maybe there is just a need for more education on what each mark means.
	1669838	no mobile class rooms. clearer grading systgem.
	1669932	I do not care for the curriculum this year. I do not like the mixing of fourth and fifth grades. I believe the curriculum for the lower classes is above their heads.
	1669934	The students who are behind or gifted or right on track are well served by the curriculum. However, the students who are above average but not gifted are not identified or challenged in any way. We have done a ton extra here at home to help provide additional materials / learning for our kids.
	1669953	There is not a strong sense of community within the district. Communication has improved but still needs work. There are inequities among the schools. More space is needed for programs that come with 21st century learning.
	1669955	Combine districts. Reduce administration overlap and costs.
	1669962	Stop changing the curriculum so often. Glve the elementary school children more time to relax, play, get the wiggles out. Stop testing so much. Our older kids loved elementary school in our district. Our younger kids hate going to school. That says it all to me.
	1669980	remove all phases of think tank leaving only 4 5 specialization. Hire new administrators. Remove all portables. improve special ed
	1669986	no tengo comentario
	1669998	kids in elementary schools need more space - e.g. places where the entire student body can meet, rooms for activities like Great Books, Language at Lunch, larger lunch rooms elementary facilities need to be upgraded - e.g. water fountains, bathrooms
	1670037	Get rid of combined grades. I believe there is a way to do this well and make it work. I don't believe that was accomplished in D41.
	1670045	I do not like the emphasis on testing and the new system of combining grades through STEAM which pushes children to cover too much ground too quickly and not truly understand how they arrive at answers. I do not like the Odyssey program which is used for all students but was designed for learning challenged children and instills a sense of failure through rigorously timed tests.

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	1670052	Get rid of the portables. Go back to the green line. Don't just ask for parent input and then do the opposite. We really aren't interested in being a cutting-edge district, but rather a district that relies on well-proven education strategies for success. Our kids don't need to be guinea pigs.
	1670062	Do not always group everything as a district. I would say, get rid of the principle at Forest Glen...all she cares about is her image. If she knows 10 children by name that would be a miracle. If she did, that would only be because they were in some sort of trouble. She has no desire to know any children. It's all about her and not about the well being of the children.
	1670086	Spending, Full day k-garden, more sports, more robust before and after programs for working parents, better language classes, less test preparedness and more new learning, more class assignments and for after school homework continued "at home application" of what was learned in class, less new things to "learn at home" independently.
	1670139	We do not like multi age grade. Students should grow one grade a year and should receive all required academic skills each year. This will let them better prepared for the higher education.
	1670142	Not well enough prepared for the shock of workload and intensity that comes in 9th Grade.
	1670150	Teacher meetings should NOT take place during school time. We need to focus on more than just math and literacy, like Science, World Geography and writing research papers before 6th grade. SIP days are useless! Take the SIP days, turn them into three full days and use 1 at the beginning of the year, one just after Christmas and one at the end of the year. There are enough Teacher Institute days. We do not need President's day off. Build in weather related canceled school days into the middle of the year. No one learns anything at the end of the year, again, wasted time. Kids in elementary school need homework... teach a lesson at school and then give max of 10 minutes of homework to reinforce what was taught. Don't need 3 hours of homework.

	1670204	I would eliminate the multiage aspect from our District since I feel it is highly ineffective! I wholeheartedly believe that multiage is doing more harm than good for our students! The school environment overall is much more stressful! While our teachers are trying their best to handle the new educational format, I believe that they did not have an adequate amount of time to prepare and are themselves equally stressed in the new environment. As a result, our children are much more anxious this school year! So, in essence, I would remove multiage from our elementary schools and I would encourage the District to stop making such radical changes to our schools!
	1670190	Stop multiage. Get a new superintendent.
	1670237	Clearer descriptions if what students' day looks like.
	1670269	I am not happy with the core curriculum and integrating multi-age kids.
	1670286	Limit the amount of control PTA members have over who participates in which activities and to what degree. It seems as if special treatment is given to students of PTA members
	1670347	We are losing sight of the creativity and intelligence of the individual by focusing solely on the standardization of the curriculum and tests. It seems that the sole reason my son goes to school is so that he could be evaluated and tested to insure our district is not falling below standards. What ever happened to teaching creatively so that all children feel valued and grow? Circling answers on a test is not the true measure of my son's intelligence.
	1670359	get rid of common core
	1670367	I think it's crazy that my son, at the junior high, and my daughter, at the high school are in DIFFERENT school districts. I wish all the Glen Ellyn schools were ONE district and the other high schools were integrated into THEIR towns.
	1670390	Can more gifted programs be offered in more subjects so that kids are challenged at all levels.
	1670409	- Have Full Day Kindergarten - Don't think Portables are safe.
	1670417	removal of portables
	1670424	The district lines are ridiculous. The portables are unacceptable. And I am not a fan of multi-age classes.
	1670428	Nada

	1670456	I was disappointed in the actions of the D41 school board in the past year. First, the decision to reorganize delivery of instruction at the elementary schools was a complete educational experiment, without the benefit of a control group to determine whether the experiment would work. The District 41 board is therefore responsible, in my opinion, for the outcomes experienced by children as a result of this experiment. I'm grateful that my children were no longer in elementary school by the time this experiment occurred. I understand the pressure on the schools to meet the Common core standards, but a complete restructuring of the schools with absolutely no evidence that this was the path to success was a big gamble. I hope that schools are now collecting and evaluating data for all students on a daily basis, and that teachers and principals will be actively involved in making change for next year. The input of teachers and principals (and parents) is critical. I hope that board members can sleep well at night after voting in favor of this educational experiment. Second, the book-banning was at first a national embarrassment for district 41, then a triumph by last year's 8th graders, with the help of Judy Bloom. On a positive note, I am glad that board members are beginning to address facilities issues in a way that will seem palatable to members of the community.
	1670503	Move Hadely from Hawthorne Ave., Get rid of common core, Allow kids to play outside in the winter if they are fully equipt to play outside.
	1670517	space restrictions, technology, advanced learner programs
	1670550	A implementation of a "Buddy Program". I have talked with [REDACTED] at Ben Franklin School directly about this educational program over two years ago. They said they are "working on it". They wanted me to get this program going. I said sure.....put me on your payroll. They didn't answer that request. It hasn't been implemented yet.Hadley School already has this program in force and it has worked very well for everyone involved. Could you please get this program going at BF school ?
	1670561	Upgrade facilities
	1670564	non multi-age classrooms; in stead of just gifted math allow kids to move up and work with kids in math one higher grade.

	1670607	<p>While bullying focus is a wonderful focus especially at Ben Franklin I still think there are issues that are hidden from the teachers and the administrators. Training and awareness efforts have been wonderful for the children, but I'm not so sure about the staff. I don't mean this to say the teachers and administration are not doing their part. What I mean is that bullies are quite sly and smart, they typically never are seen by teachers and administration. The intimidation efforts of a few 5th grade girls has been an ongoing problem since 1st grade. So, I would question what has been done to change or improve behavior. My tactic is to teach my child how to handle on her own, which works now but I'm not so sure that will work in middle school and high school. More attention when kids are outside for recess might be a good idea. Not just helpers that are chit chatting, but someone who is truly monitoring the kids. Bullying is very hard to detect. I don't have the answer.</p>
	1670646	<p>I do not think the approach to multiage teaching is effective. I do think it matters what units are taught to the grade levels. For example I think it is not as affective for a 4th grader to learn about the American Colonies before they have been taught about the United States. I also feel that that US History being taught at 5th grade is more effective and better comprehended at that age and more appropriate as well. As far as literacy and math are concerned students are aware of their grade level and their ability level. I do not think we are helping to nurture our children and building a strong social/emotional support structure for them when you have an older child for example a 3rd grader being paired with a 2nd grader who is a struggling reader. I think it would be more effective for the teachers as well as the students if they differentiated by ability for math and reading within a grade level and the teacher specialized in that content area. I think the model that is currently in place for the 2nd - 5th graders is not a successful model. The other districts within DuPage and Cook are not following Glen Ellyn's lead.</p>

	1670689	Too much politics and hidden agendas among the administration. I would like to see more transparency all around. I would like to see the compensation of the administration be more realistic as well as for the district to live within its' means and focus LESS on being the FIRST district to adopt a certain technology, or multi-aged class rooms versus keeping it simple and TEACH. We do NOT need to be the first always, we have proven that time and time again, when we do this, it fails and then an administrator leaves with a HEAFY guaranteed pension and we are left to start from scratch. I would also like more emphasis on safety and worry less about paying administrators and get more aids for the teachers and to ensure a safe learning environment. We are now adding on to our schools, which will take away from outdoor space for our children to PLAY and move. Our kids need more outdoor time, and space to move whether it be for physical education classes, or to explore for science, history, etc.
	1670713	I think the parking is terrible, whenever there is a school function I always have anxiety about parking.
	1670730	More after school programs to enhance learning
	1670736	I very much dislike the grading systems/rubrics. There is no rhyme or reason to how our kids are being graded. Every teacher uses different metrics - some treat an Advancing grade as 98 or above, others dont use it at all. How the grades from class translate the report cards confounds me.
	1670742	School Board needs to listen to parents more Need to evaluate teachers, principals, Board, etc. The combination of age groups makes no sense Everyday Math has been terrible; Math curriculum needs to get back to the basics Dist. 41 does not do a good job teaching conventions in writing, eg grammar rules, sentence structure, et. There is not enough resources for kids with IEPs The RTI process is a waste of precious time when a child needs help Too much emphasis on MAP test scores for placement at Hadley
	1670785	In 2013, communication about curriculum changes was poor and not clear.
	1670778	District 41 has high property taxes relative to other Chicagoland suburbs. To that end, the portables must be eliminated at all schools using the existing funds available to the board.

	1670790	Make sure each child is challenged and being taught to their abilities. Eliminate the gifted program as currently run and replace it with a program directed at a larger number of students. At the junior high level, athletics should be open to more students. Basketball and volleyball are only open to a dozen kids and usually the same kids.
	1670803	I would like the district to give more thought to special education issues.
	1670807	Curriculum seems to have been "all over the board." Lots of changes, not always for the better. Our Literacy program does not adequately prepare students. It is inadequate most notably in the areas of spelling and writing. Hadley does not prepare students properly in teaching them how to handle the increased work load of High School and how to properly prepare for exams.
	1670809	Be more environmentally friendly in one area - so much paper, with print on one side, still comes home. I appreciate all efforts to provide information on-line and in backpack mail just once.
	1670828	The board is very shortsighted and lets the minority rule the majority.
	1670829	I am looking forward to the elimination of the portable classrooms next year. The re-modeling efforts are greatly appreciated.
	1670832	Get rid of portables
	1670834	The schools are very crowded.
	1670835	Better allocation of placement based on individual needs.
	1670841	all day kindergarten
	1670848	D41 needs more diversity within the ranks of its school system. There are a lot of children from various ethnic backgrounds and I believe that the school system should reflect this. The children should be able to attend a school where there is a multitude of teachers from various backgrounds and ethnic groups. I BELIEVE THIS IS WHERE D41 FAILS TREMENDOUSLY.
	1670850	None

	1670852	My seventh grader was failed at Lincoln by a lack of phonics, spelling, grammar and other basic Language Arts. We were told that sight-words, key boarding and other modern forms of communications were the way of the future. Now we have a seventh grader who doesn't know how to dissect words, put words together, construct sentences or read efficiently. We have spent money on outside tutoring to close the gap Lincoln created with there anxiousness to be cutting edge and leave the tried and true behind.
	1670856	Hadley has 3rd Thursdays but the Elementaries have nothing like that. Many years ago we had a great program called "Watchdogs" which was designed to get dads more involved in the education of their children. It allowed fathers to experience a day in the life of their child to understand the child's needs better. Most children also loved it because they could show off their dad to other friends and it allowed them to show what happened during a typical day. I would like to see Watchdogs resurrected.
	1670858	Concerned about communication to my children. Teachers are openningly saying it is the hispanic kids who are bringing down test scores. I appreciate transparency but I then hear the apartment kids or the hispanic kids are are impacting district results. I believe this is uncalled for and teachers need to filter their communication appropriately to prevent prejudice.
	1670860	Would like to see all-day kindergarten implemented, as well as better foreign language opportunities from a younger grade.
	1670865	I think it just pays lip service to bullying.
	1670889	Would like to see more consideration given to input of parents/taxpayers on the decision making process for major changes to cirriculum or expenditures by the board.
	1670891	Would provide more opportunities for advanced learners. In particular, an advanced education program for literacy similar to the 3rd grade AMS program for math.
	1670899	Better sub-teacher system, as some of the sub teachers are of very poor quality.

	1670903	Teacher and administration pensions are becoming too costly for the taxpayers to bear. A better longer term plan needs to be put in place to ensure that they can be funded long term. The current practice is not sustainable and will likely lead us down the same path as the city of Detroit.
	1670933	I don't think the grading system provides valuable information to help your child progress or know where he/she is academically.
	1670910	Focus on getting a solid curriculum in every subject. Remove 4th and 5th grade multi-age classrooms and DO NOT make 2nd and 3rd grade multi-age next year.
	1670919	teach cursive and have them use it. My daughter no longer has a journal, they write on the computer. She loves reading over her old 2nd grade or third grade journals from years ago, now she says they just type away...and have lost the love of writing casually in a book. Educate all teachers how to use "I" and "me" correctly! I have heard so many educators say something like "Please turn you papers into Mrs. Johnson or I"....it's horrible and very common. I've also seen it in a "welcome to my class" letter right before school started.

	1670939	As a parent I wish D41 had full day kindergarten. With common core I worry that all the kindergartners do is work work work and test test test with no time for play. Being a child myself of 2 public school teachers I know how important it is for kindergartners to also learn through play and I don't feel that there is any time for that kind of learning in only half day kindergarten. I attended my first BOE meeting last week Monday (3/1) and was shocked to hear the board mention that full day kindergarten would not be supported by the community because 80% of the community is not in D41. I think 1.) parents of older children and childless households would want kindergarten to provide kids with the best type of learning because likely new families moving to town looking for full day kindergarten might pass up Glen Ellyn for other suburbs....property values could go down as a result if Glen Ellyn becomes a less desirable community because of that. 2.) Moms with babies and preschool age kids are busy putting babies to bed and nursing etc to be able to attend a lot of 7pm meetings where they can share their thoughts on full v half day kindergarten. I bet it is really hard to reach that group because of the life stage they are in. But the BOE shouldn't assume they would not be supportive of it because they haven't talked to them.
	1670943	Too many students per class. More advanced students are not challenged on a regular basis. My son is in a special math group, but they haven't had the class for a month and half because the teacher who runs it also has to go to other schools and cover testing.

	1670945	<p>I would make sure we have adequate facilities for all students and no more temporary structures. I would do better long term planning vs. the embarrassment of the Wheaton College conflict. I would reinstate the gifted learning programs that have been decimated at Churchill. Also, find a way to involve Dads into Churchill again with an ammended WATCH DOG program instead of scrapping it. We should stick with something for a while instead of chasing the flavor of the month new curriculum or scoring methods that are sold to us by vendors. I would gauge the effectiveness of each school. Take a sample of students who, in kindergarten or first grade, score in a certain range on their MAP tests or ISATS. Then track those students over their remaining years and see what their progress looks like relative to the other institutions. How did giften students grow in scoring in Churchill vs. Lincoln vs. Ben Franklin. How do average students grow, etc. Learn from each other. Do a better job of working together both in the school and PTA to make all GE schools stronger vs. having the parents pit the schools against each other. No one should have left Churchill to go to Ben Franklin over the past few years, this was all done due to perceptions created within the community. Also the Superintendent needs to be less condescending and a better listener to the parents in the community.</p> <p>Coordinate with GE school district and YMCA to encourage kids to sign up for sports. It's pathetic that we don't have enough 7th and 8th grade girls to support a house league in Glen Ellyn. That is simply due to a lack of coordination and execution. Finally, learn from interational night and make school events more welcome to ALL in the community. Our attendance for everything we do should be similar to that evening.</p>
	1670952	The schools are getting tight. I think space is being provided, but we need more space and I believe this is "in the works".
	1670960	Coordination across classes to gauge/throttle the amount of homework.
	1670965	My main issue is that unfortunately we have to advocate for our children to get the "good" teachers. It is unfortunate that in a town like Glen Ellyn there are teachers that are probably very upstanding people and good hearted but shouldn't be teaching our children. We have a wonderful pool of teachers to choose from and it is quite disappointing.

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	1670971	Special education program
	1670973	Feel that there is very little elementary school camaraderie within the district (on the contrary seems even competitive between the schools - "so and so has this program, so and so doesn't"). In our former district, there were at least one or two district fundraisers throughout the year which brought everyone together (one was a parent only, dinner & drinks/auction, etc). Other one was family based (a "fund-run" 5k run/walk). Feel that while most faculty is valuable, I feel that this could be stronger. I have concerns about our early adaptation of common core to curriculum (vs. friends and family in other well respected Chicago land elementary districts - who either work in education or are parents of children in those schools). Most people whom I discuss our changes with communicate concerns.
	1670975	Hiring a principal who learns their school's students names and faces and show genuine care and concern with their staff and students. Not worrying so much on pleasing superintendent's arbitrary educational goals. We lost good teachers because of trying to force them to do something out of their discipline to meet some reading expectations. Really ruined my children's last couple of years in the elementary school.
	1671050	Wear uniforms. The gifted literacy class needs to teach children to write better and more concisely.
	1671048	Lower the student to teacher ratio, slow the adoption of the higher common core standards and do not adopt the future common core tests which are to replace isats.
	1671052	Less focused on standardized tests. More creative learning techniques. A better way to promote/engage students in the learning process. TEACHING STUDY SKILLS! None of my D41 taught children (college age down) know how to properly outline a chapter, highlight or take notes which is so critical in college.

	1673452	The facilities are lacking - to have students in a portable classroom without a restroom is insufficient. The report cards and grading scale are not motivating to the children, do not prepare them for high school grading and are not comprehensible to an average parent (not trained as an educator). Parent/Teacher Conferences do not allow enough time with each teacher, especially at the middle school level and need to occur more than just once per year. There are too many full and half-days on which students are not at school during the school year. Students should be in the classrooms learning throughout the school months. Planning, training and curriculum could be performed by teachers before the school months start and after the school-day session.
	1671059	The Calendar - start after Labor Day, get out in June. Consolidate SIP days. Have parent teacher conferences in the SPRING before spring break in addition to the fall. Outdoor education overnight camp for 5th graders. If you want to prepare them for 21st century, they need to stop being coddled and learn interpersonal skills like leadership, teamwork, and decision-making.
	1671065	increase the focus on writing to better prepare students for high school and beyond
	1671082	I wish kids had a chance to make long term friends at school, having different classmates every year does not help with building friendships... It is good that they get to know all the kids at school but without any strong bonds.
	1671085	The entire administration! They just "don't get it." We as parents and taxpayers in the district can voice our thoughts and opinions and have a majority in that respect and the administration still thinks that, "they know better."
	1671099	When school celebrates Halloween, valentines day etc my children had to go to library at that time, because we don't celebrate these days due to religious reasons, but when we had to our holyday, there is nothing in school, it tells students of minority that they are not welcomed. I think these biases should be fixed, let minorities celebrate their days too!
	1671100	Better communication to parents. I appreciate new strategies are being taught to our children, but without "tip" sheets, it's difficult to support them with their homework.
	1671112	Grading system

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	1671124	More space for learning. 10 year old portables are not acceptable anymore.
	1671130	Full day kindergarten! I have two more about to move up in to kindergarten and I'm extremely disappointed that most likely neither of them will get this opportunity. Dr. Gordon's response that D41 is outperforming surrounding districts is completely unsatisfactory. What shorted sighted view of a crippled board.
	1671134	Class sizes - either lower the "acceptable" number of students in a classroom or add support for the teachers (aides, additional teachers). Too many worksheets. More PBL learning
	1671138	Hadley is a sore spot in the District. Poorly managed, doesn't prepare kids properly for Glenbard West, micro-manages some things too much. Kids need GRADES (A, B, C, D, F), at least in 7th/8th grade. Elective scheduling at Hadley is a joke. Why call them electives when you assign kids to random electives. 35 years ago, before the age of computers, I was able to select my electives in junior high. This district can't handle it in the 21st century? Also, gifted program in district is a joke. Need a MAJOR overhaul to meet the needs of gifted children.
	1671143	Greater emphasis on programs geared towards learning styles and ability to challenge students more vs teaching to standards.
	1671147	Accomodate children to at least for pre-school when they have to wait for KG until 5 years 9 months old.
	1671152	Spend more wisely. Our taxes are already ridiculously high and yet our educational standards are low. If the core curriculum is a stretch for the students of D41, we've got a LONG way to go. My children have been unchallenged since we moved here from the Northeast and our taxes are more than double for the exact same price house. This a very bad value equation. Beef up the academics and quickly.
	1671160	Some of the junior high teachers don't seem as committed. I have seen very little homework from the junior high teachers. My children don't seem to have much. The administration did a poor job of advising the board on how to deal with the banned book issue. The administration did a poor job of pursuing the purchase of property from Wheaton College and trying to commit to more in capital projects than the community would support.

	1671186	Very high taxes. Find a way to lower overall costs of the education in the district
	1671209	They are working on getting rid of the portables and that would be my primary complaint.
	1671225	Eliminate all the double talk that the Board, Administrators and principals do calling it communications.
	1671231	Main thing don't do multiage classes ESP. At the 2nd/3rd grade level. More communication, news letter, our previous district (20) would send a daily email listing the days homework and any news. Smaller class size. Better parking situation, hold more things at high school or Parkview.... NO portables for a long term basis. Air conditioning in all class rooms.
	1671233	Facilities busting at seams. Hallways at BF filled with stuff and no appropriate lounge for teachers. More facts on new curriculum and how it has benefited other districts.
	1671235	smaller class size
	1671243	I don't think it is hurting anything but I still don't understand the benefit of mixing grade levels. It takes away the innocence a little for the younger children. I still like the idea of having one teacher and not moving from class to class.
	1671249	The size difference in schools indicates that perhaps some reconfiguring needs to happen. Full day kindergarten should be a priority. Elimination of portables is important, but full-day kindergarten option (even if one has to pay in for it) should be higher up on the Board's list of things to accomplish.

	1671260	Really try to get more quality educators. Our experience is that there are VERY few teachers in our middle school who are good, let alone great. Our kids deserve an environment where the teachers are excited to be there each and every day. LOOK At GLENBARD WEST. There is such a huge difference between Hadley and GBW in the staff, and their true love of teaching and enthusiasm for their jobs. They (at GBW) let it be know they are there for the kids to succeed. After two years of amazing teachers at West, I believe they have it right when hiring. D41 needs help in many departments at Hadley but mostly math such an important subject deserves better staffing. It's too bad that our middle school lost the one huge advocate for the kids, Matt Adelman. He was an wonderful administrator who really showed he cared for the kids. Hadley can do better than it is now. Our kids deserve it!!!
	1671262	grading system is horrible. it is very elementary. junior high kids should be held to high expectations and grading system that lumps all A's and B's into one "meeting standards" grade is ridiculous. it does not prepare them for high school where everything depends on GPA and a percentage score. it is the single worst part of hadley. it seems that teachers, parents, and students all agree. so why hasn't it been addressed?
	1671273	Teaching methods.
	1671277	Getting rid of the portables.
	1671279	Nothing. I love your school.
	1671289	Math program seems unorganized an weak.
	1671309	Communication about large scale changes could be better. Also, the rating scale (M, P, etc) is confusing and not very easy to interpret. Hard to get a really good read on how the kids are doing by looking at Pinnacle.
	1671321	More open communication. I feel like every time I ask a question of my children's teachers, I am met with defensiveness. I am afraid to even ask how my child is doing. Secondly, I do understand the need to focus heavily on math this year but my children love to write and feel they are doing much less of it. Most of our written homework, if not all, is math.
	1671330	Would like the option of full day kindergarten.
	1671339	Nada
	1671343	More resources for gifted students beginning in elementary school.

	1671349	Servicing the needs of a diverse group of kids is difficult. All day kindergarten Respecting the time of working and non-working parents Foreign language in all grades
	1671352	Whom ever is in charge should think about transforming the old gym to a auditorium for the kids.
	1671362	NA
	1671371	not on board with the grading scale. I feel it encourages advanced students to underperform because the scale for Met is so wide. How do you explain to a student that 97.4% is the same as 84.6%. I do not feel this prepares our children well for GBW.
	1671374	Some of the standards are ridiculous
	1671375	Teacher to student ratio and class size
	1671382	Gosh, where to begin? The best way for me is to list out my issues along with reasons for having them. I will start with the elementary school then proceed to middle school. ELEMENTARY: 1) Things were great until some excellent teachers were removed from the school for reasons no parent who liked them understood. It's a very sad time we live in when we finally get the experience of driven and dedicated teachers, who always have our children in mind, only to see them quickly and mysteriously removed. Only a few very good ones remain; and, for the most part, the rest are just mediocre. This was my first disappointment with the school. 2) I never understood the reason to incorporate a new teaching style each year, not ever really knowing what to expect. This school has been around for 50 years. Are you telling us that it does not have a good teaching model in place yet? That, in and of itself, is ridiculous and embarrassing. I could fix that problem in one year. Here are some suggestions: Tried and true textbooks are key to a proper and an advanced education. We should not be pressured into buying textbooks pushed on our schools from giant book publishers who monopolize the market, but really, truly investigate the content of other competing publishers. So many teach biased, or just plain erroneous, information.

1671382
(cont)

You would be surprised to see that there really are some excellent textbooks out there; but, for whatever reason, district 41 decides to go with the mass-produced, mediocre, if not inferior, ones. Also, highly successful school uses excellent textbooks, not some random printouts handed to children like what our children receive today. Not only do they indicate that there is no direction to the academics taught to our children, but it leaves the parents in the dark as to what, exactly, our children are learning. This is not only unacceptable but down-right wrong. Where are these printouts taken from? Has anyone ever considered letting the parents in on this little secret? You can't expect success with random and non-sequential teaching methods of many of the subjects, such as math. Chaotic teaching methods induce confusion, stress, and low performance. 3) The grading system is absolutely the worst I have ever seen in my entire life!!! NM, P, M, A. Who on earth thought up this vague and asinine grading system? You want to talk about improving our schools academically? This is one tiny and simple fix that would help tremendously. Here's a scenario that drives me absolutely crazy:

a child in math class doesn't study for his math test and manages to squeeze out an M. Another child in the same class, studies like crazy but makes only one or two silly mistakes. Both get an M. Same if the first child rarely turns in his homework while the second turns in his all of the time. Both get an M. I do not know ONE person who thinks the grading system is good, fair, or makes any sense. Why does district 41 have to make things complicated? How about the usual A, B, C, D, F grading system backed by percentages? This is a no brainer. The reason why I am a strong believer in this helping create higher achievement is knowing that there are goals kids can set. If they are a C student, they know exactly what they need to do to kick it up to a B; or a B student up to an A. Nothing is more rewarding than being able to pat oneself on the back for becoming a straight A student and knowing that their effort was well worth it. Kids are competitive, not only with each other (and, yes, this is healthy..!), but with themselves. Allow them to be competitive. I know kids who do the minimum required work, because they know that they will get an M, regardless. Why try harder if they will still get an M? This is Logic 101. 4) As the Think Tank debacle (I call it debacle because it was nothing but lies and smoke and mirrors)

	<p>1671382 (cont) was at its peak, one board meeting I attended included individual school principals stating their support for the projected model for the 2013/14 school year. To my surprise, one principal, recited a quote from William Ayers, aka Bill Ayers the terrorist involved with the Weather Underground which killed several people. I know this is a side note, but our local school principal quoting a known terrorist makes it very difficult for me to trust any of you people. This principal is either ignorant of the background of the person quoted or a supporter, neither of which sits well with me. I lost all confidence in that individual and will never be able to regard him/her with any esteem. Thus, I am trying to spread the word about it to those unaware, especially those who didn't have the "pleasure" of sitting in on one of the school board meetings which were, more often than not, a joke. One board member in particular was so combative and unprofessional, she was often ignored, but, thankfully, no longer a member. 5) Finally, my biggest issue at the elementary school level is the process and actual roll out of the new model for the 2013/14 school year. After repeated requests for evidence to support this insane and hastily implemented system, the administration and the board failed to present any such research with results. There is a ton of research out there indicating that this will NOT work, but insufficient research stating that it will. The public (parents and community alike) have been up in arms about this one, and the decision-makers decided to ignore all requests for more information and evidence, and pushed it through, regardless. Would you call this a transparent administration? I think, absolutely not! There was no community buy-in; and even the survey completed by the teachers (not once, but twice) was tweaked in such a way that teacher comments/concerns section was deliberately eliminated and hidden from public view. The reason, it's obvious, is that there wasn't unanimous teacher buy-in, and this is very telling information! The teachers who had concerns were expected to keep their mouths shut if they knew what was good for them. This is a pro-bully-system making the proponents of anti-bullying (i.e. our principal, administration, board) in our schools look like complete hypocrites. What made this even worse is the principal in our school was extremely dishonest about it and downright lied to us about 100% of the teachers being in support. Nothing could be farther from the truth! Again, transparent? No. This is not only immoral, but unethical on the part of the administration. I have NEVER felt so much distrust with a group of people making decisions for my</p>
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	<p>1671382 (cont) as I do with this administration. Who are YOU to ignore parent concerns, questions, requests, suggestions,....!?!? Are you kidding me?!? YOU know what's best for my children?? Another very good example of why I truly do not believe the administration has the best interest of the children in mind is the multi-aging model, again, pushed through despite parental and teacher push-backs. Multi-aging will not work. It has been shown to fail in the past, not only here but elsewhere. The only aspect of multi-aging that would be beneficial is with the refugee or non-English speaking children who do not speak, read, or write English. Because they are all on the same level with language, they should be grouped separately from those who are proficient and given the extra attention in order to get them up-to-speed with the rest of the students in the school. Once they have proven proficiency, they can be transitioned/streamlined into their designated age groups. But multi-aging all of the students is not only psychologically detrimental, but socially, developmentally, and academically. The district has a utopian vision, but it is not realistic, nor is it possible. It is very clear that this model has been pushed through for monetary/economic reasons, and not for the benefit of the children - a most selfish and greedy act. I have grave concerns for the direction our schools are heading. In fact, my concerns are to the point of hopeless and I am seriously considering pulling them out and enrolling them elsewhere. I have seen and talked to unhappy children, unhappy families, and foresee a declining school district. This is not good for Glen Ellyn, either. Our community members have been excluded from this and, guaranteed, they would have the same concerns. People from outside our community, upon "enlightening" them on the doings of our administration, some administrators, themselves, cannot believe the destructive path our district is taking. Try justifying the tremendous amount of tax dollars allotted to the schools when the decisions they (administration and board) are making are horrendous. Why not just run into the burning building now? It is positioned to self-destruct at some point, anyway. How DO YOU justify it? Answers would be nice, not some pre-scripted rhetoric we hear ad-nauseam from people like the assistant superintendent. Those are not answers, just regurgitated words MIDDLE SCHOOL: Some of these will be repeats from above comments. I will keep those points brief. 1) First and foremost, the grading system. My concerns and reasons are the same as above. There is no good reason to keep it. It is vague, subjective, and does not incentivize excellent study habits - hardly</p>
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The district manually created multiple cells for the affected comments.

	1671382 (cont)	<p>good preparation for high school. 2) Lack of text books. Again, from where is the information being pulled? I want sources, something to refer to, when my child has a question. Having a textbook, and using it!!!, gives the kids a sense of an organized learning system and the parents the knowledge of the direction their child is heading in. Parents are the most concerned group of people when it comes to their children's academics. They should be respected and kept informed at all times. As for the children, being able to refer back to what they learned helps retain, if not help understand, new material. Reading the material improves and hones comprehension skills. Textbooks are crucial and I cannot, for the life of me, begin to understand why a school would try to do away with them. We have two textbooks sitting at home right now. My child never refers to them. I ask why. He tells me they don't use them. Wow. So what are they learning FROM? 3) Finally, testing. Standardized tests, that is (I know, they are funding-based), are truly a waste of academic time. All of the above is so minuscule, right? But the almighty standardized tests!! God-forbid our children didn't score so well on those! I have had enough with my children being taught to-the-test!! Again, keeping their best interest in mind has been shoved to the bottom of the list. Children do not benefit in any way whatsoever from taking those wretched standardized tests!! If anything, they induce anxiety. They really should care less about performing well on those tests as they do nothing to improve their academic achievement. This year came and went. But next year, my children may or may not exert any effort. We'll see when that time arrives. I hope that someone will take the time to read these parent surveys. It would be a real shame if you lead us to believe that you are really listening/reading to our concerns, but actually ignore them yet again.</p>
	1671390	More challenging academics. Very unimpressive principal, who hides in her office when parents are around and seems to have low expectations for teachers.
	1671403	Better management of resources. Too much waste.
	1671413	Get rid of the portables. Create more parking at Churchill. Class sizes are OK, but overall size of Churchill makes logistics for recess and lunch very difficult

	1671415	No homework under 4th grade; kids need to be kids and need to have a positive outlook and feeling toward school and sending homework home with kids under the age of 10 does not send the right message.....school is for schoolwork and home should be for family, play, and other opportunities to learn from life experiences.
	1671426	Not sure about STEAM in the grade school. My son's enthusiasm for school seems to have nose dived. Grades aren't as good this year. 5th grade problem?
	1671439	all fine
	1671448	Nada
	1671460	Getting rid of the trailer classrooms.
	1671465	So far, none
	1671467	More differentiation of instruction in kindergarten for learners that are ahead of the curve (Realize this is hard because of time constraints and diverse learners but still a need). More inclusion in special education
	1671471	No comments
	1671482	I do not like how the elementary classes are grouped. After watching my children this year I can firmly express my disapproval for the shared classes (i.e. group 2 2nd and 3rd grade and group 3 4th and fifth grade). My children are disappointed and feel misrepresented. They say "we are all learning the same thing, so what is the difference between 2nd and third grade?" I don't know what to answer, I think the instruction is lacking!
	1671490	Academics
	1671492	The teachers need diversity.
	1671495	Portables
	1671500	The top down starting with the BOE to the administration has done a poor job of disseminating information needed to improve our district. Knee jerk reactions to fixing "problems" that really didn't exist to poor communication or none at all to suit their needs and make life difficult for the teachers as well as parents and ultimately the students.
	1671504	Better communication, better roll-out/implementation of new programs
	1671508	N/A
	1671511	I would be in favor of adding full day kindergarten and updating facilities.
	1671516	schools have a lot of kids in them especially Hadley
	1671523	nothing.

	1671564	the only thing really is the setup of the websites for buying and paying for things. It would be easier if there were only one login and password to remember. The PTA, food service, and revtek sites all have separate login and password...each time we have to login...if you could incorporate all into one, that would be easier and faster.
	1671646	evaluation for pre k admission
	1671693	The elementary school facilities need to be improved, mostly by making them larger and updating the facilities. I realize this is currently a priority for the District, but it probably should have been addressed earlier because it is having an impact on the students now. My son's kindergarten classroom at Ben Franklin is very small, located near the entrance and does not have a bathroom. It is very crowded for 22 students (and the teacher) and appears to be a challenging learning environment. My understanding is that the kindergarten classroom that was supposed to be used was changed to a special ed classroom this year. I appreciate the special ed needs, but spacing should have been considered before making this change so it didn't displace a much larger kindergarten classroom. The kindergarten teacher is excellent and has alot of energy but she can only do so much in such a small and outdated classroom. It isn't fair to her or the students.
	1671804	More space for classrooms
	1671827	I would like the cateria which govern the rules for who should or should not pay for lunch reviewed.
	1671907	Full day kindergarden, more options for foreign language other than language at lunch or moving to Churchill.
	1671936	Grading system

	1671963	I would adopt more of a straightforward philosophy, and do away with the bureaucratic/political climate that seems to me to have seeped way too deep into the district. I see the kid's confidence and abilities being affected in a negative way as a result of the current climate. Also, I think the kids are under way too much pressure and stress from kindergarten - third grade. The homework is way too much! I believe in a more European approach - the academics can be rigorous at school, but let them have a childhood - time to play outside, and relax afterschool. I think the benefits would be having more confident, well adjusted learners, that actually perform better academically.
	1671971	n/a
	1672138	I would like to see newer facilities.
	1672362	Stop changing teaching methods. I had 2 children go through Forest Glen and the Math curriculum changed 4 times. How can you evaluate efficacy after a year and a half. The literacy program at Hadley needs immediate improvement. GBW spends too much time on remedial training. My eldest daughter got lucky because of 1 8th grade teacher who really taught her. The previous 2 years were wasted and it did not seem to matter whether you were in the advanced track or not. WORK WITH THE HIGH SCHOOL TO DETERMINE NEEDS AND DEFINE RESULTS. This is essential to improving education for both ditstricts.
	1672406	Ideally, less of an emphasis on standardized testing.
	1672520	The current system of grading using NP, P, M, A is not only confusing but it is extremely uninformative for parents and students alike. The report cards do not clearly inform parents of a students progress or lack of progress to date. Also, I would NOT multi-age or group the grades together. Specialization is fine, but I do not want the children placed in mulit-age/multi-grade classes.

	<p>1672575 1. completely abandon multi-age/grade classrooms and abolish any practice of elementary age children moving around with their supplies in bins among two teachers; return to single teacher classrooms and targeted learning, which could include other teachers, other kids (TLT time as we had before). 2. Increase the length of the school day. We start way too late in the morning and spend too much time transitioning. Generally, our children are literally being robbed of their elementary school experience and are logistically and practically being forced to function and learn as they will do in jr. high, i.e. moving around classrooms (this bin thing is a total mistake and utter nonsense in my opinion, esp. in our very small, already crowded classrooms), having homeroom teachers, not having library built into the curriculum, having multi-age/level lunch and recess, and most importantly being assigned classrooms that include two grade levels in one room. Teachers who were educated and trained to teach elementary school should do just that. I am very concerned that my level 2 child's teachers have now 48+ students. Our teachers are superior, but even the best of the best will suffer from this increased volume and I have seen</p> <p>many examples of this throughout the year. I say this w/ the clear assertion that the negatives I've seen have nothing to do w/ the deficiency of the teacher, but only with the fact that certain mandates are given to them related to multi-age classrooms and increased common core. I fully appreciate and relate to the district responding to directives and pressures coming down from upper levels of administration and national mandates related to common core, increased testing and performance standards being held accountable to, etc. yes, we absolutely must respond to that and indeed changes will have to be made in response to those national pressures. however, multiage classrooms is not the proper response. In my experience thus far for the 2013-2014 school year, I've seen zero benefit from the teacher specialization. I have seen NO evidence whatsoever of my child receiving more specialized, more narrowly designed or more customized classwork geared more toward his level because he is assigned to two teachers who supposedly have more "homogenous" grouped kids. The only thing that I have noticed, is an increased, break-neck speed of delivery of many concepts and skills being taught very clearly in response to increased standards, common core changes, but not at all delivered in a way that can be</p>
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	1672575 (cont)	retained in a meaningful and lasting way. I would term it, "fast food" curriculum being taught in a manner that is very ideal for "short term" retention and test taking, but not for long term education or betterment. Let me be very clear- when I say "fast food" curriculum, I'm not referring to the concepts being taught, not at all the content of what is being taught, but I'm speaking directly to and only to the "delivery and speed of progression" through skills and concepts being taught).
	1672597	I wish we could revisit the school boundary lines, re districting could alleviate some of the crowding issues.
	1672754	Add more space to make available to more students
	1672764	Smaller class sizes
	1672833	I would ensure more uniformity in the Special Resource Programs offered within our District Schools. That should not so difficult when there are only 4 grade schools to manage. Also, I would like to see the portables gone. I do not like the fact students have to leave their coats in the school and go out to the portables in freezing weather during the winter months. I would like Administration to be more concerned in moving students into the main building versus having Lab. classrooms .
	1672874	As a parent with a student in the dual language program, I was expecting there to be greater transparency between the administration and the parents as to the progress of the program during the year. Given this is the first year, I feel that I have placed a considerable amount of faith in the administration to ensure that this program is successful. I don't feel I have been provided enough feedback to fully assess how well the program is going. I am not able to rely on my 6 year old to convey this to me. I am hopeful there will be communication provided at the conclusion of the school year to inform parents of the administration's perception of the program during this initial year. I feel this is critical as we embark on year 2.
	1672894	The facilities are an issue, as everyone knows. Obviously significant funding is needed to correct that issue, but I'd still love to change it. I don't like when facility issues create limitations over what new programming or curriculum can be implemented.

	1672926	I feel that the children are pushed to a high standard at too young of an age. They need to be allowed to enjoy some play as well as learn. My child is already thinking everything at school is a test to see how smart or dumb they are. Too much pressure too early is not healthy.
	1672928	Having an opportunity to provide feedback on teachers and administrators at the end of each school year, in an anonymous way.
	1672943	Where do I begin? Starting at the top, the administration needs a complete overhaul. It's time to start thinking about the students and making decisions that will have a positive educational impact on them, not get us written up in some magazine because we spent a million dollars on 21st century desks. Curriculum - The administration has done a poor job designing our curriculum. Many kids needs are not getting met. Basically, we need an entirely new administration with a fresh vision. We need to stop spending money frivolously. We need an overhaul of all special education (ELL, Special ed, gifted). We need a school board that actually listens to it's constituents. Special Education in D41 is in the dark ages. Needs complete overhaul. Some of our principals need fired. The culture at our schools is horrible. It hasn't always been like this. Teachers fear for their jobs. We need to go back to a traditional system and focusing on teaching our students the basic skills. We need full-day kindergarten. We need to respect and value the input of teachers and the community.
	1672984	Nothing.
	1673187	Have a MIP program in every school, not just Franklin. It would be nice to keep siblings together in one school.
	1673189	Portables, grades need to be used at Hadley so high school isn't such a huge learning curve,
	1673317	Set up of elementary Grading system

	1673347	- Would be nice to have more frequent parent teacher conferences or feedback about students. I don't feel like I get much information about what is going on in the classroom or how my child is doing. - 4/5 Literacy: I don't think I have ever seen any homework? This seems very strange to me. When my older child was in 4th grade he had homework every week (reading responses, etc.) This year - I don't think my 4th grade child has had any literacy homework and is definitely a weaker writer/reader, etc.
	1673441	Abraham Lincoln's PTA has a \$50K surplus. This is excessive. I understand the PTA is separate from the school itself, somewhat, but I still think the school should address this excessive surplus issue.
	1673447	Check out Finland's system of education and see what you can incorporate from them. Allow the teacher's to be creative again and stop teaching to tests and test scores. Don't give kids homework until high school. Make the school day go until 4 or 4:30 and not have homework. Kids need to have more free time to have fun, be with friends, and chill.
	1673450	Expand Hadley and get rid of the portables
	1673549	Getting mobiles off the properties as soon as possible--real eye sore!
	1673893	too many to list.
	1673895	Too many children are in portables. I don't like that my child needs to get completely dressed in winter clothes or go outside during inclement weather just to use the bathroom or attend gym, music etc.
	1673909	Have parents be more involved. A lot of times I ask my child what did she learn in class-and sometimes even music and art, and she just shrugs her shoulders. A weekly email letting parents know what the students were taught that week would help a lot esp with parents helping with homework!
	1673913	that the kids would be challenged more academically
	1673928	listen to the parents. I feel we had a lot of parents not agreeing with the changes that have been implemented this year but you just decided to do it anyway.

	1673936	I am a concerned tax payer who cannot ever remember seeing my taxes go down in living here since 1985. Is there a limit as to what give the schools financially? I think I have been there. Have the teachers/administrators ever had a year where their pay stayed the same or actually went down? Not that I remember. Is this realistic and like the rest of the work force? No, not really. Does that mean we cannot get good teachers and administrators because we are not paying top dollar? No, I don't think there is that strong of a correlation between the two.
	1673941	The district needs to meet more of the needs for advanced students. Strongly disagree with not have advanced literacy for 4th and 5th graders and also eliminating advanced math for 3rd grade. With the 21st Century curriculum learning change, children are suppose to be grouped with peers of the same learning, yet some children are still not being challenged in math/literacy.
	1673945	Offer advanced curriculum (literacy, math, science) for all grade levels to challenge advanced students. Mental boredom at an institution of education is an egregious offense.
	1673947	- Report card grades are terrible and useless. NM, M, P means nothing to children, they need actual grades so they know what to strive toward. The "standards" are very confusing for the kids. - Need more parking at most of the schools
	1673952	I would NOT combine 2/3rd grade levels.
	1673959	As a home owner & tax payer in Glen Ellyn, we are concerned about the continual rise in our property taxes. With our tax rates at close to 2 1/2 times the national average, and over 70% of the tax revenue attributed to our schools, we all have to take an honest look at the efficiency in how we are stewarding the financial resources of our community. We have extensive work to do in getting the costs of education dramatically reduced.
	1673969	Space in the schools - they don't have enough space for everyone. I dislike the mixed grades - I like the separating literacy and math, but do not like mixed grades.
	1673971	The structure of our day back to the old structure. I would also like to see a board and administration who listens to parent and community concerns with an open mind.

	1674171	I often do not receive mailings or notices from school, or, I receive them after the event has passed. Sometimes, when I ask questions, no one knows how to answer it or who to refer me to. Important confidential student paperwork at school has been lost, and I am worried about identity theft and the safety of personal and private information the school holds.
	1674714	The District has not responded properly to parent concerns about the Multi-Age Classrooms. Teachers are not prepared to respond to the different dynamics of the mixed classrooms. See the study from the University of Chicago, "Skill-Based Sorting in the Era of College Prep for All". One conclusion reads, "When classes are sorted by skill level, low-skilled students are at higher risk of being in disruptive classrooms and thus, weaker instructional environments. Teachers in these classrooms need support around classroom management and getting students engaged in challenging work.'
	1675901	during the hours that my child is at school - doesn't always seem like time is used efficiently where they are learning most of that time.
	1677176	The reactive nature of the district. We seem to react to every issue that comes our way, including students that do not learn typically. We have coasted in our methods for teaching children that learn differently and have gotten so far behind neighboring districts and models that exemplify best practices. How this happened, I have no idea. Our lack of inclusive practices has us utilizing models and practices in special education that are similar to those of the 1950's. I would like to see the district collaborate with successful, neighboring districts to bring ALL of our students into the 21st century, not just typical students. I would like to see the manner issues are communicated to the the community change. It is not sufficient to say things were announced at a PTA meeting that happened at 9:30 AM during the middle of the week. Glossing over information during the work week, leaves out an entire group of people. On a similar note, being completely transparent with community members would also be appreciated. The climate is negative regarding D41 at the elementary level and communication and transparency are at the heart of it.

	1677331	My son has been in the trailer for the past two years. It would be great for him to attend school in building.
	1685107	The district is not able to cope well with divorced parents. It has been very difficult to initially get on all the various mailing lists for my children's classes, I have to rely on my ex to send me any of the kids weekly classroom progress reports and tests, and I have to be very assertive to ensure that I am given the various pieces of paperwork that need signing by both of the co-parents. It has gotten better, but i am dreading dealing with this again next year. I've asked to have my expectations managed, so please let me know if there is something I am not aware of to aid with this. I would like to see the STEAM program put to a vote again.
Page: Abraham Lincoln		
	Question: Comments/suggestions to improve student learning:	
	1665604	A more personalized learning experience per student
	1665621	More Play base learning
	1665661	We really need longer parent teacher conferences. The ones in the fall were too short.
	1665662	I answered above in regard to my oldest child. My youngest child is a kindergartener. It saddened my heart to hear my child and another D41 student from a different school have a conversation about how much they hate Kindergarten. They explained how there is nothing fun to do in class. Perhaps installing learning through creative projects in class would help. All children are creative and learn best through activity when they are this young. I feel the lack of recess time, gym only twice a week, and art only once a week is working at a disadvantage to our students. I am not interested in a college bound kindergartener. I am interested in a kindergartener that is inspired to learn. Your approach is doing the opposite from what I'm hearing from the kindergarten students. I'm certain there are creative ways to learn that can expell energy and enthusiasm during the process, and make it fun.
	1665731	Expectations are inconsistent - sometimes too low so that "all students" are successful and sometimes too high as in level 3 vocabulary words...what 10 and 11 year old children will use words such as ostracized, dejected, marauding, disgorged, or fractious?

	1665738	The few times that my husband and I have been at the school for activities or to help out, we have noticed that the children have free roam of the classrooms. They get up and move around during instruction. It is like all the kids do not know how to sit and listen. Not sure if this is a teacher issue or a structural issue.
	1665746	More opportunities for challenge would be a help. Better Science
	1665833	The STEAM initiative is very poor. There are NO science labs. My daughters class size has averaged 27 this year, way too high, and she gets put in smaller groups that are unsupervised by her teacher. Lincoln school has 1 less full time teacher this year (suppose it is because of the STEAM setup). The science curriculum has been a work in progress (this was from her teacher when I questioned the curriculum at parent/teacher conferences). The STEAM set up, along with the new upgraded math and less school time (no more bell to bell) along with larger class sizes has been a very bad final year at Lincoln, almost seems like this 5th grade class is being sacrificed for the sake of future children. Also Lincoln was never good at discipline, this year seems to be worse, get some back bone and punish the kids who behave poorly.
	1665762	My child does not always know how to do his homework . Or sometimes his assignment note book is not filled out
	1665808	Stop changing the curriculum every year.
	1665814	Better communication on individual student rather than general newsletter of the class More opportunity for conference with teacher/student
	1665840	provide more opportunities for non-gifted students to grow.
	1665879	Let teachers provide material outside the box. Open up opportunities for the kids in the middle.
	1665892	Less clutter on the walls and in the classrooms. Some classrooms are overstimulating and don't allow for quiet reflection.
	1665915	smaller class sizes
	1665940	As this is the first year of multi age learning at Abe Lincoln, my fifth grader has felt a little discouragement that she is grouped with some "fourth graders" diminishing the level of achievement at year 5 at Lincoln. This will fade as the program continues. Make efforts to keep 5th grade and any graduation type activities special

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	1665941	In my daughter's class (first grade) there are two students in particular who are frequently disruptive. These students are dealt with by the teacher/administrators on a near daily basis. I find this to be very disheartening as it prevents my daughter (and others in her class) from learning as effectively as possible. I would advocate having a set protocol for dealing with these types of students who, despite continual coaching, fail to act responsibly in class. This would include, if necessary, removing these types of students from normal class room instruction as I simply do not find it fair that a few (continuously) disruptive, disrespectful students can negatively impact those who want to learn. Second, I feel that students need to be challenged more across all ability levels.
	1666015	<p>Communication from the principal/vice principal is spotty at best and more on an as needed basis. The leadership needs to be more engaged, energetic and visible to parents and families. Lunchtime recess seems to be problematic. Children are excluded, bullied, and there is not enough activity to keep the children occupied. Lunchroom supervisors are slow to respond or respond inconsistently. When there are problems, parents are slow to be notified (for example, my son had to go to the principal's office at lunch for an infraction on the playground. The principal called me three days after the incident and only because I had called her first). The playground equipment needs to be beefed up; there are no swings. Communication from the teachers is adequate. However, opportunities for face to face meetings are rare. Parent teacher conference times were too short (10 minutes per teacher). The social worker needs to start giving direct instruction to classes on proper social behavior (perhaps through a STEP program). Groups and classes need to be explicitly taught on conflict resolution, etc... Younger children especially are having more difficulty making friends this year due to having two sets of peers with teacher specialization. I understand that not all schools in the district are like this; while all schools have teacher specialization some children have the same set of peers with both teachers. A happy child=a child who learns better.</p> <p>The school does not feel like a cozy, warm, friendly place but rather a place of business.</p>

	1665956	Use WIN time to actually assist child with their needs rather than just use the time for independent reading or filling out worksheet packets.
	1665992	Quit trying to implement programs that have been proven not to work. Require teachers to stay ahead of the curve regarding new teaching methods. Require teachers to receive substantial training and degrees in STEM.
	1666003	As I stated earlier, there is no true curriculum. We have no text books, no on line tools to help at home. My children often bring home a poorly copied sheet to read off of. It would be fantastic to have resources to draw from beyond Odyssey.
	1666033	Full day kindergarten. Give students (and teachers!) a chance to be less rushed, more comprehensive and whole-child.
	1666078	More staff to assist the teachers. Use of technology with everyday learning. Update the classrooms.
	1666102	Again, academic help is hard to identify. I'm told when my child is struggling, but little constructive advice or suggestions to help.
	1666195	Currently my 5th grader is spending a HUGE chunk of his STEAM time on the odyssey program in class. This is something he can be doing at home as a supplement. I would like to see his teacher more focused on the class than the computer program.
	1666264	My son has told me about a couple of recent little happenings where a child accidentally did something (for example, one boy in my son's class grabbed the wrong hot lunch card by mistake and when he went to use it, he was yelled at by the cafeteria lady that he was in "so much trouble for stealing" and he would be sent to the principal. There was another concurrence where some students were accused of intentionally using Minecraft when some of them did not even know what they were clicking on. I am ALL for strict discipline, but I am concerned that students, even for a "first offense," are presumed guilty.
	1666270	Principal needs to listen to the parents and teachers. Principal does not always tell the truth and I am concerned about the ethics that are being taught to the children. The school is a mess, the hallways are full of coats, books, shoes and garbage.

	1666283	"Bullying" is becoming a dangerous term and everyone is quick to label a "bully" but also need to see the story from all sides. My child was in Montessori education thru Kindergarten. The differences between that and Public school are very clear: Montessori teaches to the child, Public teaches to the system.
	1666304	Provide more supports for parents to help improve student learning to support the work done in schools.
	1666321	I have an intelligent 5th grade girl. She doesn't qualify for the "gifted program". In literacy she does not enjoying being with immature 4th grader boys. In math with all 5th graders, she has never been put in a group to learn at her level, but rather [REDACTED] is teaching the class the exact same thing. My daughter knows the material and is not learning any NEW material. I have to go out and find more challenging math for her and teach her at home. I have asked repeatedly for extra homework from literacy and math, but no extra homework comes home. We are wasting valuable time when kids should be learning new things. Not impressed with [REDACTED] whatsoever....
	1669434	I wish I could answer the above questions for each child at Lincoln separately. They are very different. My son feels safe, he is helped by classmates, the children in his class get along well. My daughter has been bullied for the past 3 years, therefore no, not safe; her classmates do not get along well, the kids do not help each other, the different grade levels are a huge problem, the immature 4th grade boys are driving her crazy and she comes home almost daily complaining and telling me she hates being with 4th graders. 5 kids in my daughter's class got into trouble, they [REDACTED]; she changed the rules that had been in place all year by their teacher and the whole class has been punished due to the acts of 5 naughty kids. That is not going to improve student learning. Too many important, special, "rites of passage" have been taken away from the 5th graders this year, or are forced to be shared with the 4th graders, making it no longer special. To improve student learning: lower class sizes to reasonable numbers; put the grades back to regular grades; and do something to stop the teachers from feuding or the Lit/Social vs STEAM is going to get out of control.

	1666395	Set higher standards for students. I think there should be more homework for students and the homework should matter. Too often when homework is given the students know it doesn't really matter and they don't give it their best efforts. Additionally, when announcing tests in class -- the teachers need to actually follow through and give the test and grade it promptly. There have been several occasions when my kids have studied for tests only to have the teachers postpone the test -- this is really demoralizing for students that have put the effort in to prepare.
	1666494	Teachers need to take more time making sure there is a solid foundation before moving onto the next item on the academic list. Teachers also need to communicate with the parents more clearly and provide more specific instruction regarding the methodology of teaching certain subjects, math is a good example of this.
	1666504	Don't mix grades. Still not clear how the foreign language integration will work for current 2nd graders.
	1666522	The common core is great. I like the idea that my child can be moved forward in a subject she excels in or can have special in areas of need. ABC club has been wonderful all student should start with this.
	1666572	Just making sure high students are pushed into making greater gains. I have had my daughter's map scores go down a few points on many occasions.
	1666619	██████████ is WONDERFUL. My daughter loves her class and her environment.
	1666628	Working on how to handle conflict could be improved...feel like our situation escalated throughout season without offering children a way out of the situation. Very happy overall with teaching and teachers inspiration. My kids have loved their teachers and want to attend school which is big win.

	1666655	<p>Parent teacher conferences are too short to be productive or meaningful. The mixed grade classes are terrible for my daughter. I'm trilled we only had to put up with it for one year but I think it has been a TRAGIC DISSERVICE to the kids at Lincoln. The only people I hear having a good experience are in the "gifted" program who don't really have to deal with the mixed classrooms at all. I am under no illusions that you will fix this problem you created, but you need to know it is terrible for students and parents. Terrible. Bring back targeted learning time. There are kids, including my daughter, who didn't qualify for the gifted program according to your standards for whom the regular classroom work is not enough. TLT used to be a fix for that. Bring it back. Find ways to challenge kids. Stop having the kids do work they should be doing at home in the classroom. Odyssey has been one of the few resources we've gotten from Lincoln that has helped our child. We have her do it at home several hours a week because we know she won't be coming home with challenging homework. And then we find out that her teacher is now having her do it in the classroom. Along with Kahn Academy -- which I love, but that's for home, not the classroom. Where is the instruction? Where is the teacher/student one on one interaction? Gone as far as I can tell.</p>
	1666671	<p>I think that a little more gym/outside time would be helpful to keep the kids engaged in school. Kindergarten has become more work and less fun, and for some kids they need a little "fun" time outside of academics.</p>

	1666687	My answer to #2 above would actually be somewhere in between Too High and Just Right. There are certain things that my 5th grader brings home to work on that are very advanced, but then there are others that seem aligned with a 5th grade level. On a separate note, I'm not seeing the benefit to the Think Tank program. The grade groupings do not seem to have the positive effect that was represented and there still seem to be many varied levels of learning in each classroom, which I understood Think Tank would reduce. My view is that District 41 achieved very high rankings in the state with traditional methods of learning. So, as the adage goes, if it ain't broke, why fix it? More focus should be paid on developing a curriculum for common core (considering this is a state wide mandate) rather than focusing on implementing Think Tank and the logistics involved with that program.
	1666792	recourses are not available according to Childs individual needs
	1666795	I feel like students can be challenged a bit more.
	1666832	Get rid of the split of children in 4/5 and 5/6 . There is too much movement and a lack of curriculum aligned to a child's grade level. It asks too much from the teachers and is confusing to the children. It's rapid implementation has made our children guinea pigs testing the validity of an unproven teaching theory. It goes against best practices and was shoved down the communities throat without real buy-in from the people who have lived within the community for the long term. Why lease portables that are flea infested. Why not buy new portables that are clean and neat. \$43 million is spent per year. Our children deserve the best and get the worst when the administration wants the children to feel uncomfortable in order to sell a building plan that the community probably will not pass because of the costs.
	1666862	Updates to the computer lab along with more computer science time.

	1666897	I like how [REDACTED] teaches her class. I see how my daughter is learning all this new knowledge and retaining it. I do not understand the curriculum for next year. I understand that my current 1st grader will be mixed in with the current 2nd graders and possibly doing 3rd grade work which I have no problem with just as long the teachers feel she is ready. However, what happens when she is 3rd grade, she repeats the work of 2nd grade? And does she have the opportunity to learn a different language other than spanish next year?
	1667014	I think full day Kindergarten will help that grade level round out the curriculum. Focus needs to be on getting the young kids into the swing of school and REALLY focus on making it a positive experience so they want to go to class.
	1667090	less attention to students social concerns, and more concentration to curriculum, technology, etc. less tolerance to children who misbehave, repeatedly, by acting with swift and corrective measures, including immediate family involvement. sharing more classroom test results (spelling, etc) with parents. I am grateful that my child is a self-motivator and takes initiative to learn, as I feel the short school-day detracts from those that may not learn at the same level. this takes time & energy from teachers that may be required to teach children of the same class to the same level of reading, math, etc, instead of being able to improve the level of each individual student. sharing individual results with classmates and families in a respectful way will create positive competition and motivate all to improve.
	1667121	See comments on previous page regarding the curriculum and report cards. Teachers have been excellent.
	1667156	There was not enough time this year for parent/teacher conferences. I finally have all of my kids in school and have some time that I could come into the classrooms and help out and there are no opportunities to do so (except now just recently in kindergarten). Bums me out.
	1667209	I am not sure Odyssey is a good use of D41's money. My daughter uses at school and then when at home, she doesn't want to go on it. It's burdensome. And I think there is enough homework as is.

	1667224	High expectations should be applied to all areas. The most frustrating conversation at home with my child is when they have a product that is below standards, and the teacher does not require a better effort from the student. We, at home find ourselves being "the bad guys" because in school they are not told that they work is not their best.
	1667259	the students are under too much stress
	1667275	I think too much attention is paid to dealing with extremes on the bell curve. Gifted programs, ESL programs, are all great and appreciated, but most students are in the middle and ultimately a public school must focus on ensuring that the vast majority of students are advancing properly. It is truly a problem when excess focus on the brightest and most problematic or least prepared students impacts the quality of education for the middle 80%.
	1667646	I would like to see more opportunities for children to get challenged more - either through accelerated programs, challenging work in school or more homework. I think Lincoln is a great school and the teachers do a good job. However, it's a big change going from Lincoln to Hadley. It's "easy" at Lincoln and the expectations at Hadley are much greater. It's been a bit of a challenge "figuring things out" academically at Hadley after 6 years at Lincoln. What worked at Lincoln in terms of studying doesn't cut it in jr. high. If we challenged them more at Lincoln, on a daily basis, it may help in the transition.
	1667407	I commented earlier on my concerns with multi-age learning: hard on kids, hard on staff. Not best for this age group.
	1667427	Full day kindergarden would be beneficial in taking time to learn more and deeply instead of rushing through things.
	1667528	My child has had a few experiences with bullying. In first grade, it was all on the playground. In second grade, it has been during transition periods with a certain student. I don't feel like their situation has been addressed well at all. I feel like my student understands the behavior policy and goes out of his way to support it. I wish I knew how to better help my student learn. I also want to give my student time to just be a kid after school. Also, I can't stand Odyssey. I'm happy to have my student on a computer based program for additional educational support, but can you find a better program? That one is so slow and frustrating.

These comments were revised May 5, 2014 to fully report those comments which Excel automatically cut off due to length.

The district manually created multiple cells for the affected comments.

	1667532	No comments
	1667585	<p>have talked to many parents and all agree its very difficult to know exactly where our students are at any given time. The A, B, C, D & F school grading told us so much more. Many parents don't worry unless the teacher talks to them but still have no real idea where there kids are since the P and M grades cover such a wide span of things. Then 10 minute conferences with the teachers is ridiculous. We were lucky enough to pick a time where we had more than 10 minutes with a few but the ones that were 10 minutes are NOT ok. It is ridiculous to think that 10 minutes is enough. Also that that combined with kids being in charge of giving the conference is enough for sure. I have felt that staff is beyond good. Had a hard time answering the question on bullying since a experience that we had was resolved fine by principal in the end but was NEVER handled well by the teacher that was ALLOWING it on a DAILY basis in her classroom and lying to me and other parents about it. The children were reporting it correctly and the teacher was down playing it. The only reason I know is because finally the parents in the class started talking to each other and we realized what our kids were reporting was fact and then we observed it in action. I was told by the teacher that "my child should not be worried about it because it is not happening to her she was just watching it happen to others every day" I am still very sensitive about that.</p>
	1667719	Obtain a full STEAM lab.
	1667745	<p>Academic expectations would have been "just right" for our older daughter who would have been plenty challenged but work for my son is not challenging which is why #2 reflects Too Low and why the last mark above re Teachers personalizing instruction to meet my child's needs is marked "Do Not Know" -- I do not know that anything is personalized to provide him with more challenging work. I don't think expectations are too low for all - he is bright and could use enrichment that he probably doesn't receive b/c teachers are not able to meet the needs of all children - something they were sure they could achieve this year with the new changes in the curriculum.</p>
	1667763	<p>The parent/teacher conferences this fall were too short in length. All my son's teachers ended up going over the time allotted.</p>

	1667768	i feel strongly Spanish should be taught to ALL the children at Lincoln, not just those who entered 1st grade this year
	1668165	Continue to challenge those that are capable of more, even though they do not qualify to participate in the AEC program. Those kids that are in the next group of learners/achievers are not a primary focus because they are "at the top of their class" after the AEC kids have left, and can do much of the learning on their own. They need to be challenged appropriately as well.
	1668180	Problem based learning has been a wonderful improvement but there needs to be more discourse between students in the classroom on a daily basis. Although the academic expectations are right on and aligned with the common core, the process of learning needs to become more of a constructivist approach. Computers should be used for support and reserach not as the main way of differentiation for students who are acheiving or exceeding the standards.
	1668487	I believe the school is doing a great job with student learning.
	1668496	I think Odyssey and/or other on-line tools should be stressed more. May seem harsh but I don't see any way that any student can do their Odyssey and assigned reading every day and still fail the no child left behind. Hard for me to understand a parent complaining about child's progress without Odyssey records in hand to show their effort and their child's effort at home.
	1668530	I think our children could be more challenged. It's tough for those who don't quite meet the "gifted" standards, but are still very acedemically bright. I worry that they get a bit lost in that the teachers tend to give more attention to the kids who need extra help. More focus on giving challenges and encouraging extra effort for the strong learners would be great. We were open to the idea of mixed grade classrooms, but after seeing it in action this year it does not seem to be a very useful approach. My child is a 5th grader and does not feel she is challenged enough while spending half of the day with 4th graders.
	1668562	Please keep up a spelling curriculum. So happy to see it return!

	1668594	I had one child go through Lincoln with Shannon Cross as principal and one child with Linda Schweikofer. Linds Schweikofer does not listen to the needs of the parents. She is not open minded and does not have the bset interest of each individual student in mind.
	1668620	parent/teacher conferences this year were disappointing. Teachers were rushed to fit everything thing, parents were rushed to try to understand everything and have the time to ask more in-depth questions about social or academic progress/problems. It would be helpful to have both teachers present or have 20 minutes per conference. This year we get most of our information from the group STEAM/Literacy newsletters. This does not give a good picture of what my child's actual classroom dynamic and progress are. I'd like a way for more individual notices from the teachers about what's going on rather than the high level 2/3 report. One teacher does send out more classroom specific emails, which is very helpful about knowing what actually is going on in my child's specific classroom.
	1668656	The school day and year need to be longer and focused on education and fun. I think children are rushed from one activity to another and not focused long enough on particular subjects then are sent home with homework that does not have clear instructions, causing confusion and frustration for students and parents alike.
	1668683	Getting rid of gifted was a mistake. They need more than just accelerated enrichment. I still don't understand why we needed to mix grades. You need to prove that the numbers demanded it - why couldn't you just move the outliers to other classrooms during small group break outs? I'd like to know what the data point are that will be used to assess the multi-age and STEM changes.
	1668754	Everyday math is a big mistake.
	1668760	Expanded answer to #2 above -- academic expectations need to be PERSONALIZED as well. High achievers need more challenging resources and standards to gauge individual progress (aside from MAP testing).

	1668785	At Lincoln- seems like there are too many disruptive kids in each class. Both of my kids complained about this every year. The same kids year after year. For my 5th grader there was an issue with her Kindergarten teacher (who was fired) and my kid was behind in reading. She got help- but it wasn't' until we got her a tutor that she got to the right level. We should NOT have to pay money in addition to specialized help (just tells me those programs are not working as well as they should) Parents of the serial problem kids should see first hand how their kids are behaving. I know some parents of these kids are VERY involved, but the vast majority are absent. Again, this is a community and people need to be involved.
	1668895	I am thrilled that the district is implementing foreign language and I hope that can be expanded to make immersion learning available too. To be competitive our kids must be fluent in at least 2 languages. The international student community is fluent in 2-4 languages.
	1668981	the more we learn, the more we become better; why not best. Every day, we improve according to what we did wrong yesterday. Keep going. the past years will help improve the future of our children. God bless you.
	1669032	You can have higher expectations but you have got to provide the parents with the resources outside of class time to assist in the development.10-15 minutes of homework a night is not going to help them catch up.
	1669122	I have seen no personalized instruction this year in literacy- every single level three student receives the same homework packet each week.
	1669139	While Science Night is a fun and educational event, "fun" activities during school hours take away academic opportunities. With holidays and SIP days PLUS the Halloween parade/party, Christmas party, Valentine's party, end of school party, and each child's birthday celebration etc., it's disruptive.
	1669144	I believe that the cutoff for accelerated math should be adjusted so that more students could take advantage of a challenging curriculum, which will better prepare them for high school and college.

	1669186	I think too much homework is given to the students. I believe Odyssey is a waste of time. I don't believe the use of Odyssey is beneficial. Odyssey is just more busy work for students. The kids are suppose to read 20 minutes per night, do Odyssey each night, and the extra math website is suppose to be used each night. They also have homework packets for math and literacy that come home at the beginning of each week and must be completed by the end of the week. All those homework requirements are TOO MUCH. I think children should read for 20 minutes each night. The rest of the homework is unnecessary and seems like a waste of time.
	1669212	The teachers do not seem to know how to teach this common core and new learning and it is NOT their fault. The district went to fast and nobody knows what they are doing. The teachers in all buildings are teaching totally different stuff. Your whole experience depends on the teacher you got. There is also very little writing going on this year which is a big concern.
	1669234	The answer to question 2 is based on the fact that our student feels such pressure at school. The amount of information is overwhelming and so much to tackle. I appreciate the push to learn but our child is quite stressed about the ability to "keep up" and often says "I am just not good at school" The teachers are incredible in trying to help and improving our student's confidence level but we continue to struggle at home academically.
	1669329	give the students homework that will reinforce the skills taught in school. They will only get better if they continue to practice the skills outside of the classroom.
	1669381	none at this time
	1669415	Smaller class sizes.
	1669416	Decrease the amount of time spent of project based learning such as the Mystery Box which required weeks of time. For future projects, the execution should be more timely and goals of learning clearly stated. Return to teaching by grade level, by age. Discontinue multi-age classrooms. Provide math books and exercises to do at home. Get extra teachers and aids to help English Language Learner and refugee students.
	1669497	Aides in classes with high levels of ESL students. Kindergarten classes are chaotic at times

	1669591	Make classroom sizes smaller and or have aids for teachers. Multi-age classes make no sense. Let's stick to the basics!
	1669606	Technology often replaces teacher time as they are spread so thin due to the large range of learners in each classroom, especially because of multiage. Kids are often grouped together and teaching each other, yet actual learning is not that great. Often parents are asked to come in and help because there are too many levels of learning the teachers are trying to meet. With the cancelation of the AEC lit program and the 3rd grade AEC math program, kids that learn at that level are often bored and not challenged. The lack of clear curriculum and books or materials to support this makes it challenging for parents to help at home. Some of the curriculum in level 3 is inappropriate for 4th graders and is causing more difficulty for a cohesive learning environment than if the classes were separated by grade. WIN time which was touted as the way to meet each child's individual needs is a waste of time. It is a study hall for the kids that do not need help and an intervention time for those that do.
	1669618	I'm satisfied with 1st grade level work but my 3rd grader has a lot of homework. It seems that now that they have separate steam and literacy teachers, they get twice as much homework. And, they are also REQUIRED to do odyssey as well. He doesn't have enough time to work on odyssey, so he doesn't work on it as much as required. His odyssey math level is the same as my 1st grader's. It should at least be at his grade level. It seems a waste of time be doing math that's 2 grade levels below him.
	1669655	I appreciate the impact of federal and state standards on the curriculum. While D41 cannot change these things, I am disappointed as I see the level of pressure and the push down (K students learning formerly 1st and 2nd grade material) of curriculum.
	1669688	Need more homeworks for children

	1669810	* I don't really like the move toward "student led conferences" at older grade school (Lincoln) ages. They could have a place in helping the child understand and take some responsibility for their learning, but when they become a replacement for allowing a direct dialogue between the parent and the teacher, I consider that to be a strong negative. I don't find that student led conferences provide me with any useful information- perhaps because my children typically "meet the standards" for both behavior and academics, which I already knew because I can track that on Pinnacle and based on daily feedback from my children. Hadley doesn't push that student led angle, and I feel I get much better feedback from those 5 minutes one on one and in younger aged conferences in grade school when my child is not involved.
	1669981	in answering the above questions regarding staff. The survey creators should have defined staff. I am mostly satisfied with the teachers. I am extremely dissatisfied with the principal. She does not return emails nor welcome my concerns. She should be replaced.
	1670047	I realize that times and standards have changed, but I would consider a yearly evaluation of the combined grades approach to see how much this protocol improves students grades and overall social school experience. I think having too many teachers in a young students life drives a wedge between the potential student/mentor experience.
	1670195	Stop multi age. Don't rely on parents/technology

	1670312	I feel that this year due in part to the new Common Core Standards our students did not have adequate curriculum materials. In the past we could order a math textbook for our homes or go online to access a math textbook whenever one was needed. This hard copy provided an outline for parents of what was going to be covered for the whole year. Without it, I often felt lost on what was being covered on a day to day basis. In order to fill in the curriculum material gaps, I resorted to using old textbooks from our house, purchased new books at teaching stores myself and had my child study concepts on the Kahn Academy website. Since the materials were not provided by our school, I found it hard to help my child prepare for any math tests this year. I would strongly encourage our District to provide proper textbooks for our children as they have done so in the past. Private schools still provide hard copy textbooks while also utilizing the latest technology. Consequently, I don't feel that our public schools should short change our children by eliminating hard copy curriculum materials from our classrooms!
	1670426	I understand they are expensive and become outdated quickly, but text books might be helpful to reinforce subjects already learned & to refer back to throughout the school year.
	1670559	more programs to adequately challenge gifted students
	1670786	Go back to "bell to bell" or a more full day of teaching/learning. Now, teachers stop their day earlier to allow for students to go back to homeroom or gather personals.
	1670780	The kindergarten teachers at Lincoln are phenomenal. My children are excelling academically. Any problems between students have been resolved quickly and any concerns I have expressed were treated with respect and the utmost consideration. However, I feel that technology is over-used in the classroom. I would like to see a reduction in "screen time" when they are in school.
	1671094	Stop multi-age classrooms. FACT, it does NOT work! Have teachers and administration involved in what is best for the students to learn and achieve. Nothing else matters!

	1671259	Due to the variety of students at Lincoln, I have found my child isn't challenged enough at times and that it appears they cater to the struggling students more than those that need further enrichment, particularly at the kindergarten level. In terms of communication, I believe it would be very beneficial to have a meeting to explain the report card system and the numbers behind the letters used (M, P, etc). I have asked for clarification on that from teachers and have never really heard a consistent answer on what those numbers mean or how they work.
	1671314	Classrooms seem to be very crowded - there is a lot of STUFF in one small room and I wonder how distracting it is for the kids. The hallways are very chaotic in between sessions and overcrowded with jackets, etc (esp in winter). Not sure of the way to improve this, but it's always a bit distressing to me to see the environment in which they learn.
	1671355	My first graders are drained when they get home. I still do the homework with them but there brains are on over load.maybe a little less homework for the 1st graders. Oddessy is good.
	1671383	Get rid: of multi-aging, excessive standardized testing, awful grading system. Challenge all students and allow those who excel to continue to move up, hold back those who struggle. If they must be separated to achieve this, do so. Reject Common Core - this is a standard that will be harmful to the children academically and psychologically (more standardized tests is NOT the solution to slipping academic performance). Use textbooks so both children and parents know what they are expected to learn. Finally, be respectful and attentive to parent and teacher concerns.
	1671485	How can the teachers personalize instruction to my child's needs when they can't even personalize instruction to the needs of a specific grade?
	1671509	It is still too early for us to make comments since we have only been here less than 6 months
	1671805	Smaller teacher:student ratio, more space for learning

	1671981	Provide an environment that the children feel at ease in, so as to have all of their energy on learning. Currently I feel that the 2 teachers/multi age is creating way too much anxiety and stress that is greatly affecting the children's ability to learn to their full potential. They feel very anxious about being with older kids, switching classes, being on their own at lunch, etc. So many things that are way too much socially and emotionally, for them to handle until junior high age. My oldest child, and many of her peers, are having lots of meltdowns, nightmares, and general anxiety in the current conditions. I would love the instruction to go back to "bell to bell", in a same grade, 1 teacher classroom. We have such fantastic teachers, I am certain they can handle the new steam requirements, as well as the reading requirements. I trust we will all do our part to restore a fair, AGE APPROPRIATE environment for our children.
	1672891	We do not support the student-led student teacher conferences, as we feel they hinder open communication between teacher and parents. Students have plenty of opportunities to discuss their learning with their parents. We have been disappointed with our exchanges with [REDACTED]. She has been dismissive and condescending, and she was not helpful at all when our family needed her help. Please keep the gifted learning programs at Lincoln!
	1672898	At the first grade level, I can't tell how much personalization exists. That's likely to change as our child moves to the new grade-sharing format. On another note, we could not be more impressed by our child's first grade teacher. She truly is amazing, and we really feel fortunate that we have such a strong champion for our child. Thank you!
	1672929	Parent/Teacher conferences are much too short to accomplish anything meaningful.
	1672933	see aforementioned input
	1672935	My displeasure with staff is only with the building principal, not with any classroom teacher. The teachers are more than willing to listen to concerns. The principal at Lincoln is not. Multitasking is why I am saying expectations are too high. My 4th grader having to do 5th grade literacy and isn't being taught the concepts. I am having to teach them.

	1673346	I believe that four years back, academic expectations were too low. However, now I believe that the opposite it happening. We are pushing kids to do all this higher level learning (which is wonderful), but we are skipping a lot of basics in the classroom or expecting mastery too fast. I know the theory is to do it at home. Well...in some homes that will not happen and even in the ones that it will, it becomes an extended school day at home where kids are burnt out. They are still young and need some free time to learn through play (social skills and problem solving). After school there are about four hours (4 pm - 8 pm) to squeeze everything in. There is not enough down time when you factor in things that need to be done: Weekly/daily homework, practice math facts and whatever other basic skills needed that are not taught at school, practice spelling, read, eat, practice an instrument, play a sport, or do another extra-curricular activity. All these things are important but balancing it all and having happy, well-rounded children is a challenge.
	1673444	My child's kindergarten teacher has been absent a lot this year.
	1673972	I wish you would clarify who "staff" means. I believe the teachers listen to my concerns and the office staff. But not administrators.
	1685110	I need more communication to my childrens second home. While I live out of state, it had been very difficult to get all the information I need from the school. It has gotten better, but that maybe reset when one of them goes to a new school.
Page: Churchill		
	Question: Comments/suggestions to improve student learning:	
	1665598	Get rid of standards based grading in Middle School. The grades are meaningless and do not prepare students for the rigor of high school.
	1665635	More grouping of similar level learners in Math and provide other options to stimulate those who are way above the standards(all subjects). Look at other school districts such as Naperville or the Schools that feed Maine East. I hear about so many fun and advanced learning opportunities at those schools. Why are we so lacking?

	1665641	Churchill is not meeting the standard score just because set of students are coming from background where education is not given enough priority, therefore they don't perform good. Teachers and staff really can't do anything but it hurts other students and their efforts when Churchill is listed under low academic progress. Majority of the kids are coming from that particular area(since each household has 4 kids at least) and number is increasingly every year.
	1665790	10-15 minute parent/teacher conferences are in-sufficient. I feel like there is a stop watch as I sit with the teacher.
	1665678	I like Odyssey a lot. I wish there were mock isat tests or more of other testing resources made available.
	1665711	They should be programs that aid those children that are a bit more advanced then those on the same grade level as they are. This could include advanced classes or some kind of after school program.
	1665740	Full day Kindergarten.
	1665761	Again, space issues are a huge problem. Get rid of the trailers.
	1665909	Stop dumping down materials to engage students. NOT all students find cartoon videos engaging. When students in a multilevel class have mastered spelling words they learned the previous two years, don't wait three months to find a solution.
	1665927	There are too many things to do each night to include looking online at the extra things to do with my first grader. Maybe having one specific extra activity each night or on a certain night each week would help make it more attainable. And include the link and password on the homework sheet so it is easy to locate when trying to log in.
	1665943	I would love to see more ways for top performing students to be challenged.

	1665949	The introduction to the new common core standards this year has been a transition and a learning curve for all. However, I feel the homework has increased with minimal information and directions of the requirements of the parents to complete the assignments. My second grader has had many meltdowns due to the increase amount of homework with little explanation from the teacher. I feel if the teacher were to go over the literacy packet in advance and express the expectations of the kids, the kids would feel more comfortable completing the work. It has been unpleasant struggle and I am a parent who stays involved and on top of my children to complete their homework.
	1665980	As a parent I feel like I really don't know what goes on in my child's classroom on a daily basis and when I ask my daughter, she doesn't know enough to give me satisfactory answers. I've volunteered for some parties and when I'm in her classroom, I make sure I look around and ask the teacher questions so I can glean some more information about my daughter's day. Also, I would like to make a comment on the bathroom facilities at Churchill. My daughter rarely uses the bathroom near her 1st grade classroom at school because many of the doors don't lock and she is afraid that someone will walk in on her while she is using the toilet. So, she just doesn't use the bathroom facilities at all during the entire day. As a result, when I pick her up after school she almost doesn't make it in time to use our bathroom at home. Can you please make sure that all toilet stalls have functioning doors and locks (and that all toilets are functioning as well) so that privacy is ensured for all the children? My daughter is a very private person and is afraid of other girls opening the door on her and being teased as a result.
	1666063	None
	1666095	Less time wasted on teaching to the test.

	1666115	Improve efforts at differentiation and addressing individual student needs. Either get rid of the new report card or supplement it with the grade based report cards that existed in the past. The new report card is a horrible communication tool and gives very little useful information to help understand how a child is doing. The M and P designations appear arbitrary, i.e. it makes no sense that a child brings home papers with "100%" and "A" on every paper but they are only "Meeting" Grade level expectations. If that's the case, than a different problem exists regarding differentiation and the child is not being sufficiently challenged if they are always achieving 100% yet are assigned a "grade" of "Meeting."
	1666241	I answered Just Right to the question above with the exception of Kindergarten. My child is doing very well academically and is very happy. However, I feel that all that goes on in the Kindergarten classroom in 2 hours and 40 minutes is just way too much. There has to be a better way! Let's challenge ourselves to address the short term solution aside from the long term being all day Kindergarten. Examples: teacher aides, no snacks as they are a big time suck, reconsider backpack mail, etc... can be addressed TODAY. Anything that takes time from a teacher or student needs to be a valuable task and not take away from learning.
	1666244	The Dual Language program is wonderful. The expectations are high as they should be. I would expect this to continue as the kids grow in each year. Hadley and West need to accomodate for this change in the curriculum.
	1666349	Cannot compliment the Teachers and Staff at Churchill highly enough. My sole criticism is based on the curriculum model that is instituted, not how the teachers and staff are implementing it.
	1666359	Letting the child speak out when raising their hand.
	1666402	Keep pushing the technology--kids will need it in the future
	1666413	The change in 2/3 steam was a big adjustment for my child the routine took a very long time to adjust what was expected from so many teachers. I feel like my child doesn't have a permanent place for her belongings and at times it is confusing for a seven year old.

	1666514	Schedule more than one parent/teacher conference a year. Bring back progress reports (mid-term). Helping children to be more responsible for their academics and sticking to it. Perhaps hiring more teachers so that there is more personal attention to individual student needs. I don't "receive" information about my child's progress unless I seek it out, otherwise I wouldn't know what is happening.
	1666677	As far as my children they are doing good and school is providing good service.
	1667504	None
	1667515	100 Book Challenge in Kindergarten is great. My child looks forward to getting their next medal. We are very happy that we chose to participate in the dual language program. Only concern is that we'd like for our child to have more opportunities to interact with children from the other classrooms.
	1667610	I would like a beginning of the year conference and an end of the year conference. Probably not feasible but it would be nice to hear the expectations clearly at the beginning of the year and then if the child succeeded or did not at the end of the year. I also think my children have FAR too many substitute teachers. I know that teachers need to go to meetings from time to time but I think that practice during the school year should be minimal. I feel that the days that they have substitutes the learning is not as high as a typical school day.

	1667674	<p>Many conflicts at school have been reported to the lunch ladies which are not being reported to the proper people and some severe that a phone call to alert parents should be made and are not. Rules of conduct are defined but not adhered and not disciplined properly. The principal and [REDACTED] appear to not want to hurt a pta parent or one involved with the school but the fact is that if the boys causing problem were 14yrs old it would be a criminal case. If the child was suspending from school and the parent inconvenienced then maybe these problems would not persist. The communication is very poor between teachers and parents. We are only given information about academic issues at parent teacher conference which is only 10min and timed with an egg timer. Your child has a problem....Ding your time is up. How about a monthly update that has a check list that states Meeting or needs improvement on math facts, reading rate etc. This will get parents more involved. I hate that teachers use social media to give monthly news. How about a news letter that goes home with the child or it can be at the top of the personal monthly check list. I get the feeling my child is just a number and is getting lost in the crowd. Email and phone calls are returned by teachers but never initiated. Phone calls to Mr Kluspitz are not returned by him. Effective communication is key to resolving any situation and I can not help my child if I am not aware of a problem. The cleanliness of the schools is also an issue.</p> <p>Mouse traps in the bathrooms at Hadley scare the children and disgust me, bed bugs and other infestations is an issue. The schools should be fumigated and exterminated properly and during every break. Vomit on the floor at Churchill on several occasions and not being immediately cleaned up is a health hazzard at best.</p>
	1667747	Teaching is geared toward making all kids equal. After 5 years the school still struggles to have the correct way to teach to my kids strengths.
	1668344	Leadership needs to be improved. Need less meetings and in the classroom more with students. One online tool for information. Each teacher does it differently. When families have multiple students in multiple classrooms/schools the multiple sites can be overwhelming. Reward your outstanding teachers! We have many. Think outside of the box of under performing teachers. Take control and raise expectations.

	1668393	continue to have time for teachers to be IN the classroom with the students to learn and grow and good support for all!
	1668453	I gave a low score for "receive enough information to understand my child's progress" due to the fact that the report cards do not provide parents with valuable information. There is too great of a range in the "M" category i.e. I want to know where my child falls in that range by percentage. There is a big difference between a 80% and a 98%. In addition, 4th grade parent teacher conferences that are student led are not productive or valuable. Unfortunately, we learned nothing about our child or classroom performance at this conference.
	1668612	Throughout the school there are children who require a bit more attention and teacher time for either behavior or academics. If possible, rotate the peers with which these children share a classroom yearly so that the peers have a chance to relax in their classroom environment. Encourage the learners on the higher end of the spectrum without reliance on them to repeatedly lead a group or wait patiently.
	1668653	Technology is being used well, but in some instances it has REPLACED instruction by the teacher. That is not acceptable. I would expect teachers to have to be accountable to teaching to each student in some fashion at least a few times a week. I thoroughly understand the "menus" and how those are being used as instruction/practice, but I have a child who NEVER had direct instruction from his teacher [REDACTED]
	1668708	Most of the teachers my children have had over the years have been great.
	1668712	I do think we should continue to use technology in support of teaching and learning. STEAM has done a wonderful job this year introducing new topics especially in Level 2 - I hope that this continues to thrive!
	1668741	when funding permits, more field trips would be excellent.
	1668765	Please see previous comments regarding teacher accountability.
	1668926	High achieving children need more focus at Churchill. My daughter finds all her work (including AEC) easy. She has little homework or challenges in school.

	1669024	I'd like it if MAP scores were shared with parents more promptly (if that's possible). Also, it seems to me that we might be able to shorten the length of the D41 learner characteristics list; if we're serious about students adopting these mindsets and skills, I think a more manageable (shorter) list might be in order.
	1669164	I think there is room for improving and understanding each child's individualized learning path. I know it is hard to know exactly where each child is at academically and there are so many factors to consider for each child, but I do think our personal experience has been that the teachers/staff really don't understand our child and where she is at. This year is so much better for sure and our daughter loves her teachers. She loves the new curriculum and loves having two teachers. She is still bored at times at school and we do wish they would continue to push and challenge her and inspire her, but we know that is not the total responsibility of the school. Only in a perfect world, but I do think that the common core has helped and this year has been a little more challenging to her. Thanks for all you do! Keep trying new things!
	1669840	Because of the grading structure and because so much is associated with measuring the child against the common core standards, I think it is VERY hard to understand exactly where your child stands. In general I feel like you only receive feedback if there is an issue. I will say that whenever I have had a question the teacher has done a great job of doing her best to explain it to me. I also find the 'Leveled Reading' levels very hard to understand and would like to better understand how the reading levels are evaluated. At one point during the year my daughter was telling me she was in a reading level that seemed to be 3 or 4 below where I thought she belonged based on what she was able to read at home. Additionally, I almost think there needs to be a 'math primer' for parents to help explain what it means to 'explain your thinking' or show your work at each level...I truly appreciated when the teacher send home a sheet with these types of examples for parents to look at but unfortunately it was about three weeks too late.

	1669958	Try to get the parents more involved. Offer a summer required reading list. Give the kids something to do over the breaks and weekends. Offer parents extra material for those student who quickly finish the nightly work.
	1669975	The school and specifically the principal needs to establish clear guidelines to parents about what bullying is and how to prevent it. The principal does not like conflict and doesn't stand up to parents that are out of bounds. Instead he blanketly handles issues, which doesn't teach kids to take responsibility for their actions.
	1669988	me gustaria sugerir que se tome en cuenta la poblacion de la escuela por salon para saber cuales son las necesidades del maestro con el proposito de mejorar el rendimiento de cada estudiante
	1670290	More consideration of kids personalities/weaknesses/strengths should be given. Bullying is only addressed when a student is caught, accusations of bullying don't seem to be investigated sufficiently unless an adult witnessed it first hand.
	1670449	this is a weird place to comment, but it seemed we didn't have enough time for PT conferences with both teachers (since we have STEAM/Literacy in L2). also the curriculum night didn't have enough time in each teachers' room since there were 2.
	1670920	Churchill should just keep on keeping on.
	1670882	Strongly dislike the grading system. It is frustrating when a child gets a 98% and they are only meeting. Also, last semester got a scores / grades based off of single Math test. I recieved the grade before even seeing the 2 questions my son missed to give him NM. Communication is poor and the grading system does not encourage a postive culture.

	1670956	We need to address all of the changes in our learning structure. Our oldest daughter was taught math one way through the standard program and had to adjust at Hadley because the gifted students at Churchill were taught another way. Also with all of the ESL students at Churchill I don't see how our teachers have enough time for all of their student needs vs. teachers at other schools. Finally, I didn't sign up my youngest for the language immersion program because I had no confidence that it would be around in 6 years when she finishes 5th grade. It is challenging to be a parent at Churchill at times because only a core of parents support the PTA and all the events. We need broader participation among the parents or sharing among the PTA groups throughout Glen Ellyn. We miss many opportunities to raise funds at the school at events (father daughter/fall fest/ice cream social) where we could sell things to folks and raise a greater amount of money for the school to support gifted programs, ESL programs and other initiatives. Those without the means would be exempt or given tickets to participate and the remaining parents could contribute to the extent they are comfortable.
	1671258	I have a daughter who is academically high and a daughter who is a little below average. I feel D41 helps children who are high or low but the children who are a little below average are overlooked. This leads me to spend \$40 a week for a tutor because I am not one to complain. I think that D41 should help all students, even if they are a little low. I want my children to have confidence academically and feel good about themselves. I would like to see summer school come back even if we have to pay for it.
	1671280	There is clearly a distinction between low income families and "well off" families. You see it in the teachers and everyone else.
	1671335	I feel the expectations for kindergarteners are quite high for only a half day program. The amount of work/sight words are very high compared to other kindergarten programs.
	1671419	I hope teachers can be freed from teaching toward tests. It adds too much stress for staff and children.
	1671443	Keep up with the good job

	1671493	The teachers I have had experienced need to be clear in all communications regarding my children. I have been told one thing in person and another while over the phone and the comments among another teacher have not been consistent. That makes it very challenging to help my children get through the school day.
	1671496	Thank you so much for teaching our kids
	1672762	The expectations for kindergarten I feel are competing with full time kindergarten students in other districts. This is causing the students undue pressure and added homework each day. It is now up to 1 hour per day of the week.
	1672879	My strongly disagree question is due to the A,M,P,NM grade card system. It means nothing to me or my children. The grade cards are so worthless to me that I have not looked at one the entire year. I have nothing to congratulate my kids on their achievement. They have nothing to be proud of on grade card day. A "P" or "M" does nothing to motivate them to do better.
	1673896	I would recommend that XtraMath not be used any longer. If a child can't keep up the pace, it actually causes stress and impedes learning. There are other, more effective ways to practice math facts.
Page: Benjamin Franklin		
	Question: Comments/suggestions to improve student learning:	
	1665668	Teachers seem to be spread really thin. Getting a moment is difficult and teachers seem rushed and distracted.
	1665739	The combination of large class sizes and the current testing standards don't allow teachers to give the type of personalized learning experiences that are needed for real growth for kids at risk/borderline learners. Every child's needs are different and there are just too many kids and too many requirements. There is only so much time in the day. Teachers are doing a great job teaching to the masses with what they have to work with. Too much time is spent shuffling kids from thing to thing trying to jam it all in. I'm sure there are solutions but it is too complex of a problem to offer them in this small box. Thanks for taking the time to develop this survey.

	1665866	<p>Let parents support the goals of the classroom. Help parents understand how technology is used in the classroom. Teachers need to provide more frequent communication on what is going on in classroom via a blog spot, or one page monthly newsletter, as students do not convey it and parents can't interrogate or it hinders the relationship. While Pinnacle helps to know progress, comments or more specifics behind the ratings would help understand real ability and learner characteristics. The "meeting" standard is very demotivating for kids. They clearly figure out that they can get M with minimal effort vs. always strive to achieve and learn the most. Percentages should be implemented to quantify the Meeting. Many kids are not intrinsic, so we need to work on helping them be more self-motivated. The current grading system does not do that. Also, I think the classrooms seem too "collaborative" focused. Children at these elementary levels need time to fully build a foundation of their own, so when they do collaborate, they have something meaningful to contribute. So far, my child has not learned much, if anything, from other kids. Teachers need to be more strict on handling conflicts. I know they are there to teach, but it appears a lot is left to the child to resolve without any teacher involvement, unless an issue is escalated and parents get involved. Kids need to be taught how to handle these matters, sometimes self learning is OK, but in many cases adult supervision helps so they can build on how these conflicts are handled and prevent them from becoming bigger issues in the future. Overall, teachers have a tough job, but that is brought on by the Common Core, not the parents.</p>
	1665802	<p>my experience with teachers, administration and staff varies widely. There are some great teachers who are excellent at inspiring my children and there are teachers who are good at what they do but do not necessarily give my child what he really needs. Trying to convince our IEP team that ADD/ADHD is not the only answer to a child who cannot attend was a chore. Working with District counsel was worse than a chore and many parents feel the same. The new common core standards are excessive and, I believe, the only reason they were adopted was to get state/fed funding. They are not a real measure for all children - please let them love to learn rather than push to meet the new standard.</p>

	1665822	Love Ben Franklin....only wish it went through 12 grade!!!
	1665831	See comments from previous page. Unfortunately, in my specific case, my child had difficulty with literacy & wasn't given the extra assistance in Kindergarten because I was told the other children didn't "graduate" out of the program. I was also told there wasn't enough funding that year to support the extra children. So now, my child (2nd grader), is improving but could've progressed at a much quicker rate if he had been given the same support as his peers. This is extremely frustrating.
	1665878	Teachers were given several (too many?) changes this year from STEAM to split grade levels and specialized teaching. They have handled it well. It's been an adjustment for kids as well. I'd say hold of on any more changes for a year or two and let everyone catch their breath!
	1665895	If a student was held back by the parents, then they should not compete with the same scoring standards to get into Advanced programs then the students that are in the proper grade per age requirements. They should have to score even higher than the younger students, otherwise you are rewarding parents who made this choice because theoretically they thought their child was not ready for Kindergarten. Explain it to them before they make the choice so they can't take advantage of the system, and take a spot from a qualified child.
	1665954	I love the approach and methodology used at the district to teach the kids. However, I wish there are optional weekly course packets for the parents to work with the kids at home to help them accelerate or enhance the material discussed in class. I say optional, because not all parents want to do it or need to balance school/activities.
	1665972	The grading makes it difficult to track progress; thus, we are left interpreting MAP scores - which are difficult to properly assess our children. The constant returns of Ms, even when all answers are correct and Ps, mean little.
	1666010	I was skeptical of how the new day would be for the students and I think the change has been good. I like that he has two different teachers and that the teacher he has for say, STEAM, is completely focused on teaching those subjects.

	1666036	It's my personal opinion, maybe not that of all parents, but the standards for math (and the jumbled way it is now taught) are confusing our children. I am an engineer w yrs of math, and i find the math curric to move too fast for each grade, mixing up multiplication with division with fractions, rather some children need to spend TIME on one given math discipline and verbiage attendant to that math for full understanding. Instead they move at 90mph, going over too many things at once. Teachers then forced to spend tons more time w the slower learners, so more kids lack guidance at times. It's counterintuitive to 'educating' to keep students all on the same track at the same time nationally, and hurts the country as a whole. Pls look to Finland for answers to this.
	1666098	My biggest concern at Ben Franklin are the large classroom sizes. I would love to see them closer to 20.
	1666251	I think this year, the expectation are confusing. In a year of a lot of change, it's difficult to pinpoint the expectations.
	1666281	Continue on the path to get rid of the portables sooner rather than later.
	1666282	Personalize the instruction and set specific goals for students-communicate that with teachers and parents.
	1666298	Do not multi-grade combine
	1666310	I'd like to see some opportunities for advanced work and introduction of new concepts at the pace of the individual learner. Feels like a one-size fits all approach.
	1666334	Overall, my experience at Ben Franklin and Hadley have been great. I feel that one conference in the beginning of the year is not enough. Sometimes I am really not sure how the kids are doing and when they are just "progressing" what is being done so that they will eventually "meet" the standards.
	1666382	I would like to see students learning more than just community structures as a social studies concept. There are many opportunities to embed real historical events into the lessons.
	1666442	Teachers and principal are doing a phenomenal job. Keep it up.

	1666513	I feel conferences are very rushed. You cannot get a full idea of your child's behavior and progress in 10 minutes. No time for questions or concerns to be addressed. They are here are the areas for improvement and on to the next one. We came from a very rigorous international baccalaureate school and it was much harder. I feel there could be some additional push, but understand not all kids do well in that environment.
	1666560	My son is currently pretty ahead of the curve. When I met with his teacher to ask about supplemental "out of the classroom" suggestions, I received half-hearted ideas from her. It seems to me that since my son isn't behind the curve, he isn't much of a concern. I get that, but I would have liked to see more effort on the teacher's part.
	1666563	I feel like there should be more communication about how my child is doing in school...besides the 1st conference and an update with test scores, I really don't know how my child is performing. I assume I would know if there were concerns, but I'm not sure. I'm just not confident that he/she is being challenged as much as he/she should be.
	1666569	The parent/teacher conferences were too short this year. They felt very rushed and we were not able to discuss in depth what was happening with my children in the classroom.
	1666578	Work on personal organization with students and keep a closer eye on physical hitting and pushing
	1666597	Parent-teacher conferences have not been productive. They need to be longer to have adequate time for discussion. We had 5 minutes for my child last time because the previous parent's time ran over. What can you discuss in 5 minutes? Nothing important, that's for sure. It was good that he is doing well, otherwise I would have been very disappointed.
	1666601	There is too little time spent doing basic drills and too much time spent on learning things that are probably better taught at later grades. Some of the problems might be the class sizes are too large, and some of it may be that the District is too concerned about the ISATs and have too little concern about learning.
	1666637	More follow-up to be sure student understands problems they got wrong on tests, rather than just issuing a grade.

	1666647	Teacher conferences in 2nd grade with 2 teachers and only 10 minutes a teacher was a disaster. Not enough time to discuss anything meaningful and I felt like we only discussed test scores. 1st grade was much better with 1 teacher for 20 minutes. I do not like having 2 teachers at these low grade levels. Teachers are not getting to know the students on a social/emotional level, like they could in 1st grade. Social/emotional well being is extremely important at the lower grade levels. I think academic expectations at the school are fine, but I do not like teaching to test which seems to be the case. I still don't have full understanding of the literacy modules and what my kids are working on during WIN time. Seems like my 2nd grader spends a lot of time on Odyssey at school which I also don't understand. Again, probably a lack of communication. I think if communication about all these changes improved, parents would have a much better perception of the school and the district.
	1666708	Really wish the staff could focus the learning plans to challenge each student. The middle 88% of kids (exclude say 2% at the top and 10% at the bottom) can slip by on the status quo.
	1666799	Keep the teachers teaching!
	1666810	not sure.
	1666831	Too much homework. My kindergartner has homework!! Occasional homework is ok, but with all the Xtra math, oddyssey, Emodo & Kahn Academy...ITS TOO MUCH! Kids need to be kids after school. My 5th grader and 2nd grader had get up at 6:30 to keep up with Xtra math. We also can't help our kids with this common core curriculum. With no text books how do we help them when they fall behind?
	1666859	It was very difficult, as my oldest child is just now in kindergarten, to get started at the school. Parent expectations are not readily communicated. I had no idea what Odyssey was and there was no plan provided to me for my son to know how to complete it; I didn't know if it was required or optional or if it was graded.
	1667059	It would be helpful to have a second round of parent/teacher conferences in the spring to discuss and assess each student's progress over the course of the school year.

	1667082	It would be helpful for the teachers to post assignments or homework on the website. This is done well in Math, but Literacy does not have any form of instruction either on the web or paper form - and my child does not necessarily remember all that needs to be done for the next day.
	1667193	Smaller class sizes! Have a 2nd Parent/Teacher conference in the spring. Evaluate the curriculum to determine what works and what does not work.
	1667197	My child likes school for the social aspect, but it is just not challenging enough for her. "It's to easy, Dad."
	1667243	My experience with the Teachers and Staff have all been positive. The only areas of concern are report cards and teachers conferences. The report cards; they are not clear and do not add any value as to my child's academic level. A straight % score would be more useful. The teachers conferences are too short and limited in that they only occur in the fall and their is no follow-up as to the years progress or what will be needed for the next school year.
	1667281	Bring back grades. The Meets/progressing thing is just stupid and provides no preparation for high school or college.
	1667303	Looking forward to th mixed age classes to see if my child gets more challenged.
	1667404	I believe that the pressure imposed on students with the intense curriculum and uber competitive atmosphere, hurts kids and teachers. I don't disagree with the new curriculum, I think the intensity needs to be dialed down.
	1667412	Reduce minutes lost to travel time for individual students in pull-out programs and entire levels traveling to various classrooms.

	1667551	Recognize how to use student relationships to help foster positive behavior among all. Also--be in tune with developing good character in our children as well as academic knowledge. Staying in tune with what is going on in their hearts is just, if not more, important than what is going on in their heads. I'm not expecting the school to serve the role of parents in terms of forming character, but I'm asking the school to not forget about it either. This goes beyond PBIS and bully-prevention. It means giving teachers time to really observe students and their interactions with one another and keep pulse on how each kid is getting on in the classroom family. Making sure that the kids feel secure and are growing personally into better school citizens will also help them learn.
	1667586	Longer kindergarten day.
	1667769	Too many high expectations and topics not fully taught, discussed and reviewed. It's all about presenting it, 1 homework sheet and TEST TEST TEST. Unbelievable!
	1667772	Don't multiage math in the future at any grade. Consider not putting multi age until 4th grade for literacy.
	1668111	Overall I am very happy with Ben Franklin. The only "disagree" above is in two areas: feedback when child is not doing well. I think the teachers are too busy to be able to notify parents when a child is struggling. Secondly instruction being personalized to a child's needs. I also think the teachers are too busy for this as well. These two points are not meant as a ding against the teachers. They do a great job. Just have too much on their plates.
	1668142	it would be helpful to better understand how my child is progressing at school. Then I would be better able to help her out, etc. at home. I feel basically in the dark about how things are going academically in the classroom.

	1668237	Communication this year has been lacking. Changes are constantly occurring and parents are not kept in the loop. For example, when the math menu was introduced, parents not informed in any way. This approach was not a part of the curriculum at Back to School Night because it was introduced to the middle of the school year. Parent should be informed when the math format changes. It is challenging to help your child with homework when you have no idea what they are talking about. The parent conferences were very rushed and challenging to attend. I felt the teachers provided good information and did there best to work with the time constrains, but it was stressful and hard to focus as parents were often worried about making the next conference. I think the school should be sending home the student's written work. District assessments are given throughout the school year and while parents can see the grades, they are not shown the actual writing. A conference needs to be scheduled to see the work. Parents want to see what the students are producing.
	1668327	increased progress reports provided to parents so we can work on any gaps at home
	1668353	Love when the teachers update us by email- esp about upcoming tests- it helps me support my child to prepare for tests.
	1668595	This is just our experience but sometimes I don't think some of the homework give parents enough examples on how the homework is to be completed.
	1668633	more individualized attention
	1668677	Less testing

	1668853	<p>Separate the students by ability. I don't understand how the entire school was reorganized and this still hasn't happened to prevent hurting someone's feelings. Wouldn't that be a truly effective use of the teacher's time and efforts? Also, some of the things the kids think they can get away with seems to have gotten out of control. Those same kids when faced with detention and some stern teachers at Hadley seem to have a whole new attitude according to my older daughter. I know this is very old fashion but what can I say, it seems to work there. Why not BF? My BF daughter comes home with stories of kids that throw things and disrupt her classroom daily and there seems to be no accountability. I know this is in many ways beyond the teachers or school districts control but they seem to be rewarded under the BF system. Personally, my kids are tired of seeing these kids get a gold star every time they sit in their seat still for 10 minutes. I'm not talking about kids with disabilities. We had no problem with years of [REDACTED] asperger outbursts etc. I'm talking about the undisciplined kids that are smart enough to figure out they are being rewarded for less and less the more they act up. Kids who she sees fall into line if they are threatened with going to the bench on her soccer team who are out of control at school because they can be.</p>
	1668864	The school misses the point.
	1668883	I would say that the expectations are somewhere between just right and too low. There seems to be a lot of unorganized change in the curriculum that sometimes even the teachers aren't sure about.
	1668898	<p>My child's kindergarten teacher, [REDACTED] would send us at least monthly emails about what they were working on, along with photos of the kids doing assorted activities. it would be nice to get regular communication from the different teachers other than a very broad, unpersonal newsletter. Perhaps this is a parent volunteer opportunity to go into the classrooms and document the class activities. Also, a daily schedule for my child would be appreciated.</p>

	1668918	I am concerned that my child likes school less than last year. Is this because of the Common Core standards and the speed that it is being taught? Or is it because of the 2 teacher system and that he doesn't connect with the teacher? I don't know, but I do know that there is less excitement in second grade. I also am concerned that teacher's individuality in teaching styles is diminished with the new federal standards. This too would create a disconnect between teacher and student learning.
	1668947	Comments above may pertain to more than one teacher, or just one of many. My child has two academic teachers, then others for specials. [REDACTED] is great, and learning is going well. She is super with communication, and always willing to discuss issues and make the time to do so. [REDACTED] although not as communicative as I'd like, does amazing things for the kids, and my son is thriving. Also, wanted to comment on music and art. Music is fantastic, and being able to keep and have art in the lives of children is more than fantastic! I will miss Ben Franklin and all the wonderful experiences and happiness it brought to my children.
	1668942	do not combine 2-3rd graders
	1668996	With the current grading scale, very little makes sense with regard to my child's progress. My fifth grader's first spelling test had the word "Ball" which caused me great concern as she learned this level of spelling several years ago. This also prompted me to send emails to teacher and principal. I did not receive a good answer how that happens. That same fifth grader seems to be unchallenged with the new structure of classes and never has homework. I wonder how ready she will be for Hadley.
	1668999	The new curriculum is terrible. I feel like my kids are guinea pigs for any changes in the curriculum. For example, Everyday Math, Spelling etc.
	1669001	The common core curriculum is a change that I don't believe Ben Franklin staff have done enough to deal with. The expectations are higher and my child feels behind all the time. As a result, my child does not enjoy school very much. I feel that there should be more flexibility to help a child who is not meeting the academic standards. Parent involvement in academic stations might be an area to explore. More hands on learning tools would be nice. I also am concerned that there are too many transitions with the mixed age classrooms.

These comments were revised May 5, 2014 to fully report those comments which Excel automatically cut off due to length.

The district manually created multiple cells for the affected comments.

	1669040	I might make the extra work on the computer (Odyssey) Math work mandatory for some of the students. Some of the parents I talk to don't ever look at it.
	1669187	I wouldn't mind more suggestions for supplementary math work at home.
	1669195	need a math specialist at school to help kids who are struggling with math. Tutoring is not always the answer
	1669197	I love the mixing of the 4th and 5th grades. I think it has really helped my daughter learn and she likes that she is not with the same kids all day.
	1669206	very stale offerings. Nothing to really instill curiosity, imagination, or challenge
	1669320	Teachers use too many acronyms. Parent teacher conferences are too short. If they're going to be that short, we may want to drop them. Last year my child was bullied at school but parent's of the accused boys were not informed because "there was no proof" beyond what my child said. In addition, the lunch monitor that my child told about the incident did not report it. This year, one of the teachers does not always respond to email or notes in backpack.
	1669347	See above comments regarding grading and evaluation of students.
	1669350	I feel as though students are being pushed and pulled in different directions in order to put sequential grades on the same page so that they may be combined for the following year. Yes, I have seen some of my children rise to the occasion if it is an area of strength. However, I have a child who struggles in the area of literacy and this year they have often reached their frustration level.
	1669391	Better/more frequent communication from teachers would be helpful. I get what I need because I'm proactive - while teachers are responsive, it is reactive to my concerns. In my 6 yrs at BF - we've only had one teacher that proactively, regularly communicates to the parents. Parent teacher conferences are not productive for me. Would help to have spring time conferences as well.
	1669395	I believe the expectations are moving a little too quickly for what is expected at each grade level.

	1669396	<p>Teacher's at Ben Franklin are very open and giving of their time. I feel they listen and have not encountered one who does want to support his or her students. However, I do feel making actual changes within the classroom is difficult. The class sizes are very large and teacher's are currently focused on the new curriculum often spending time away from their classrooms. I do not see many opportunities for students to develop or expand skills that specifically related to individual needs. I have felt the district did not do a very good job communicating the changes made in curriculum this year. Specifically, I am very frustrated with introduction in the math menu in fifth grade. First, I feel if this change was made by the district it was their job to communicate this to the parents. It is very difficult to support homework and help your child prepare for a test when you do not understand the program at school. I believe parents should have been notified. I also feel introducing an entirely different approach to math in the second term of fifth grade was not in the best interest of my child. Given that he will be attending Hadley next year, it feels like our children are a test run for a curriculum rather than being prepared to transition to Hadley. Having said that, I do feel my son's teacher did a great job rolling with this and did her best to make this process successful for her students. I found the teacher conferences to be very rushed and too short to really get a full picture of how my child was doing in school. If one conference was slightly behind, it really impacted the overall productiveness of the process. I am pleased the school is moving forward on expanding the school. I think the space will be a great addition to building.</p>
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	1669460	I feel like there is a lot of thought and experience that goes into what my child is taught and how the materials are presented. I appreciate that there are different ways that the materials seem to be presented in order to encompass different learning styles. My only frustration is that I like to know how she is doing and what we should be working on at home to help enforce what she is learning throughout the school day, but I don't get a lot of communication regarding what we could be working on at home. We do a whole lot of reading and I try to encourage her to work on journal writing and some math work. I guess I just tend to assume that if there are issues that they would be brought to my attention? I don't hear too much except what my daughter tells me...
	1669582	Do not combine grades Keep each grade level separate
	1669598	I understand it's suppose to be the top k-5 school in GE and I can't help but question a couple of teachers that are currently teaching there.
	1669957	Provide additional resources to students achieving above average
	1669966	Teachers need more time to incorporate fun and creativity into learning. Kids need more recess and relaxing time. Learning benchmarks should tie in more closely to research on cognitive ability for lower grades (K-2).
	1670151	Parent/teacher conferences are way too short and there should be 2 a year. I do not feel my child is challenged enough especially since he gets no homework all year long and is bored. I tried to get the teachers to give him more challenging work but they don't seem to "have the time". We need to get back to the A B C D & F grading system. My children don't know what an F is or care about getting a NM.

	1670461	The communication from the teachers regarding the content this year has not been a positive experience. I believe I have received only two email communications regarding what has been covered in the classroom and progress, this is frustrating because in second grade it is hard for them to articulate some of the core concepts. Only having one conference in November is not enough, this is towards the beginning of the year and I would appreciate the opportunity to understand my child's progress in the early spring as well. I have reached out to my child's teachers this year on two occasions and with one I had to reach out to the teacher twice to even get a response, it was disappointing. Overall I do not have a good understanding of the core expectations and learning objectives that need to be accomplished for this year and with the implementation of the new think tank model this is disappointing, in a year of transition to common core and a new structure of classroom model there should be over communication, especially at the young grades, they cannot be expected to bring us up to speed.
	1670548	"Buddy Program" this program has worked for over 20 years across the country. Why can't we implement this program at Ben Franklin School ?
	1670602	I'm still not convinced that multiage approach is the best. This first year for new program only had literacy combined. My child was irritated with the immaturity of the 4th graders in literacy. I thought this would improve as children got used to the multiage classroom, but it seems to be a hindrance to learning. My child is excelling nicely in the math STEAM as this is 5th grade only and kids are at same maturity level. Not sure combining different maturity levels with different learning levels is optimal for creation of a sound learning environment.
	1670649	First grade is excellent. My concern is regarding the multiage classrooms, the teacher's ability to differentiate instruction and meet their needs, the children's social/emotional well being, and their ability to be successful. I think that too many changes have been made quickly and don't feel that the teacher's have enough support from the administration to successfully make these changes.

	1670743	I don't think the children should be asked to "apply" their learning on a test. The test should make sure the children have learned what is taught. Applying their learning should be the next step, but it should not be graded.
	1670804	More peer learning opportunities and student-driven goals
	1670864	Would like to see another set of parent/teacher conferences take place in spring.
	1670866	I especially appreciate class-wide emails from teachers which detail the current class progress and upcoming test/projects that they will need to be working on.
	1670875	reduce class sizes
	1670876	reduce class sizes, take bullying more seriously
	1670877	reduce class sizes
	1670878	reduce class sizes
	1670879	reduce class sizes
	1670893	More opportunities for advanced learners. Also, conferences should be longer.
	1670930	too little homework in math (nothing) too little free writing in lit.
	1670946	The grading system does not provide enough information to parents or the child and one 10 minute conference a year is not enough to partner with teachers or understand progress. I love the school but feel one area we are falling short is giving parents a real sense of how the child is doing. Getting an "M" can mean missing one single math problem or barely squeaking by. It's very difficult to gain any understanding from it.
	1670955	More frequent progress reporting would be helpful. Mid term email from teachers? maybe. I do not know how well the kids help each other. (?) I think sometimes my kids ask for help, not always. Sometimes.

	1673445	The grading scale used is not motivating to my children to be the best that they can be. The children express that the message they receive is that a "progressing" grade is good. They are not challenged to "be the best they can be". The reports cards are difficult to understand and send confusing messages about how my children are doing in each subject (ie literacy). Receiving 8 - 10 "grades" for one subject is confusing especially if some of the grades are P and other are A. In addition, the source of one of the grades on the report card within one subject may only be one worksheet or quiz for the trimester. Preparation for Middle school expectations should begin sooner at the elementary schools. At the middle school, students are expected to be more responsible for their own organization and they receive much more homework than in the elementary school. There is little homework at the elementary school. Also, the students need to be taught test studying skills in the later years of elementary school.
	1671154	It would be helpful to have conferences in the spring as well as the fall. I am thrilled that my 1st grader is able to be a part of FLES. [REDACTED] is doing a great job and my son loves learning Spanish. PLEASE do not take change this program (other than making [REDACTED] full time at Ben Franklin to teach 2nd grade FLES next year). I am concerned how this program will be affected if they combine 2nd/3rd next year.
	1671105	Better communication to parents so we can support them better at home.
	1671141	Smaller class sizes or more aides/teachers 2 teacher conferences/year More PBL Learning
	1671246	Classrooms and space in general seem crowded. In new environment, my child does not feel comfortable asking for help. Hard to keep track of what students are learning with no textbooks and tons of worksheets coming home.

	1671324	This has to be the worse year academically for my child. Each year, I felt that he was challenged in something or he was excited to go to school. This year, his attitude toward school changed. He could not understand why he was doing some of the same projects he did last year. Also I was not sure why they were rushed on projects that were not being completed in class? I know the program was new to teachers for the level teaching, just disappointed it affected my child. I am fortunate that I do not have a struggling child, otherwise I would be really mad. Just upset that this year was really not a very good learning year for him. He was challenged in Math, I am glad he was in the accelerated Math, that was exciting for him. I am not sure if I have any suggestions, I was really not sure about the whole level program and was approaching this with an open mind, but I am glad this is my last one coming through the district with them moving toward this program in teaching. I would not be happy if I had younger children after what I experienced this year.
	1671377	Teacher to student ratios with about 28 in AM and 28 in PM can make it difficult for a teacher to quickly get to know how to best work with each child and can really limit teacher's ability to provide training more suitable to individual needs.
	1671514	I'm concerned about combining of grades (e.g. 2nd and 3rd). While I believe this can be successful I worry about the training teachers have received in this approach. Secondly I remember reading that the teachers do not believe in this teaching style (based on info from teacher surveys). Without teacher buy in this could be a recipe for failure
	1671664	great job is being done already
	1671746	Again, my comments related to spaces and resources. My son's gym class is combined with another older class. His art class has minimal resources. For living in such a good school district, there should be adequate space and resources to provide top notch learning environments.
	1673451	Give the kids more breaks at school and fun time. Avery Coonley School has some really neat things they do during the day to give kids very short breaks that help them learn. Provide lunches that are truly healthy for our kids. GMO free Organic dairy, produce, and meat More variety for kids with food allergies
	1673547	Excellent

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	1673557	Need smaller class size--with better use of space. Do not like mobile usage!
	1673911	Make sure that all the students know that if they dont understand something that the teacher is always there to help. My daughter has told me many times before that she doesnt always understand something and is afraid to ask for help because shes afraid people either students, her friends, or teachers will make fun of her. Let the students know that it is okay to always ask for help.
	1673957	I don't know how my child is doing. The reporting system does not address how my child is IMPROVING. For example, he could be meeting standards, but throughout the year, could be declining in performance yet still meeting standards. Even if child is progressing, they could be improving yet still not be meeting standards and thus, still progressing. I would like to know there is improvement. If my child is getting c's, I would see improvement if they got a b. Or if my child is getting a B, he could STRIVE for an A. I feel like teachers fail if the children don't improve, REGARDLESS of where they start and end. The current system hides results. Not to mention, as a parent, I would like to have a better grasp of where my child is at so we can work on weaknesses at home. This system does not indicate these weaknesses.
	1673963	██████ is our child's teacher & she is exceptional! She holds each student to a high standard,inspiring learning & growth. She relates well to the children on every level and children feel confident in the classroom environment. ██████ promotes parental participation & is very communicative regarding upcoming events.
	1677180	Providing teacher and aide training in differentiation. Providing training opportunities for teachers that will have a special education student in their classroom what methods work best for that child. Training aides in the building with methods that are proven to help the child they assist learn the best. Planning for continuity of services when placing an aide with a child.
Page: Forest Glen		
	Question: Comments/suggestions to improve student learning:	

	1665640	When children come home with homework, it is very frustrating as a parent not to have some sort of instruction or example on how my child should be learning the information especially for math. I find it unusual that there are no books or further instruction that comes home. Some days they have pages of homework and other days they have none at all, would be helpful if it were more consistent.
	1665647	I agree with raising standards. However, 98% and above is too high of a bar for an "A". 97% is Meeting?!?! Rather than incentivizing kids, I believe this defeats the purpose. We should not be striving for perfectionism, we should be striving for excellence and a rigorous learning experience open to inventiveness and creativity. "No child left behind" can only be judged by testing. Remove our district from the state funding (which I understand is not that much?!) and we will have the freedom to develop a better curriculum that has flexibility and creativity and gives teachers back some power in their own classroom! I would go back to letter grades...A, M, P and NM just isn't as effective as I had initially hoped...
	1665681	As I've said before, some teachers are great. One teacher in particular is guiding my daughter one on one in becoming a better speller. She's very warm and my daughter loves going to school to see her. However, other teachers should not be working with children. For example, one teacher has had the class of children "guess" who got 100% on a test. To me this is an embarrassing form of bullying. I've spoken with her and the principal about it 2 years ago when my son had her, and now my daughter has her and the process continues. I find this method to be very ineffective in helping students get 100% on the next test, so why call kids out? These are just 2 examples. I have many more on the ineffectiveness and coldness of some of the teachers at Forest Glen.

	1665688	Teachers have too much going on to personalize instruction the way they could. They have too much on their plates - and too many students (with the 3-5 grade) to REALLY get to know each child's needs the way they could if they were with fewer kids all day. I don't think the teachers can be creative and use teachable moments the way they could in the past because they have too much to cover - and the writing components in the math take too much time away from concrete learning facts. There is enough writing in language arts and social studies to have so much emphasis on writing in math at their age.
	1665737	Conference times are too short - especially with the multi-teacher grade levels.
	1665768	Some teachers should respect and consider students' individuality.
	1665796	As a parent, I would value a greater understanding of where we are heading at the beginning of the year. Additionally, it would be great throughout the year to have more information about how to specifically help my child move forward.
	1665933	There is zero opportunity to be in the classroom this year for any level. I do not feel like I'm informed about anything going on. I do not feel like the monthly newsletters give enough information. I feel like all the teachers have too much responsibility and do not have time to give enough attention to our students. Younger levels are expected to do and master too many areas. I feel like WIN time has become a block of free time for kids to read, play games on the computer, etc. I feel like there is way too much time spent on kids reading silently to themselves at their desk.
	1666006	Spending on furniture by purchasing more triangular shaped desks that goes with "21st Century Classroom" or "Classroom of the Future" would be a ridiculous waste of funds. Clustering children in these triangular groupings diminishes the ability to focus -- both as students individually and as a group. This is an inherent issue in the configuration a classroom with the design of a triangular shaped desk. Please find a better math curriculum - Everyday Math does NOT lead to a good foundation. Station-driven learning should not be increased. Please change reporting system for student report cards.
	1666050	Need to talk to a real person not on this computer to really express myself to staff. Please feel free to call me at [REDACTED] [REDACTED]

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	1666064	I can look on Pinnacle, but it doesn't really tell me how my child is doing in class. Would be beneficial to have a 2nd scheduled conference. Although I know I can schedule a conference at anytime, it seems like I would be burdening the teacher.
	1666075	Enrichment opportunities in both math and reading starting in 1st or 2nd grade.
	1666246	- The parent/teacher conferences are so short that you can't get much meaningful information. - Weekly newsletters/communications from teachers about what's being taught/covered/upcoming tests, etc. would be greatly appreciated. Some teachers do a great job, others don't do it at all. - More regular homework so that students have more practice opportunities, parents can see what is being covered, and students develop good work habits before going to middle school. - Use of "best practices" across the district. More collaboration among all teachers to inspire ways of teaching, sharing of resources, etc. that are yielding results. - Reconsider the combining of grades. I am not sure what benefits there have been to combining grades and wonder if this is something that should be continued. The 4/5 teachers now have two sets of children to get to know (less personal), children who are at the higher grade level feel awkward with some only having a few friends in class, it seems curriculum is being taught to the higher grade level, which makes you wonder what your child is missing from his/her current grade level if he/she is the lower grade and what will be taught next year. - Greater consistency between teaching practices among the elementary schools. It seems very disjointed, whereas some students are getting more practice opportunities, communications, resources, etc. that are not provided by all teachers.
	1666269	Continue to try and drill down and customize as much as possible for the individual student. I have felt my kindergartener is not being challenged enough, but my first grader might be overwhelmed at times.
	1666309	I would prefer additional parent teacher conferences (optional) such as 2 per semester.

	1666432	The grading system is awful. Gives me practically no information compared to my previous kids. As a male I do not feel welcome in f.g. especially compared to the dog Craig years. The whole bully focus is overblown. I had to tell my student that she was not a bully if she didn't want to play with a boy who was pestering her. Some of these adults with the bullying agenda need to step it down a notch...they are creating more problems than they are solving.
	1666444	The school has not taken the time to get to know my child's learning style. The teachers are focused on the wrong things. The principal is not willing to challenge the status quo. I am removing my child from District 41 at the end of the year because of my disappointment with the curriculum and lack of flexibility on the teachers part.
	1666455	My son's primary learning challenges occur at home. School is good for him, but school is easy. I don't expect a classroom teacher of 20 students to have the time and resources to stretch him enough, but I know that he is among a core of very bright students who could learn and achieve more. I'm impressed with how much his classroom teacher is able to differentiate instruction for him; she is wonderful. I simply wish he could be challenged even more.
	1666471	Na
	1666473	These multi-age level classes are not good! The younger kids (1st and 2nd graders)are going to struggle BIG TIME and I am not happy at all about this change!!!
	1666490	STEM and STEAM and the Core Standards are really pushing all learning down a grade level. It is daunting and intensive for the children and teachers. I agree, we want to all have an edge toward 21st century learning but sometimes the methods are too stringent and somewhat fast paced. I don't have all the answers but I am not a Tiger Mom in thinking we have to have the best and the brightest at all costs. I believe learning should be efficient but the constant testing detracts from the actual learning. Teachers have no time to enrich a lesson as it is geared to a tight time line to get the kids to a certain reading or math level by May. I agree with Multi age grouping at grades 4-5 but not at the lower levels. Teacher Specification is okay throughout to allow teachers to focus on a topic or area of learning.

	1666532	I do not see the differentiated instruction that was promised in the new model - when I have asked (at conferences and at separate meetings) about how my child was progressing, both teachers were very uncomfortable giving feedback with the new standards and seemed confused themselves about how to assess progress. I don't understand how class placements are made and I am disappointed that gifted services have been reduced.
	1666608	The passion for teaching is gone in my child's class. Not sure if it is the time on the job lack of energy or having got tech to the test. Whatever it is, it is below our experiences in other Elementary schools and our expectations. I am disappointed as I expected better from a taxing district at this level. Have you considered a Public / Private Foundation Partnership to help augment the budget with both Teaching aids and CEU conferences to help our teachers find the passion again? It works well in many other places. Better is out there if you really want it.
	1666614	They already give individual attention when needed
	1666631	I would like more feedback about my child on his report card each trimester. Not just "grades" but comments from the teacher on specific grades or overall comments about how he is doing each trimester. I also think that parents should be able to be in the classroom more frequently.
	1666787	Communicate student progress directly to parents and work with the parents to give their child the best learning opportunities. Communicate high expectations to the students and then help and encourage them to meet those expectations.

	1666847	1)don't keep moving on when a child gets a P or a NM on a test or paper. S/He should have to go to homework center with a tutor to make sure they get it , especially in math when it is cumulative. 2)Teachers should be taught sensitivity training and phrases that are shaming should be identified. I.E when a student suggests an idea say " hmm let me think about it" not "DONT TELL ME HOW TO RUN MY CLASS!!!" which was said to my child once. He still talks about this and it would be such a simple change for this teacher to learn about. Also, teachers should not be allowed to say " There is NO going to the bathroom in my class" When nature calls it calls and it would be great if you could tell teachers they can't have this rule. This created anxiety, and we were able to work it out, but then it was embarrassing when he was the only one who got to go when he asked. As a rule, this shouldn't be aloud to be a rule.
	1666865	Up until this year I would say just right to the above answer in regards to academic expectations. For my now first Grader who I feel is doing twice the work of my other two children and at the same standard or level you get the impression he isn't keeping up. I feel that the curriculum for these young kids is being rushed, forced and doesn't take into consideration overall readiness.
	1667166	more homework, keep parents up to sped on grades/issues. on-line report cards are not accurate for all teachers ask Kumon and Mathnasium why they have so many D41 students enrolled!!!!

	1667372	My son is a high achieving student and has loved learning his entire life. Before this school year, he never complained about going to school. Now one of the last things he says to me before he goes to bed every night is that he wishes he didn't have to go to school tomorrow. He was demonstrably anxious with the change to teacher specialization this year and that anxiety has carried over into his home life. While his anxiety has lessened since the beginning of the school year, he still frequently expresses a preference for having one teacher and being with the same group of students all day. One night, he said to me that he knows he needed to adapt to the new 2-teacher system and that he has tried very hard to adapt. He said that he believes he has adapted as best he could, but that he really wishes he only had one teacher for the entire day. He had tears in his eyes and initiated the conversation himself. He has loved all of his teachers at Forest Glen, including the two teachers he has this year, but he does not like splitting the day between two classrooms, two teachers, and two different groups of peers.
	1667708	Some of my kids' teachers do not give rubric for performance and I do not see completed work and how it is graded. Particularly [REDACTED] class. [REDACTED] also does not return emails.
	1667789	add more interactive activities
	1667792	Curriculum based changes are not understood, well planned, or supported. I trust the rumors I have heard about admin and board interfering with teacher feedback are exaggerated.
	1667913	With regards to opportunities to be involved- i think limiting the amount of parents to 1 party and some parents not being able to go at all excludes some working parents that this may be the only time they can be involved. i'm comparing from my oldest to youngest. love the divided classes. hate everyday math-glad using it less.
	1668244	[REDACTED] is an excellent teacher that provides excellent communication between parents and students.

	1668306	It is not that Academic expectations at Forest Glen are too high or too low, your idea of the concept of "Academic" is wrong. Your idea of what is important in educating children is wrong. Your blind adherence to the Common Core Curriculum without examining the quality of the resulting education is wrong. This is a good idea (standardization) that has been very poorly executed, at the expense of the families in Glen Ellyn.
	1668605	Not sure how to answer ?regarding academic expectations.
	1668669	Not happy with the the grading, kids aren't motivated. Once again the administrations changed the grading years ago saying how wonderful it would be and how it was going to the wave of the future with so many other school. I have not heard of any other school in the area that uses this grading system. I'm also not sure if all the teachers really know how to use it.
	1668692	The grading system and posting to pinnacle are poor motivators and poor communicators. Breaking down information by learning targets may be helpful for the state reporting, but it is confusing and discouraging to students and parents. Jr. High in particular should see percentage grades to understand how they will be assessed during High school and college.
	1668784	none
	1668799	Overall, Forest Glen is a good school with positive, impactful teachers.
	1668803	All day kindergarten
	1668804	I don't agree with the core curriculum because there are no other resources besides the text book to help the kids if they are having trouble understanding.
	1668856	More technology in school More involved science work with labs More individualized assessment and challenges for each individual Get rid of spelling curriculum- not helpful if the kids don't have the words to learn. All it is accomplishing is giving an assesement each week. The words aren't sent home or used in the classroom each week. Ridiculous program!

	1668849	I appreciate all the apps and websites the district has implemented to make learning fun, however, there are days when between Fast Math, Odyssey, Spelling City, beat the clocks, reading and various handouts that come home, my second grader is spending 2 hours doing homework. That seems like a little much and there is such an emphasis placed at school on doing all these extras that my son feels like he's doing something wrong if he doesn't do it all.
	1668874	Get rid of the cumbersome online report cards for elementary students. Parents do not want to see all of that. Parent teacher conferences should be longer in length - always feels like we are rushing
	1668934	I wish we had more than one P/T conference per year. This year the P/T conference consisted of MAP scores and my child's self-assessment. I had to ask "What about my "child"? Not her test scores or her self-assessment. Her? Is she social? Is she participating in class? Does she make friends? Tell me something else about my child!" Remember, beyond all the testing that you have to do these days, they are children! I actually really disliked the self-assessment. We talked about it at home and explained that mom and dad are not grading her on these traits. I really feel that survey is inappropriate and a huge waste of instructional time. I support all the changes at FG this year, but I am still irked about that survey.
	1668954	I think the academic expectations and the methods for teaching spelling have declined over the years. I don't think this curriculum is consistent in each class room. From what I see there is no rhyme or reason for the words tested each week and no real study list. I also think the time and importance on handwriting is lacking.
	1669043	My son is in the Blended Program with [REDACTED]. She is fantastic! I wish [REDACTED] would send home exercises that correspond to what ever they are doing with my son so that I can help improve progress. I've asked for the two years that he has been there and not seen anything. When [REDACTED] class was without the most important link for months due to a no show! All the parents were surprised and upset when they found out no one had been working with there child for over a month. We were never told.
	1669176	Provide more academic activities outside of school ie science club, environmental club, math club etc

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	1669398	When a parent requests that their child receive additional therapy so that the child can learn to their highest capability it should be granted. Long evaluation processes & delays in services- those things add up and can do great damage to a young child who is struggling in a specific area that they need services in
	1670039	More concern with our children actually learning, less teaching to tests.
	1670053	I don't think my children are challenged enough. The attitude seems to be "they are doing great," and "wow they are so smart!" and then that is the end of the story. There is very little focus on challenging gifted students and I am very concerned about the lack of formal gifted programs. Saying that all students needs are being met is not the same as asking kids to do even more.
	1670072	Re-visit the gifted program. My child has scored very high 98 or better. She was not in the gifted programs because of this 5 year evaluation process. She has scored higher than her peers in testing and it doesn't seem to matter to anyone. A gifted child should be in gifted classes. She is totally bored in all her classes. Does this make sense??? No one cares to listen.
	1670145	We wish school can provide more personalized instruction to meet individuals needs. For higher achiever should received harder materials.
	1670353	Changes need to be made at the District level as noted in my comments about the District. Forest Glen's staff is doing the best they can to meet the District requirements and still meet my son's individual learning need. However, they are limited in their resources and in making any real changes that would impact my son's success at the school.
	1670360	schedule one more parent conference during the year
	1670414	Science standards need to be raised. Level 3 can learn much more Science than what they currently do.
	1670589	I do not like our grading system of A, M, P. It does not send the right message to a child that missing one answer on a test may mean they are just "meeting expectations".
	1670686	My child in Kindergarten already knew basic math and was reading chapter books when Kindergarten started. He has not learned much since the beginning of the school year.

	1670731	Get rid of everyday mathematics. More emphasis on science and social studies
	1670791	More students need to be challenged to reach their personal best. Children should be grouped by their ability otherwise the smarter ones stagnate.
	1670913	Principal [REDACTED] are unfriendly/unapproachable. It's difficult to elicit a response from them/get them to help with questions/requests. I expect much more from people in these positions.
	1670958	I feel that they are doing way too much homework in first grade. We have 15 minutes of math and 20 minutes of reading each day. We also have 3 other worksheets to do. They take 15 minutes each. So on a good day it takes 50 minutes to do homework - with no interruptions. It seems like a lot for a 6 year old. I feel like it should be ten minutes max. They are tired by the end of the day and it doesn't leave much time for play. Also, it would be nice to get them outside more at school. Maybe a 15 minute recess in the afternoon. Also, my daughter has expressed nervousness about the MAP testing. I hope we aren't putting too much pressure on them.
	1670922	Since we implemented WIN time, why aren't we using it to actually enhance the curriculum for those students who should be more challenged?
	1670941	I'm not sure if academic expectations at Forest Glen are too high or not. I just have a kindergartner
	1670949	They have tried to personalize the instruction some, but with limited resources, the breakout groups do not happen on as regular of a basis. Hoping in First Grade there is more opportunity to push the academics.
	1670983	Feel that our grading system is challenging... the huge range for "Meets" grade I think is confusing (to children and parents). think there are children at the tippy top of this range who should have different assessment and also potentially be given "gifted" work throughout curriculum.
	1671139	There needs to be a larger gifted program that includes more students.
	1671199	I am happy that the students are pushed to high levels
	1671275	I am a supporter of full day kindergarten and happy that the district is looking into this for the future

	1671334	While I understand that it is necessary to strive forward to keep up with the global education demands, I feel the changes that are taking place, the way lessons are taught and the overall expectations on the children while might make them better test takers with higher scores averages on tests, it does not develop better thinkers or problem solvers or encourage creative thinking. We may be creating children with better math skills, but certainly not creative communicators. The stress that has been put on the children to excel has caused so many of them to dislike school as early as first grade. It would seem to me that this would end up causing more drop outs as the kids get older.
	1671344	Estoy contenta con lo q ellos proveen a los niÃ±os sobre el aprendizaje
	1671392	Recent changes for STEM have been focused on structural changes such as team teaching, combining grades, etc. There is a lack of training, or perhaps the quality of teachers is lacking, in order to effectively teach a challenging STEM curriculum. I think this is far more important than the structural changes, and should be the primary focus. Talk of needing STEM labs is ridiculous. We are limited by the teachers, not the facilities.
	1671463	more physical activity and introduction to more technology with educational purpose.
	1671479	I think parents should get some examples to help the children with their home work,some websites To go for the help.
	1672865	I think communication regarding student's progress and learning could improve. I also think parent//teacher conferences should take place twice a year...in the fall and then again in the spring.
	1673914	my 4th grade daugther is not challenged enough in Math. I believe she should get home every night, even on Fridays. Right now, when she does get math homework, she finishes it in 3mins.
	1673946	Challenge advanced students with a quality curriculum. A "one size fits all" approach to education fails to meet the needs of all students.
	1673962	mixing grade levels in the same class is not beneficial to the stronger students in the older grade, seems to be held back by the younger students.
	1677489	It would be nice to have assignments that target my child's learning needs. I feel that this year has been a learning year for the teachers and staff. The 3rd grade math section needs some help.

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Page: Hadley Junior High		
	Question: Comments/suggestions to improve student learning:	
	1665602	Get rid of standard based grading. The grades are meaningless and do not prepare students for the rigor of high school.
	1665648	I despise the report card. Once a child is meeting, an A might feel unattainable, and there's little external motivation to excel. The rubrics for some assignments are fantastic.
	1665652	Only a few of my child's teachers are responsive to email. Some emails go completely unanswered. And the grade level counselor is not very strong.
	1665685	Thankfully, Hadley has been a positive experience for both of my children now that they are done at Forest Glen! No complaints about Hadley!
	1665687	Expect more. Kids step up to the plate and perform when adults expect more from them. Articulate the expectations and offer help if they need it.
	1665704	Hadley curriculum does not meet student needs, does not prepare students for high school. Classroom environment is very poor - teachers either can't or refuse to take control. Teacher availability for additional help is poor. Hadley is simply a lousy school.
	1665710	I have made attempts this year on separate occasions and it took several calls and emails to get a response from the principal this year. He has not been good with follow through on my concerns. Furthermore, my daughter has a long-term sub [REDACTED] and we received NO communication about the staffing change. Many parents were unhappy with her placement on the short term, and there was no effort to open up that position to better/stronger candidates, or even let the parents know that their original teacher was not returning. Also... there are some disruptive and difficult kids in the 7th grade and there needs to be more accountability and consequences for the kids who are disrupting the learning of others.
	1665726	Facilitators and administrators need time to collaborate with staff on students needs. Teachers are not given a true voice to express themselves when it comes to the individual needs of the students at Hadley.
	1665844	My 6th grader is having a wonderful year, Hadley really seems to have her best interests in mind. Her teachers communicate great with us, and she is engaged in school and with her learning.

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	1665747	Children in junior high need to receive grades like they will in high school and college.
	1665748	Some teachers over-communicate, but have not heard a word from most of them. Would be nice to get a monthly update of what is going on in class, so to help spark conversation with my tween.
	1665756	When I have been exposed to the "discipline" policies at Hadley I have been extremely disappointed. I feel there are more teachers at Hadley that do not value or support the Students.
	1665813	smaller class sizes, make sure each child feels valued
	1665823	I am not and educator. Students should be given help when needed and not feel bad if they learn differently. If a student does not get an instruction and is ask for more information the teacher should not reply, "were you not listening" EVERY child process information differntly
	1665827	I think the students should be with one group of students through out the day. NO mixing of the class levels at all. Not even lunch period. I feel very strong about this and especially with the 6th grade.
	1665828	Perhaps higher academic expectations for all students
	1665857	My disagree comment for communication is with regard to 8th grade - 8th grade picture, proofs, end of year activities for planning - feel like there is a bit of a black hole here; I've had to ask parents of previous 8th graders for info. My disagree comments regarding children getting along and helping each other learn is pertaining to 6th grade - I have heard shocking stories from my student, other parents and my student's teachers with regard to behavior in classrooms and out. The 6th grade class seems to be in need of some discipline! Regarding the academic expectations - I have never been a fan of the current grading system and feel it leaves children ill-prepared for high school. The system may serve it's purpose in elementary school, but I've had too many conversations with my children about grades and achievement. They argue with me about studying because "why study when I know I can get an M" - a 97 is an M and an 85 is an M. In HS that's a big difference in grade point average when starting to consider and apply for college.

	1665863	Bullying prevention should go far beyond stating the 'rules' and reinforcing them with the punitive system. Again this district is NOT very attentive to diversity and does not do well with teaching acceptance of differences - this is a cultural change, which is not being addressed. You need teachers who really 'care' about students who misbehave/bully/being bullied, and build caring relationships especially those who do not fit your majority profile. There has to be a lot more personalization/differentiation of instruction to built on students' strengths, not to point out their weaknesses. Use of technology, I think is ridiculous: technology should not substitute for a relationship and 'teaching' by the living human being.
	1665867	Non-accelerated classes need more rigor. Students are not prepared for homework load at west. Not enough emphasis on writing skills.
	1665884	To help parents, I would like more information about the report cards. I really find it hard to understand what exactly meeting expectations means. It seems like there is a wide range. If he is barley meeting expectations, I would wan to know this and then work with him on improving. The categories are hard for parents to find helpful.
	1665891	The grading system is ridiculous, and does not prepare these students for competitive high schools like Glenbard West. The current system promotes a attitude of "meeting requirements" versus exceling to your potential. I cannot think of a single parent who supports the current system. At nearly every opportunity where the grading system is discussed 100% of those speaking about it say its crazy. If Hadley ever hopes to be included in the conversations about being a "great school" like Glenbard West then they need to get rid of the kindergarten grading system.
	1665913	Personal cell phones are used in silly ways to justify the school's "I give up" policy of policing phone use (to read a display in gym class, for instance, which could just as easily be a cheap poster on the wall. Use of personal tech fosters envy and competition. If you're going to use tech, give everyone the same tech, and HAVE A PLAN FOR ITS USAGE.
	1665914	Report card A, M, P, NM has been a step back for students. A expectation is too high. M expectation is too low. Kids feel their grades really don't matter.

	1665917	More communication between parents and teachers if your child is having a problem in school.
	1665918	smaller class sizes
	1665945	Perhaps have a mix of teachers for advanced literacy class so students get exposure to a variety of teachers (instead of having the same teacher all three years)
	1665951	It is our first year at Hadley. So far my daughter is having a good experience. I do not think her having skills for success every single day this semester is a good thing. She was disappointed because so many other courses sound really interesting to her. She enjoys learning and trying new things, instead she wastes an entire class trying to do work, but cannot because it's loud. I feel like students should have a choice in selecting their top 4 electives.
	1665971	Need a consistent policy on teacher support sites (ie. teacher websites, on-line resources, etc.)
	1665973	I think communication between teachers and parents is lacking. There is no helpful transition to High School. I feel they are very unprepared for the classes and expectations ahead. I feel that Hadley is just a pass through school and lacks in inspiration for the students. I really feel strongly that Hadley does an extremely poor job of preparing them for High School. The atmosphere at Hadley is lacking whereas there is an excitement and energy at West.
	1665998	Change the grading system to help motivate students(I wrote a longer comment earlier).
	1666021	I'm back to the grading system - please give these kids actual grades. They don't try hard because getting an 'A (98%)' is difficult. I've heard countless kids say - why bother, a Meets is fine. That is so frustrating. Also... I wish sentence structure and grammar was taught in their English classes. Do you realize that these kids go to take their ACT and they've diagrammed a sentence before. Ridiculous.
	1666027	It is not that, as a parent of children in D41, that we do not receive enough information. I receive too much superfluous information, and not specific RELEVANT measurable information that tells me how my child is performing. I do not want arbitrary; I want concrete information. Less information, and yet more pertinent information! A, B, C, D, E grading scale please! old school works!
	1666030	None at the moment

	1666091	School is so large and so many kids it is difficult to always get feedback in a timely fashion. [REDACTED] is not welcoming and helpful. Do not like having jr. high kids allowed to bring in their technology to school.
	1666122	More special needs concerns and accommodations.
	1666209	- Thank you to the guidance staff for being responsive to scheduling issues! - I hear that the girls bathroom smells bad. She avoids using it as much as possible.
	1666226	Except from my daughter's math teacher, I have never received a reply to any email I have sent to the teachers. I finally quit trying to reach them. These teachers are [REDACTED].
	1666227	Have Hadley teachers and admin meet with freshmen teachers at Glenbard West & listen to their insights on where incoming freshmen are not as prepared as they should be. Then, institute changes that would remedy this. Transition to high school difficult for many students, especially those taking all honors. Need not be such a shock to their system if Hadley challenged them more each year of junior high.
	1666410	- There seems to be a great difference in the level of homework given this year, requiring my child to spend on average about 3 hours per night on homework. My child is in higher level classes and has achieved straight As/Ms but is often up very late to do the required work. - Have teachers be more sensitive to amount of homework and tests during ISAT and MAP testing. - Provide students with an opportunity to select exploratory classes. - Allow more freedom of movement within the lunch room. - Encourage teachers not to keep students over allotted class time so they are not late for next class. - Some teachers send parents advance notice about upcoming tests, which has been very helpful!
	1666278	Make sure students know where to go for help.
	1666289	a grading system that parents are familiar with and clearly understand would be the first step. Set high expectations but not impossible (like getting a 98 in a class to have an E or M or P or whatever this system of backward grading uses - I have to utilize a key to understand / remind myself of what these "new" letters mean).
	1666307	I don't feel as connected to Hadley as I did to Lincoln.

	1666323	I like the learning that is going on at Hadley. I think they need to give kids grades on their report cards and eliminate "meets, does not meets" criteria. WE need to prepare kids for the real world. The principal is very good and keeps everyone informed.
	1669437	First, [REDACTED] breath of fresh air. Thank goodness for her and her kindness. The other [REDACTED] have nothing nice to say except when you bring them a Christmas gift. They are rude, unfriendly, and very unwelcoming. If I was a child I'd be terrified to walk into that school. Last year my son had a very unhappy experience, he had 3 very difficult teachers who did not belong in a classroom. This year he has the All-star line-up. He has the best of the best of the 7th grade teachers. He gets help whenever he asks, extra time if he needs it, his teachers go way above and beyond. You want to improve student learning at Hadley? Hire more teachers like: [REDACTED] [REDACTED] My son also has an outstanding counselor. Too bad the district let [REDACTED] go, he was outstanding!
	1666387	There needs to be more of an emphasis on reading and writing. Very little of the writing work comes home. Students are asked to read each night, but it could be better connected to class. I do believe teachers could do a better job getting to know their students on an individual level. Too often students are lumped together.
	1666405	Teachers should be an advocate for the kids; be on their side; be their coaches.
	1666422	Some really bad teachers at Hadley, some woman have no business teaching when they can't control their students. Some lousy, undemanding teachers at Hadley, leaves kids unprepared for the shock of the academic HS challenges.
	1666460	Current grading system is incomprehensible. Doesn't give any indication of future high school performance. A few good teachers with good skills and good communication. Majority of teachers do not respond to emails promptly, do not communicate when student's need help, do not maintain online grade book or websites.
	1666478	They should take some educational field trips during the school year.
	1666482	Change the grading system! Numbers or letters worked just fine. I don't know where my child stands.

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	1666518	I would like to see the Assistant Principals more involved with their respective grade so that the students know they have someone "looking out for their best interests" and not just the "troublemakers". More feedback from teachers via email, correspondence, regarding my child's(ren's) academic progress. The electronic description of an assignment that has been assigned and graded is in teacher lingo and not parent lingo.
	1666546	Remove the phones! They are not being used appropriately, but just for secret texting and game-playing!
	1666579	make sure behavioral consequences are enforced fairly and consistently
	1666583	My child is in Course 2 Math and in Gifted Literacy. I believe they could certainly make the curriculum more demanding in science as well.
	1666622	5 minutes per teacher during conference is too short. You get very little input especially given that most teachers provide nothing on Pinnacle either - just numbers and grades.
	1666629	Would like to increase safety especially with after school activities. We tried flag football program and realized there was zero supervision. Not a great way to start out at new school. Whoever led that program should be ashamed. Substitute teachers have been red flag for us. Overall teachers have been personable and have inspired our student to perform well.
	1666632	This is my second child at Hadley, and all I can say is that he's bored and waiting to get out. Hadley is like a social prison for my kids. It's not really about learning, it's about control. Steve Dively, however, seems to be doing a better job than Dansdorf. He's stepping into a hard role and bringing a new attitude of change.
	1666644	I would recommend that if a child's average is going down the school should notify the parent immediately so they can discuss and figure out the best way for the student to improve academically .
	1666656	1. Bed bugs? I think you responded well to the issue but I'm shocked it happened in the first place. It was quite an embarrassment to have that picked up by the news channels. 2. Parent teacher conferences are a little too short.

	1666663	Teachers need to be on the ball. I am specifically referring to [REDACTED]. There have been numerous instances when she has "forgotten" that my son did his homework or took a test. The grades were marked zero, but my son has the paper with a grade.
	1666681	Change the grading system
	1667063	I have not noticed any personalized instruction to meet my child's needs. Also, I feel that the curriculum gives little attention to writing fundamentals (grammar, punctuation, sentence structure, etc.), and this is a serious oversight in preparing them for future schooling and career development.
	1667085	There are classrooms where groups of students are quite disruptive and defiant. This takes away from my child learning (7th grade). I would hope that these students who refuse to participate in learning are disciplined or removed promptly from the class.
	1667124	See comments on first page regarding curriculum and report cards. Also, conferences are very short.
	1667172	I checked too low because it completely depends on the teacher at Hadley. My daughter has had the privilege of having a few excellent teachers that differentiate well in a very diverse classroom and challenge her in their expectations and in the coursework/homework. Other teachers teach to the lowest level in the class and expectations are very low in those classes.
	1667218	better report card would make it easier to actually know how my child is doing
	1667246	Steve Dively does an outstanding job of communicating what is going on at Hadley.

	1667295	<p>The biggest issue I have with Hadley is that I felt like Hadley and Glenbard West were not in sync with each other. I was extremely impressed with Glenbard West and how buttoned up they were in their approach. When speaking to Math and Science teachers at GBW, I definitely felt like Hadley needed to do a better job of helping middle school students and parents understand how the classes they take at Haldley in those topics impact what they can and will be allowed to take at GBW. I suggest to GBW administration that their presentation to 8th grade students and parents also invite 6th grade parents. I sure wish I had talked to GBW folks back then. I think I would have approach Hadley differently as a parent in working on student academic course choices.</p> <p>Finlly, I think the whole Perks of a Wall Flower episode last year was shameful. I am pretty libertarian and by no means a book burner, but I thought the Board of Education's and Hadley teachers' reactions to the reasonable questions of a parent was awful. I heard (and I hope this isn't true) that the child of the parents who inquired was ridiculed by students and teacher actions, supposedly all in the name of academic freedom. I hope we never see such a misguided response ever again, and I certainly hope Board members and teachers don't actively work to exacerbate a situation.</p> <p>Personally, I had no problem with the book. But the fact that a parent was concerned about their own child's access to certain reading materials strikes me as well within the reasonable concerns of a parent.</p>
	1667312	I do not like the grading system
	1667402	more opportunities to present to larger groups (school assembly) to offer expanded public speaking exposure

	1667647	I love that teachers have their own websites for keeping updated on homework and upcoming tests/assignments. It's frustrating, though, that many of them are not updated on a regular basis. While I try to let my 6th grader be fully responsible for all aspects of his learning, it helps to be able to "check in" to make sure he's on track with what is expected. If websites aren't updated, it's hard to do that. The parent teacher conferences are kind of crazy. I understand the need for quick, short conferences (5 min per teacher). The problem is, even if you build in "travel" time in between teachers, no one is on schedule. You show up at a teacher for your appointed time and there are 3 people ahead of you still waiting. So, you spend all that time working out a schedule that works for you, and it's thrown out the window as soon as you show up at your first appt. I'm not sure how to solve the problem, but I left feeling very rushed and didn't fully feel I could get ALL the info I needed, knowing there was a backlog of parents waiting. Also, it was strange to walk into a classroom with 3-4 teachers holding conferences in the same classroom. Hard to have a private conversation with so many extra people in the room.
	1667750	Our daughter loves her teachers and most are teachers [REDACTED] could go to if she ever needed anything - a wonderful feeling. School was responsive over a concern with a teacher last year and gave us a nice placement this year - very much appreciated that. I think teachers work hard to see kids succeed in school.
	1667800	Academic Expectations???? You can EXPECT all you want, but if you fail to give EACH STUDENTS the tools to acheive them then you ARE NOT TEACHING...and after all, isn't that what you are collecting a salary (and a pension)for?
	1668248	My son's teachers at Hadley communicate well with parents. I receive email updates about curriculum and assignments. My son's work comes back and forth from school and I can see what he is doing. Conferences are short, but the system works. I would like to see the students be pushed more. I believe the grading system allows capable students to do minimal work. It is VERY challenging to get Advanced, but easy to get a Meets. I think students recognize this and it shows in their work ethics. Having a transition year to letter grades would really help ease the adjustment to West's grading system.

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	1668345	New leadership is AMAZING! Great hire and in such a short time I see a remarkable improvement. I wish all the schools had leadership like Hadley does. Overall our experience has been wonderful and I can't wait for my other children to get to Hadly. So much better!
	1668354	I would like to see letter grades at Hadley- to prep the kids further for high school. My child's teachers are slow to answer email, but do answer.
	1668395	again, teachers present IN classroom makes a huge difference
	1668457	When placing students in classes at Hadley, more than just quantitative data, like MAPS scores, should be used. Our first experience with Hadley was very unpleasant for this reason. Once our child was placed appropriately in the correct class, we have been pleased with Hadley. It shouldn't be a battle for initial class placement.
	1668529	Less dress code drama, be consistent with kid punishment
	1668532	I think they need to focus more on writing/grammer and keep the parents in the loop more. Much work is done at school. I wish the teacher websites were all updated in a timely fashion. Some teachers are great and some are not.
	1668533	I have been very impressed with the teachers at Hadley and the overall education in general. It's a heavily populated school and I think the adminstration does a great job managing all of the children, teachers, staff, etc.
	1668549	Our experience at Hadley has been only positive. However, we have a close friend whose child has been bullied consistently for the last two years and this situation has not been resolved. In fact school leadership says that it has exhausted its options while the bullying continues to go on. How can you say that you have a zero tolerance level when this has continued on for more than 2 years. Our middle son was bullied at another school and it took 5 years of therapy to get through this. I question how seriously Hadley takes this issue.

	1668561	use the same grading system as the high school. If you cannot do that for the final grade, can you post each grade entered throughout the semester as a number grade instead of a letter grade so parents have a much better idea as to their child's standing? A "M" or "P" tells parents absolutely nothing. I believe that children take much more ownership in their grade when they have a concrete grade rather than the abstract grading system that is used. I have yet to meet a parent that agrees with the grading system. The children need to be given consistent homework as there is a HUGE gap between middle school homework and high school homework.
	1668583	Parent teacher conferences are too short and too early in the year to get any good, useful feedback. Pinnacle is a great vehicle for grades, however should be utilized for comments regarding students work.
	1668604	I think the homework is too hard or confusing most of the time creating a lot of unnecessary stress and dislike of school and a feeling of failure for the students when they are consistently unable to do the assigned homework. As a parent who has to try to decipher homework regularly I find it confusing for me. Once I figure it out, often using google or something, I then have to teach it to my son or I just end up doing it mostly for him, which does him absolutely no good. There is no feeling of success. The only homework he can do independently are worksheets and 1 worksheet can take him 2 hours to complete. So you can imagine that he will not be able to complete any more homework that day. I believe the work should be done during the school day.
	1668618	Equal opportunity to complete the assigned tasks in the various gym units. If this is too difficult with the number of children, perhaps smaller class sizes are needed. Communication seems to be improving this year from the school. I hope to see that continue. When important documents are coming home from school, access to them on the web would be helpful with either the documents or a link as to where to get them if needed.

	1668619	While I understand standards are being raised, the vast majority of students are overwhelm. My child works very hard and is very smart, yet she finds herself feeling defeated when her study efforts provide less of a grade than anticipated. There is a bigger problem when the majority of a class is retaking tests because of the low scores. I am very proud of the work and the effort my child puts into her education. What is the district doing to push back on these ridiculous standards being created that are designed to make the schools fail, when everyone is over-working for success?
	1668663	I am not provided the information that I need to understand whether or not my child truly understand the material that is being covered daily. I want to know what level of understanding she has. Yes, that means that I want a letter-grade and/or a percentage. I want to know if my child is an A, B, C, or D student for the subject matter. I don't want to know if it "meets standards", because I have NO understanding of what those standards are. Furthermore, Standardized Testing results are not nearly timely enough to tell me that my child could be struggling in a particular subject matter. My experience has taught me that learning, particularly in math, science, and foreign language, is a building-block approach. Fundamental concepts lead to more advanced concepts which, in turn, lead to further advanced concepts. Not understanding the material covered TODAY can be the root-cause for frustration and lack of understanding of advanced material covered just a few weeks from now. How will your grading system help me with that? How will standardized testing help me with that?
	1668682	less testing

	1668684	<p>This survey is difficult because there are teachers who are outstanding and teachers who are NOT. Hats off to the MUSIC department for driving the students, inspiring the students, making the students accountable, giving awesome feedback, and being trusted adults for the kids to go to. If my child's other teachers knew, inspired, and gave feedback to my child like they do, she would be having an incredible experience. Again, I would like to make note that the report cards/pinnacle (though they do give percentages in some things) give very vague and unnecessary information to parents. Additionally, I have asked many teachers what a child needs to do to earn an "A" or accelerated grade in their class and more often than not I get the answer that "often I don't give those out" - I am asking what my child can DO - not what they can GET. Math/Science tend to be more clear cut because of the nature of the evaluations. Again, this reporting/evaluating system is vague and not motivating.</p>
	1668696	<p>As so many students are encouraged to take honors course work at Glenbard West, I believe that it is important to let the same percentage of students have some access to advance course work during 8th grade to prepare for quicker paced classes and higher expectations. There is only one level of advanced literacy and only a few students who are placed in accelerated math. The experience of freshmen at West is very demanding and I don't believe that Hadley is preparing students for the pace of expectations that are coming. I believe that the top 30% of students would be able to opt into advanced place coursework for 8th grade in literacy, math, science, and social studies to work to prepare for the upcoming advanced coursework in High School.</p>
	1668698	<p>Hardly any serious writing assignments - these kids are going to be in a world of hurt in high school and college. Since some teachers at Hadley apparently have no decency filter on the books they select for independent reading - I was clear that I wanted to be notified prior to their reading any independent books. I have a 6th grader and an 8th grader - and I haven't heard bupkis. Nothing. Can someone please ding my kid on his handwriting? It looks like a second grader's. Why are handwriting, good grammar, spelling, and punctuation not treated seriously?</p>

	1668749	I am pleasantly surprised by Hadley, having heard negative feedback in the past. Kids are held accountable and rise to the occasion.
	1668776	I have been extremely disappointed in the flow of communication at Hadley compared to Churchill. I have tried several times to reach certain teachers/staff and have never received a response either via email or phone. In addition, my child does very well in school. 6th grade was a mediocre year, 7th grade was a struggle, and 8th grade has been very positive--the best year. However, my child had an unusual dip in a grade in one of his classes and the teacher never contact me. I understand I can track my child' grade and I do that, but that's no excuse for the teacher not to contact me in this instance.
	1668782	Expanded #2 - some classes are just right (social studies, literacy, science, music). Math - material covered is just right or too low. It seems tricky or nit-picky grading on tests, however, sets expectation too high for 6th grade math. Would help if 6th grade tests covered kids' knowledge and understanding of concepts. Testing for perfection of answer format seems more appropriate for older students.
	1668793	None
	1668794	Change the school grading system back to A,B,C,D and F. Include homework assignments in the student's grades.

	1668814	<p>some of the class sizes are too big. I also find that the support tools on line don't match what is taught in class. I feel like when my kid gets stuck- i don't have a tool to find the answer (EG math. If an answer key is not provided, I don't know if I am showing her the right way to solve the problem. we both end up frustrated. Lucky for me, I know a parent who is a math teacher and I call on that resource. But I should not have to). The correct answers should be available someplace for parents to reference. Also, I have been to the school a handful of times to volunteer. [REDACTED]</p> <p>[REDACTED] do not make you feel welcome. I feel like they interrogate me as to why I am there. I just assume they are trying to discourage parents from coming to the school. I really like Hadley. I have not heard good things from other parents, but I have been very impressed. My daughter is a good student and responsible for herself- it is an excellent environment for her. We are looking forward to our 5th grader going next year. I market "too low" because I think if the bar is raised, the kids will rise to the occasion, but classes need to be smaller and the trouble makers need to be removed to make that happen</p>
	1668820	<p>In this day and age of communication, email is an imperative tool. At the beginning of the school year, my son went through a very difficult time, which was handled, but at no time were my emails returned from the principal. I find this unacceptable, and find it extremely unprofessional. I even emailed him again a few weeks after my original email, making sure he got the first one. Still, nothing. My point being, there should be some kind of communication policy for all teachers and staff. Whether it be emails/phone calls should be returned within 3 days...or within the week. Fostering a sense of school community needs to be at the forefront of an administrators focus, and keeping the lines of communication open and flowing are a fairly reasonable expectation.</p>
	1668824	<p>My child is [REDACTED] teacher who is teaching it is HORRIBLE to say the least. She is impatient, no compassion , does not offer much help, & she just does not teach well at all. There is no communication between her & the students except her rules & she just wants to control them. She gives meaningless projects. She needs to be replaced.</p>

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	1668857	My child was bullied in both 6th and 7th grade. 6th and 7th grade classes that were not ability grouped were hot beds for bullying. My child will not try new things or express interests at school for fear of being bullied. My child stopped going to after school activities because bullies at those activities did not receive consequences for bad behavior. 8th grade seems better because of how children are grouped. My child feels challenged in math, not so challenged in other classes. I would prefer that A through F grades were given instead P, NM, M and A. The kids don't really care about those "grades", have to do very little to get an M.
	1668915	Increase and leverage use of technology in more courses and class rooms; create, adapt and execute more STEM related coursework, activities and/or field trips;
	1668917	Better grading system. More enthusiasm from teacher, at least act like you love your job and the kids in your class. (note: there are some wonderful Hadley teachers, and some that are not).
	1668989	Fewer days off
	1669059	Gifted literacy instruction needs to improve. Need more focus on writing and more than one teacher to keep students' interest and vary the learning experience over the course of 3 years.
	1669126	I believe that the recent change at Hadley (Principal) has been a welcome change. It was really a free for all, a lack of oversight by a very nice man. I do think that the ESL population is segregated, but this is in part to lower standards set by Principals, support staff (reading specialists) and the ESL staff. I do think there were many behavior issues, but they appear to be getting better. The going in and out of portables is a safety issue. The students (if late or tardy) are sent outside without passes and teachers don't hear them or let them in. They then have to around the whole building back to the front to get back in the school. Some students come in really late to avoid this OR don't go in at all if they have an appt. That is a very large safety issue.
	1669147	Behavioral issues seem to cause a lot of distraction during and in between classes. Bad language should not be tolerated. Please use letter grades so that the students can get better feedback regarding their performance before going to high school. Consider some "honors" classes in junior high as an option for the high ability, highly motivated students.

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	1669207	same as before. not many choices at hadley to expand beyond core curriculum.
	1669256	My older son who is in the gifted lit and math could be better challenged with an advance social studies and science class.
	1669273	learning is good.
	1669303	Sometimes there is a lot of homework after school and the kids are tired from being in school all day and need some down time and time to play.
	1669304	daily writing is totally ignored in this district. having a daily journal with 10 minutes allotted to write in it should be standard operating procedures. have them write a weather prediction, a movie review, summarize an activity they did in the past week, a pretend letter to a grandparent, etc. the literacy classroom time has always been SOOOOO long, and daily writing is not a part of it. my child can read at home, and would write at home if it was required. 90 minutes of literacy that ignores daily writing yet allows for daily reading that could easily be done at home seems a big waste of time. the kids are bored in this class.
	1669373	none at this time
	1669375	Too much homework. Teachers don't seem to communicate between each other and seem to coordinate big projects all at once in most classes. 4-5 hours of homework most nights seems very excessive and I have seen my daughters excitement levels for school become non-existent.
	1669383	none at this time
	1669401	I have been very happy with my son's experience at Hadley. He has had many wonderful teachers who go out of their to make information available to parents. My son has had many meeting before and after school with teachers who have been more than giving with their time. As stated before, I believe the grading system at Hadley sets the overall expectations too low for middle school students. My son is very satisfied with a Meets and is not concerned about Progressings. He is a strong student and I believe would be motivated by grades. I am worried that his will leave him unprepared for West. Socially, my son has no difficulties and I have not experienced any problems with bullying.
	1669418	I greatly appreciate the weekly newsletters sent by a couple of my child's teachers.
	1669524	Individuals who can move faster in a program should not be held back by the group in special ed.

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	1669589	My daughter had trouble adjusting to middle school. I was so impressed with the counselors and teachers who reached out to her. Awesome personal attention!
	1669760	I worry about the homework transition to GW. Many parents tell me the students are not ready for the large homework load, but I have not personally experienced it yet.
	1669774	Mentioned earlier, I think the current grading system 'A,M,P,NM' should be discontinued at least at some point prior to them leaving Hadley. I strongly think they should have some experience with "real world grading" prior to High School.
	1669944	We have a difficult time understanding the meets/exceeds report card. I realize taking away the grades takes away some of the stress from the kids. However, it also takes away some of the motivation. This comes back in high school when they start getting grades again, but it seems it would be helpful to be motivated earlier.
	1669969	It is difficult for my child to excel in a class where kids aren't interested in learning. For example, having to do the majority of the work on a lab because my child wants a good grade, is frustrating for him. Somehow, the kids need to take ownership. Reward those who really put forth an effort. Maybe use a SIP day to discuss work ethic and how one person impacts others.
	1669970	I felt our older children were not well prepared for high school after leaving Hadley. Too soon to tell if that has changed.
	1670006	Based on my childrens' comments, I believe that Literacy periods should be broken up into smaller chunks twice/day. When someone threw a snowball at my child while he was walking to the bus, he was not sure who to tell, so he told the bus driver, who did nothing. I'm not sure he knew the "correct" thing to do in that situation.
	1670146	They should focus more on writing in prep for 9th grade.

	1670153	Staff/teachers may listen to my questions/concerns but nothing is usually done about them. We need to go back to using the A B C D & F grading system. The current system is not effective and is not working. Parent teacher conferences need to be lengthened or not done at all. 5 minutes is not enough time to discuss anything of importance. I think they should be done at night so all working parents can attend and not take away two days of school learning time.
	1670232	I think implementing a normal grading system i.e. (A,B,C,D,E,F) would help to motivate our middle school students to always give their best effort towards school assignments and tests! I feel we do a disservice to our students by not preparing them in middle school with the actual hard facts of a "real" grade and, instead, possibly make it more challenging for them to only encounter such traditional grades on the high school level. I fear for some students receiving the harsh reality only at the high school level may doom them for failure when it truly matters the most!
	1670361	more parent conferences
	1670391	Can more gifted programs be offered so that kids are challenged at all levels?
	1670446	Hadley could do a better job communicating the opportunities (and requirements) for moving up in math so as to be prepared for honors math classes at GBWest.
	1670592	My son struggles with time management and how to best manage keeping track of assignments and planning ahead for future assignments and tests. More emphasis is needed in this area, especially for 6th graders.
	1670687	My 6th graders says the same thing - he's not really learning much.
	1670737	Our class sizes are too big. Get rid of [REDACTED] - she is a relic who has no capacity for teaching children. Either have all teachers get on the same page as to what an A, M, P and NM means and grade the same way or go back to the old school way of grading - A, B, C, etc. The elementary schools in GE are doing a poor job of preparing our kids for middle school.

	1670745	Hadley should not tolerate swearing at school. It is such a culture shock for 6th graders coming in, and the staff doesn't seem to do anything about it. Students grades should have more weight than MAP tests when making decisions on what level class child should be in. The Math specialist has been completely unhelpful and even unprofessional when discussing student's math level and class placement It would be helpful if at least 1 time a quarter or semester the teachers/staff printed out and sent home Pinnacle grades for the parents to sign and send back. This makes the kids accountable for their grades to both the teacher and their parents. The Meeting/Progressing grading scale is fine for younger students, but by 8th grade, the kids should be on a standard percentage or A-F grading scale so they can be prepared for High School. My kids have often said "why do I need to do better than an 85 when that is a Meeting". This kind of thinking is sending the wrong message.
	1670792	More communication from the school regarding what is coming up would be helpful. I feel disconnected from Hadley. 7th grade literacy and 6 and 7th grade science really needs improvement. Not much learning happened.
	1670853	Nothing
	1670863	I wish there was a little more communication with teachers and students, I know they are very busy all the time, but sometimes my child does not understand what he needs to do in class..
	1670896	Couple of comments: 1) 5 min teacher conferences are not value added. To short to accomplish much. 2) Didn't hear of academic concerns until I attended the conference(too late) 3) Bullying is still a huge concern. Had a significant issue with one of my son's earlier in the year in which I had to call the school. 4) ████████ accused my son of faking it because he has frequent nose bleeds. If she has problem with my son seeking medical attention, please contact me. 5) After school activities - drama club / plays being more inclusive of kids wanting to participate. 6) Change the grading system.

	1670916	<p>Parent/Teacher Conferences are too short. I feel like I have completed a track meet after speaking with teachers. Some teachers are much better than others. We can often easily recognize the passion a teacher has for their subject based on how much effort the teacher gives to the learning process. If they send out a lot of class emails detailing class learning, if they hold early/late review sessions, if they personally grade quizzes and homework (not peer-graded), or if they send out any personal communication (call or email) as necessary - these are just some ways of showing that passion. My son's science teacher has done little to inspire him even though he used to love science. I could even see this in her class webpage which was rarely updated with class info. I found a different 7th grade science teacher whose webpage was so much better so I use that one instead for class updates. I have found that I can help my kids learn best when I have as much up-to-date info as possible. That means I need the class webpage to be useful and current.</p>
	1670929	<p>Hadley is like the lost years. My impression is a bunch of people going through the motions. I have three kids who've gone through the system. Love Churchill. Love West. Hadley is just kind of somewhere they showed up for three years. Though, academically, they did fine. Just goes to show it doesn't take much effort.</p>
	1670957	<p>When I went to a third Thursday, the classes seemed so painfully slow (science, social studies). too many kids seemed bored not listening. The info seemed so basic and like such a review. Too bad there aren't honors classes for science and social studies too. Offer more time for kids to go to the library. My kids seem to never go. can't it be encouraged or "forced"? I guess no one has library time anymore.</p>

	1670963	It is a very closed environment at Hadley. As a working father I feel completely disconnected with the school. Compared to our experience at Churchill our engagement with the teachers has been weak and disappointing. For something so important, our engagement is extremely limited. We talked more with the 8th grade basketball coach about our daughter than we have with some of her teachers. The teachers seem to be reactive to kids needs and if the kids have a tough time asking for help, then some teachers think they have done their job by just being "available". The extra effort to let the child know they need to ask for additional help would be welcome. I hope our child's experience next year will be better than my previous child's experience. Also, I'd like to feel more welcome as a parent instead of feeling like I'm being run through and education factory during parent events. Is the school THAT busy that they can't offer smaller groups more time to engage more regularly with the teachers?
	1670968	Kids always need to be challenged
	1671053	There is too much homework.
	1671056	See previous comments.
	1671060	Classes with support have too many kids and even though there are 2 teachers, it sometimes seems like there's not enough control over behavior issues. You have to follow closely anything out of the ordinary. I had a kid who had 12 missing assignments and the teacher did not notify me. The teachers have too much minutia to deal with. The current grading system is absolutely ridiculous. They kids know that if an A is out of the question that they can barely try to and still get an M. They need to use more technology. I know there are programs that d41 has a site license for and almost no one uses them and even though we have it at home, there's been zero training. Improve the quality of the teachers. There are some real stars but there are some who do not inspire learning or hard work.

	1673438	The Pinnacle system is a good source of information on how students are doing as long as the teachers update the information on a timely basis. I have found this year that some teachers are extremely slow in updating the information. In an instance, one teacher took over 2 months to note that a group of 12 assignments were graded poorly. Two months of time to catch the student up on the subject has now been lost. Student conferences of 5 minutes with each teacher is not enough time. I like that you do not have to meet with every teacher as this is not necessary. More time should be allotted if it is needed for a particular class depending on the needs of the student.
	1671075	The grading scale that reserves advanced achievement to those who score above 98% inspires mediocrity. Having no differentiation between getting an 80% and a 98% in a class makes getting a "meets" rating the expected, attainable norm vs. providing more granularity in achievement status that rewards students for what on any other scale would be considered above average performance (i.e. 90%+).
	1671103	Personalize instruction for the children on the level that they are. Instead of broad based learning where other children that accelerate are held back and vice-versa.
	1671128	I think that Hadley is horribly weak in Science. My high school kids were completely unprepared for the rigor of science at West. The 8th grade team of teachers is great, the 6th grade and 7th grades could use some different staffing. I feel that the math instruction is especially weak in the 6th/7th. Hadley seems unprepared to meet the core curriculum changes, many kids are just playing catch up and it seems as if the students in these grades are the guinea pigs in a failing curricula. I like the new standards, but these kids are being completely rushed through.
	1671148	Hadley needs a larger gifted program to include more students. It needs to have parity with Glenbard West honors track. Kids need real grades to prepare for Glenbard West, at least in 7th/8th grades. Electives should be true electives, not randomly assigned classes. If not enough kids want French, get rid of the French teachers, for instance!! Kids are lost at Hadley, they don't make and maintain friendships.
	1671149	See other comment

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	1671184	I have had children at Hadley for a total of 5 years and still don't understand the grading system. It is virtually useless to me as a parent for being able to decipher how well my child is doing. I suspect very few kids get anything different than "Meeting". When my first child finished 8th grade, I had no idea what to expect in terms of how she would perform at Glenbard West. Neither did she. That lack of insight combined with minimal homework left me feeling she wasn't as well prepared as she could have been.
	1671241	Making children read 25 books in a school year does nothing for them except make them want to get through 25 books. I think if we are trying to get kids to love reading lets not force them to read a set number of books just to be able they said they got through 25 books. It would also be helpful if the school had rules that apply to all. It seems like they are very clear in outlining rules, yet it depends on who you are if that rule applies to you. This happens over and over and over again.
	1671263	A curriculum that is clear from the start. I can see that teachers get many changes during the year and try to throw too much at kids. I think the school needs to incorporate changes/new expectations before the academic year begins.
	1671265	Utilize smart boards more. More teacher aids, smaller classes. Time after school for homework help.
	1671267	some of the electives seem silly. kids don't enjoy art tech. kids should be able to choose electives.
	1671304	This year, my child had a very positive year. He had a really good group of teachers that I believe really care about him and making sure he learns. When I had questions everyone of those teachers emailed me or called me directly and really seem to understand my child. I wish these teachers could have followed him around since 6th grade. Exiting Hadley with him will be a very positive note! The communication the principal had during the entire bed bug exposide was excellent. I am sure I will run into stuff like this in the future, it is expected, and having the communication in place will be the true text. Again, excellent job. A suggestion would be a follow-up report on findings since the cleaning. How often or the last time the school was inspected and what the findings were.

	1671317	I'm a little surprised at the lack of homework my 6th grader has. Teachers say they will give homework every night, but don't (and we check on their websites and they are either not updated or there is none). I'm a little concerned that my son does not have the ability to learn study habits that will help him in high school - this has not been a good prep for him.
	1671372	at the sixth grade level I have heard that in some classes children leave the class, walk around, etc. It does not allow him to focus. seems like students no longer have a healthy fear of their actions and respect for their teachers.
	1671387	Get rid of the awful grading system and bring in normal grading. Introduce textbooks. Transparency in what our children are learning is key and textbooks help us to be aware of where they are going academically. Fix your electrical system, or whatever triggers emergency exit procedures. They waste academic time. Enough with the standardized tests!!! They waste precious academic days. They should be learning during this time, not taking some test that will not indicate future success for the individual students. Listen to and respect parent concerns.
	1671657	We are a new family to the district moving from Michigan. My child feels quite detached from the staff. At her former school, the teachers seemed to encourage questions and wanted to interact with students throughout class and the school day. My daughter says the teachers at Hadley seem annoyed when questions are asked and honestly thinks that only two of her teachers are somewhat interested in the kids. It really saddens me that this is the school/classroom environment. I had hoped for more. I can't seem to get a response from a teacher with regard to some academic progress questions. Additionally, the environment at the school is cold and unwelcoming, especially for a new family.
	1672368	There are some very fine teachers there. However there are also some duds who did not challenge or interact with my child.
	1672788	n/a
	1673201	Grades and percentages should be used especially going in to 8th grade. Students need to understand this before freshman year. Also will keep 8th graders motivated.

	1673369	<p>My student is in classes with students who do not care about school. This is unfortunate as she feels punished. On some occasions the teacher spends too much time disciplining the "bad" kids and does not have time to help my student or even recognize her efforts to do her best. In other cases, the whole class is given extra homework because a small group was not cooperating. We need to evaluate our policies with dealing with disrespectful students. We also need to evaluate some of our basic procedures. For example, no water bottles in class. We all know how important it is to drink water throughout the day. It is emphasized in the elementary to bring a water bottle then you go to middle school and you cannot take water to class? Then you go to high school and you can have it again. What is happening in the middle with an essential nutrient? Especially during the hot days! I also know many people who are very unsatisfied with our grading procedures...meets, progressing, not meeting. Kids in the middle school level need grades...some for motivation, some for satisfaction. If you are getting a 97%, why should you get a P when a student with an 85% also gets a P. That is neither motivation or satisfying. Also, to get an "A" you have to get a 98% or higher...not motivating and sometimes frustrating for a student who really is trying but teachers do not want to recognize or praise hard work and efforts.</p>
	1673964	<p>As parents, we sometimes feel in the dark when it comes to understanding where our child is in the midst of their curriculum. The online systems (e.g. Pinnacle) only provide periodic feedback and often too late for us to effect change on their academic activities.</p>

	1674715	21st Century Learner is a missed opportunity. It is not rigorous enough. There should be more out of class work on the projects and should involve actual civic engagement by working with members of the community. Parent/teacher conferences are not as valuable as they should be. The time is too short to accomplish much of anything. If it is to be meaningful, it should be done twice a semester so there can be a discussion about progress/changes. The direction taken by the administrators about curriculum, schedule, etc. is rarely modified to respond to parental concerns. I do not feel that I have a voice in how any decisions are made. Comments may be solicited, but parents widely believe the administration is not willing to be changed by what they hear.
	1675920	more efficient use of the time that my child is at school
Page: 21st Century Initiatives		
	Question: Comments/suggestions:	
	1665656	The combining of grades was a huge mistake. The 5th graders have been demoralized, the teachers have no idea who to teach too and it does not serve the various needs of each student. Also, the 4th graders have been exposed to social situations/language that they are not ready for. 5th graders need to be prepared for Hadley and that cannot happen with 4th graders combined.
	1665653	My kids are STILL not challenged enough. My one child is so frustrated with her Math teacher that she is asking to switch to another. She should be in the AEC math program but they are still basing placement off of her 2nd grade COGAT score even though her MAP scores are consistently higher than most of the kids in AEC Math. When I asked about it I got a "nothing we can do about it" response. Other students were added to the program this year. Why did they get special treatment? She is not getting what she needs!!! We need consistency. Maybe there needs to be a level in between.
	1665655	My 5th grader has reported that some of the 4th graders are holding back the class due to not understanding the material (literacy). She reports the class is "too easy". Her teacher is wonderful and has singled her out to help some of the other kids, which has been a good experience for her, but she is not being challenged and I am concerned about the transition to Hadley...

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	1665666	My daughter has thrived under teacher specialization. The teachers are passionate about what they are teaching and the work is much more advanced and challenging.
	1665691	I feel a strong disconnect not having one teacher. However, I did like the fact that my daughter wasn't stuck with her a.m. teacher all day.
	1665709	This program was rammed through by the district and not surprisingly isn't working well.
	1665753	I received the email yesterday regarding the plans to multi age grade 2 and 3. I do not agree with it. My child will be in 2nd grade next year and the plan is to teach him 3rd grade material and when he is in 3rd grade to teach him 2nd grade material. I think it will not only confuse him but how is a 2nd grader expected to learn and do well at school at a 3rd grade level when he hasn't even learned the aspects of each subject in the 2nd grade level. And then the following year is going to be super easy. It is not going to be accepted well. I think the way it is this year where the grade levels are separated but having the teacher be specialized is better. The older grades may be ok for the multi age but you can't expect younger grades to know this added information when they have not yet learned the basic necessities that they learn in their prospective grades.
	1665881	You really dropped the ball with STEAM, especially when you increase class sizes, add in a new, tougher math, do not even have a science curriculum let alone the science labs that were touted, and remove 1 full time teacher. Very disappointed that a pilot was not done first, and very disappointed that it feels like this 5th grade class is being ushered out as a experiment for the future.
	1665766	Multipage has worked well for my child but he is old for his class and has always mixed with kids a grade ahead. It will be interesting to see how next year goes.
	1665767	Children adapt to what they are provided with but I still believe in keeping kids with kids their own age. Seems like we are trying to send them off to junior high while they are young elementary age. I prefer the traditional grade-level model - kids can still be grouped by abilities but remain with their age-range.

	1665769	My older children went to a school that had no grades. They did not move up to the next level until they mastered 100% of the curriculum content. They are well ahead of their peers now in public high school. They also received foreign language at the elementary level and didn't march around all day from trailers
	1665780	I feel like the Level 3 teachers are NOT in the right specializations at Forest Glen. In the multi-age class my child participates in, she is very aware that her peers in this class are one grade level lower and that influences her self-esteem at least in that class.
	1665869	I have heard that 4/5 multi age works well. However, for the 2/3 I think there is a world of maturity differences between grade 2 and grade 3 and combining them is a detriment to the 3rd graders. My child has had some combination STEAM classes with second graders and has found himself extremely under-challenged. I don't know if it was because of the way it was set up and handled by the teachers or the content of the subject or the mix of children, but it did not enhance his learning at all.
	1665801	They need to be better with grouping kids based on their reading/ math levels.
	1665836	My 5th grader did not enjoy the "educational" part of the multi age learning. She did not want to learn with 4th graders and has expressed strongly that she would rather be in a class with all 5th graders. That said, the individual students were positive experience and she made new friends. As such, despite her unhappiness with learning with 4th graders, I checked that it was an overall positive experience since she made new friends Plus - they did not have a single field trip this year. What kind of a 5th grade has no field trips (except Robert Crown coming up)? I think this multi age grouping and specialized teaching makes it hard to pull portions of kids out for things like field trips, which I think are a great opportunity to extend learning and make school enjoyable for kids.
	1665824	The socialization norms are being messed with when integrating ages. Child does not like having two teachers and hauling supplies from one class to another. Kids are young and can't bond with 2 teachers in the way they can with one. At the elementary level we should be able to find teachers competent in all areas of study/learning.

	1665826	Really? This was pushed through and some very valid parent comments and concerns were never addressed or simply ignored. I don't even mind the specialization so much although I do find it ridiculous for this age range. Further, children learn better with peers of different abilities - parents fear that certain children will be left behind. In this district in particular, those parents who want more can certainly get a private enrichment program for their child (as I was told I could do for my child with a learning disability - turnabout is fair play, my friends).
	1665841	I said "I'm not sure" because I don't truly understand how the classrooms are established. It's been a great experience for us, but I don't know if it has been the teacher or the overall classroom structure. Nobody has told us what my daughter's learning style is, how she ended up in class she is in, and how this has helped. How many learning styles are in each classroom? Are certain teachers better for certain teaching styles? I would support it for grades 2/3 if I understood more about how this all works and if this won't "slot" kids at too early of an age into gifted / non-gifted. I think age 10+ is better age to start that up.
	1665842	Prior to Forest Glen, my child was in a multiage setting at school. Bullying increased, self-esteem decreased, and my child's personal needs were met less. Anxiety became high, nightmares and health issues ensued as a result of stress. My greatest concern with multiage setting is socially, psychologically and developmentally where kids are at and how or if this type of environment fosters greater in group and out group behavior, creating a more hostile learning environment for those who may appear younger and potentially weaker in language or learning skills. Additionally, how may this further impact students of color who may be dealing with understanding their racial identity. For these students, they are then learning to adapt at a number of different levels. My question would be, what does research say about students in general, but specifically students of color in such settings. Are we adding greater emotional stress and increased possibility of in group/out group behavior with those who may already be dealing with in group/out group stress because of their racial identity.
	1665843	None

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	1665845	I do not have a student in multi-age program, but have talked to a 5th grader in the group. Often she felt like she was called a 4th grader because of her level by staff members. The system needs to be set up so that 5th graders in the lower groups with 4th graders don't feel dumb or out of place.
	1665851	See comments from previous page. I DO NOT SUPPORT multiage instruction for grades 2 & 3. They are too young & there is still such a gap with literacy levels for many students at these grade levels.
	1665858	Multiage is a bad idea primarily because of the different levels of social/emotional band the students are on. Even a few months age difference is sometimes a big difference. Group students of the same age AND learning abilities. This could be beneficial, but still challenge students to achieve higher and higher levels of learning. Don't discount students because they start off low. Testing procedures are NOT necessarily an accurate way of measuring intelligence and ability. Treat students as individual learners, but keep up the challenge and high goals and achievements.
	1665904	My children have not experienced these strategies. They sound like a good improvement over what my children have experienced in elementary school. However, like many other 'improvements' it all depends on who is implementing them and how. Elementary teachers need to actually 'know' some content do be able to teach beyond rudimentary math and literacy skills. My personal experience has been that academics in elementary grades are too low; it's mostly either about 'fun' (with vague outcomes) or about worksheets and other meaningless 'busy work' activities.
	1665905	While in grade school, let children stay within their own grade, they have th erest of their lives Junior High and High School to do all this mixing.
	1665916	Multiage instruction has left my daughter socially and academically bored. Teachers in the past were able to challenge her but now there is no effort to challenge the top because the bottom is so much lower. There is one other person with similar learning needs in her class and both his parents and myself have gone to teaching material at home.
	1665926	Why does this survey waste my time with these questions? My kid is at Hadley. This makes me question the overall viability of this survey. What a stupid mistake.

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	1665931	Grading system is ridiculous with NM, P, and M. Go back to traditional grading system of numbers and letters, so children have incentive to strive to do better or feel sense of accomplishment when they have done well.
	1665935	It is okay, and possibly good, for teachers to specialize but only if they are truly TALENTED and have a passion for the subject they are assigned to. Just because teachers specialize, does not necessarily mean that the ages have to be combined. Ages should only be combined if it is better for that individual student, not because it is a convenient way to allocate teacher resources and to make scheduling simpler.
	1665938	Need to be VERY careful about tracking kids at such an early age. To my knowledge, there are no interim checks for movig up/down in the classes.
	1665948	This has been difficult for my children socially
	1665950	This is a GREAT idea that needs to be rolled out more broadly across the differnet grades. Students need to be challenged. This can only occur when they are grouped more closely with those of similar ability. Also, allowing specialiation by teachers helps the teachers to move beyond basic concepts and allow for a deeper discussion of the specialized topics with the students.
	1665952	We are thrilled to know that our child will be placed in groups of like learners. We believe this will challenge him more. Time will tell how effective it is but I see no reason to go back to traditional already...we haven't even tried it out yet.
	1665953	see above comments
	1665961	Remember to maintain some hierarchical recognition - my 5th grader feels she is missing out on being a 5th grader, being mixed in with other age students. Again, this will fade as more and more time goes by and it becomes the new normal Math/ Science specialization is fine, but some critical evaluation of teachers in this focus at Lincoln should be performed. My child seems to be enjoying / thriving on the social studies/literacy side, and is not as excited about math/science, which I think may be result of the teachers in each

	1665968	It's hard to give opinion on these areas yet- I feel like this year has been a lost year for my 5th grader. She doesn't mind having 4th graders in her classroom, but doesn't particularly like it either. A lot of time seems wasted in WIN time, or shuffling between classes. I feel like I have no clue what has been going on or what exactly she's learning. There's too much silent reading time. I do not feel like she's been pushed enough.
	1665974	- The current structure does not allow children to thrive, nor does it support their emotional growth.
	1665975	I don't know enough to comment on the multiage instructional strategy. If a child under or over perform, does he/she stays in the same "group" every year? If they do, how does the learning material change from year to year?
	1665977	Our child is only in K, but these programs sound like a good ideas
	1665978	I'm not sure the prior methods of teaching were broken - that said, I am open to new and innovative ways of teaching. That said, I'm not sure the teachers are behind this method of teaching. While I am sure they are doing their best, if they don't support this method of teaching, I don't think the Board should proceed with it.

	1666004	<p>Of course integration of subjects is necessary-that's how students learn! However with two teacher specialization, there has been NO crossover between literacy and math, or literacy and science. Literacy doesn't go JUST with social studies. Good teachers intergrate and can do this naturally when they have a single classroom. This new model is not an improvement over traditional classrooms and has, in fact, negatively affected most students' socio-emotional growth. Students should be grouped with like learners; this can also be done in more of a traditional classroom. This new model has no benefit for students. Is education for the teachers or for the students? Teaching is hard work. However, I don't feel it is necessary to overhaul a system that worked (Clearly, we were noted as one of the top 6% schools in the state in 2013). Did the school need to tweak some things? Yes: It needed to ramp up some of the Common Core curriculum, it needed to add STEAM and PBL, it needed to meet the needs better of the more needy learners...I see a lot of progress in this area. However, specialization and multiage were not necessary to add these components. Also I would like to add that just because a child is reading at a certain level doesn't mean they're always like learners. For example, a second grader reading at a level K (on greade level) has much different needs than a third grader reading at a level K (below grade level). Alternatively, a fourth grader who can read level Y material shouldn't necessarily be reading some of the content in level Y books. The content of the books that my fourth grader has read this year has been more middle school subjects. My fourth grader has also been given a 5th grade curriculum this year. Per his teacher, next year he will cycle back and be given the fourth grade curriculum. How is this going to prepare him for middle school? How is this meeting common core?? If we moved this year...to another state or to the town next door... my fourth grader would have a repeat of the curriculum next year because D41 looped it backwards for him this year. Learners can also be grouped by interests or skills needed. Reading groups should be flexible. This is another reason I am against multi-age learning at any level.</p>
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	1665997	Grouping kids by abilities is acceptable within grade levels. When multiple grade levels are integrated, negative social issues arise such as bullying. It is also a track mechanism at too early an age that will demoralize and stunt growth. It is too early for teachers to determine the capabilities of children and group them.
	1666014	I was a true believer in this concept when it was introduced, however, now that my child has experienced it, I cannot support it any longer. The fourth grade students are not mature enough to be in with the 5th grade students. The 5th graders need to focus on preparing for junior high. Having the younger children in the classroom has impeded this progress. I believe my child is not prepared for 6th grade because of Lincoln School and D41. My child has also missed out on the 5th grade experiences he was so looking forward to during his 6 years at Lincoln.
	1666049	While i am in favor of multiage teaching, my own son has suffered some pretty horrible bullying from 5th grade boys. The school handled the prob well, but the 5th grade boys will still bully behind the teachers' backs. I still like the multi-age idea though, but believe we need to implement empathy early, teaching kids in pre-k and every grade what empathy is. We will have better outcomes if we can get in there early, i hope, though do understand some kids' homelife makes it hard for them to empathize (both in rich and poor households), but more will be reached if we start early. Japan uses multiage and they teach empathy with strong focus on respect and harmony, and have great success. US should model this.
	1666054	No comment at the moment
	1666065	None
	1666070	Again, not sure how the 4/5 grades were combined for literacy this year. Love the teacher specialization, but have seen absolutely no value from combining grades. I really feel for the teachers and how they must need to prepare to meet the demands, both academically and emotionally of 2 grade levels.
	1666092	My 4th grader is learning 5th grade curriculum which is too advanced for his age and maturity. I feel that because he doesn't understand the complexity of what he is learning he is struggling to retain what he is learning.

	1666101	I believe it is easier for teachers to focus on a specific subject - as in the case of Junior High and High School teachers. I don't believe it is essential to integrate different subjects - if it comes naturally like working on distance in science and doing a math problem, yes, but does not need to be forced. Integration of subjects does not happen in Junior High or High School - why do it in the elementary grades. Also we need to go back to standardize grading system with A = 90 to 100%, etc. Other districts do not use A, M, P, NM.
	1666103	I'm concerned with mixing the 2nd graders who have had spanish with the 3rd graders who have not. I have also not been made comfortable with how it will work to teach my 2nd grader the 3rd grade curriculum next year before they've had the 2nd grade curriculum. I could see how this would work in subjects like science and social studies where topics stand alone more. How will this work for literacy and math where everything builds on each other. I assume there is a plan in place for this but it hasn't been well communicated to the parents so they can be comfortable with it. Finally - in terms of this whole multi-age thing, I defer to the teachers. They see if it everyday and what is working and what's not. I haven't heard their feedback on it but I would really like to and think the parents would respond well to it. Presumably 4th and 5th grade parents have heard this but those of us who will 2nd and 3rd grade kids need to hear it soon before everyone gets in a panic.
	1666105	Grouping students for two years with other students of similar ability unfairly limits a student's ability to move between groups. Kids are constantly changing in elementary school. Also, ability grouping is great for those at the top, but horrible for those at the bottom.
	1666106	Hard to answer these questions. My older child has had a tough year, and I don't think multiple teachers/multiage has worked well for him. I suspect my 3rd grader will do well with it next year, in 4th grade. But I also don't think that 2nd and 3rd graders blend as well as 4th/5th.
	1666119	Extend the multiage instructional strategy to include Math and Science. Math, in particular, as objective testing in Math to help group children into learning groups that would better meet their needs than age based groupings.

These comments were revised May 5, 2014 to fully report those comments which Excel automatically cut off due to length.

The district manually created multiple cells for the affected comments.

	1666212	There was much outcry and dissent against the implementation of this program, yet despite the fact that parents held and adamantly expressed opposing views on the implementation of this program, the school board chose to disregard their concern. The school board officially expressed their differing view and forced it through with just minimal compromise. Additionally, successful results in the assessment of such a program had been unsubstantiated in a district with similar demographics and such a similar track record to our own D41. This new model should at least have been rolled out as a pilot program. The implementation process of the "ThinkTank" showed a complete and blatant disregard for the opposing views of the families in D41. I, along with all of the other parents I have talked to about this initiative, find this utterly disturbing.
	1666214	This year, I was heart-broken for my 5th grader. He has watched an older sibling have such a special 'final' year at Lincoln. Numerous times throughout the year, he has said this year doesn't feel as special because the 5th graders don't feel as important. My 2nd grader has not experienced the multiage, but she has had a very rough year with the 2 different classes. She has always loved school, but this year, cried every single morning until after Christmas break. She has 2 absolutely fantastic teachers, but once said that she doesn't feel like she 'belongs' anywhere at school. After this year, we will only have one child left at Lincoln. I am just so sad that I will be counting the years until we are out of there. I can already foresee so many problems next year grouping 2/3 together. I have loved Lincoln's teachers for 7 years now, but just want my kids out now. I really wish the board would've listened to so many parents last spring who asked for a pilot. To throw all of these kids into a 'let's try it and see' is just disheartening. The only plus for our family is that we only have to deal with this for a few more years.
	1666234	I can see how grouping students with similar learning needs can be effective if there can be many smaller groups. However in this case, wouldn't the top % of 4th graders essentially repeat the same curriculum in 5th grade? The teacher would still have to make adjustments in the classroom for the different ages/learning needs. I'm not sure that this provides any benefit over traditional grade level configurations.

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	1666262	My child does not like having 2 teachers. She did much better with one teacher who got to know her. That's the only perspective I have. Perhaps it was a good change for the majority. The mixed age levels were not really the issue. She just felt like there was not a lot of continuity in her day. Of course, when they get to Hadley, it's changing constantly.
	1666267	The District has not heard the many complaints and concerned raised by parents during board meetings. It is very frustrating to see how decisions are being made that affect my children. I no longer believe in the transparency of the Board.
	1666272	Originally, I thought the whole idea of mixing 2 grades was to have 1 classroom with the really low kids (regardless of grade level), then 1 with low-medium kids, 1 medium-high, 1 high level kids, etc. However, it seems that kids are mixed randomly, so there is NO academic benefit--my son's class is just as "mixed" as before, but now my 4th grader has the added negative of picking up some bad 5th grade "attitude"--every time he says something disrespectful, and I ask where he learned it, it's invariably from some 5th grader in his class. If you are going to keep the mixed level, it makes more sense to separate out the whole class as being at a similar level. Otherwise, why on earth are you mixing them at all?
	1666284	Montessori does multi-age very well. I'm not sure Public schools have the authority, ability, or culture to implement it effectively.
	1666285	Go back to traditional classroom. My child has not benefited from teacher specialization, only complains that she feels dumb as she is learning the same thing as children in a lower grade level. Teachers are overwhelmed and do not have a set curriculum. I have seen the effects of multi-age and the segregation in the classroom. Older child feel dumb when placed in groups with younger children. The purpose of multiage, as we were told, was to improve reading and reading grouping, has this happened, I have seen no feedback and often hear that children are alone in a reading group. Multiage is not good for the emotional growth of our children.
	1666300	I think that the Literacy/Social Studies should be multiage only for the older 4 and 5 grade students. I think that the differences in younger students from one grade to the next is so much greater than in 4 and 5.

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	1666299	While I agree with the general idea to group students with similar needs together, I am not sure how this impacts the children socially, especially the child who is performing lower than his traditional grade level. Maybe stopping the practice of letting people egregiously hold back their children will help. All of this holding back is creating grade levels with children as much as 12-16 months apart in age. A child who is at his age-appropriate class level can look like an underperformer if there are several students who were held back in the same class. I feel strongly about the district stopping this practice and adhering to a strict cutoff date of September 1.
	1666313	I have not been impressed by the multi-age, split teacher arrangement. My 5th grader was fortunate enough to get 2 very good teachers, but overall I don't think the split classrooms were beneficial.
	1666314	I worry that students are not being allowed to learn/advance to their full capabilities. I think multiage is a great option for the younger children, but how do the older students continue to develop. I'd rather see grouping by abilities than by learning styles. I think it is important for students to work with other students who don't necessarily approach learning the same way.
	1666322	Continue to move forward and explore other options/possibilities of specialization and split age instructions. Considering it has appeared the US has fallen behind in education going backwards and keeping the status quo seems foolish and counterproductive. I would suggest maybe utilizing analytics to help truly discover the optimum learning environments. The company I work for, as part of it's corporate responsibility program, worked with the Chicago Police Department and helped them analyze the best way to use resources and predict crime using a predictive model. If the District could team up with a large company's analytics department in a similar way they could analyze data to create a predictive model to help come up with the best practices for learning. Depending on the amount and quality of data available it may be possible to model the best learning technique for an individual child, age group, or area. Or maybe retain teaching work well as a blanket policy. I feel American Corporations should have a vested interest in this.

	1666327	I am not a fan of multi age group. I like teachers specializing in the subjects, but not mixing the kids. It does not help the students learn, but rather is a distraction.
	1669438	It is NOT working. My child hates it. I hate it. It will be a COMPLETE & TOTAL DISASTER for my first grader. I would move him to a private school if I could afford to do so.
	1666356	I believe this strategy was haphazardly shuttled into place for this year. I believe we won't know what the repercussions of this instruction model is for years to come. I do not believe change for the sake of itself is always a good thing. If it was not broken, why fix it? This generates costs to the District as well.
	1666371	I strongly feel that the peer and teacher relationships are being sacrificed by placing children with "like-learners" and having additional teachers. If the main focus is simply curriculum, then why not have my child receive home school curriculum or internet-based education? I send my child to public school as I feel the human relationships that can be built are incredibly valuable in strengthening self esteem and providing skills for the real world. Furthermore, my 1st grader is receiving Spanish instruction (which I love) but how is that going to play out if they are combined with 3rd graders next year. I believe they have a right to be kids, be young and stay with other children of the same age. Thank you for listening!

	1666423	<p>- In concept, I think teacher specialization is not a bad idea. My child likes going to two classrooms because of being active. However, here are some of my observations: 1) Teachers now have two sets of kids to get to know, e.g., 54 vs. 27, so hard to ensure all student needs are met. 2) Teachers now have double the amount of papers to grade, etc. and tests are not returned in as timely manner 3) I haven't observed any higher level of "drilling down" on subject matter. In fact, there seems to be a lot of skipping around. 4) I haven't observed any special attention, e.g., Win time, provided to my child to build on his current level --- I still wonder how thoroughly subjects are being taught and if students are truly getting a solid foundation in the basics. --- I believe the desired subjects can be fully integrated into thematic units in a single classroom. --- The social needs should be considered e.g., 5th graders are at a different maturity level and it's their last year before middle school, so they have different needs. --- What level are kids being taught to - 4th grade or 5th grade? I've been told 5th. If that's true, what happened to 4th grade level learning, and what will happen when they advance to 5th grade? Something doesn't make sense. _ I definitely DO NOT BELIEVE that multi-age teaching should be extended to 2nd and 3rd graders because of the social and emotional impact of that age.</p>
	1666383	<p>I am in favor of grouping students with similar learning needs/styles together however I feel this grouping should only be by grade level. No multiage groupings. Third graders with similar needs grouped together.</p>
	1666393	<p>Return to grade level, but keep specialization. As a former student of multi-age instructional practices, I do not support it at the elementary level.</p>
	1666396	<p>Don't integrate grades 2 and 3.</p>
	1666398	<p>I have seen this from several sides; as a teacher and a student. When I went to Hadley I was on TEAM G which was mixed 7th and 8th graders. While I have been teaching, I have encountered classes of 2nd and 3rd graders. I know what it is supposed to do, but I am not sure the experience is shared by everyone. Is there really one "right" way? I like the cross-curricular practices. I am not so sure about the cross grade level practices.</p>

	1666419	I did not like the idea of community property, and if the idea is to specialize then why does all of the teachers give the same homework? If they are ability grouped why isn't the homework differentiated?
	1666436	Specialization is not helping my daughter learn.
	1666457	I cannot adequately comment because my child is in the AEC program for literacy and I am not sure how the multiage instructional strategy is implemented in her specific case. She has often complained about more social issues with the multiage classes, however, she enjoys all learning and does not feel like she has been disadvantaged in any manner in relation to actual learning. I strongly believe at this time, D41 needs to present an interim progress report to parents on how the first year of the mixed grades has worked, including successes and improvements needed. I would also like to know what the short term and long term measurements are for success and what metrics are being used.
	1666472	Na
	1666474	I understand the benefit of switching teachers and having teachers teach specific subjects but combining older children with younger children I do not agree with at all.
	1666493	Again, I agree with Teacher Specification grades 2-5 and multi age ability grouping at 4-5 but not at younger levels. I would like to see all day Kindergarten established to blend in with core standards needs and to give these kids a better learning experience.
	1666503	Unless it is absolutely necessary because of teacher shortages in regards to the specialization, there is no reason to mix the grades. [REDACTED] did well with teacher specialization in 2nd grade, but I don't think mixing the grades will work.
	1666515	I like having 2 teachers for our children. They can only benefit from different teaching styles and allowing the teacher to focus on one area seems to be working well. My kids love it, and have had no issues. I would be concerned with 2nd and 3rd grade mixing. They are just learning how to comprehend and get into a study rhythm in 2nd grade, many are still very immature and need some time to develop. 3rd ok, but 2nd may be too early
	1666521	Full day Kindergarten.
	1666524	I would like to see the multi-age instruction in grades 2 and 3 next year

	1666533	This all sounds great in theory, but I did not see the differentiated instruction that was promised. One teacher told me teaching the same two preps each day was boring. I'm not opposed to multi-age or the content specialization, but it needs to be implemented with more confidence by the teachers.
	1666536	Interested in if this was done in other schools and what the teachers & parents feedback was. What the test results showed if this was effective. I don't like the idea of "let's try it & see" because it puts the kids' education as a science experiment.
	1666540	Elementary school teachers were not trained in a special subject therefore should not teach only one subject.
	1666568	I like the students having 1 teacher for math/science and a different teacher for literacy/social studies but I am not in favor of mixing the grades.
	1666571	I feel it has been a positive experience to have 2 specialized teachers, but have not seen a benefit for the multiage classrooms. The students in 4th and 5th grade are at different learning levels and graded differently, but still in the same classroom. Also, I am concerned about the current 1st grade class not continuing with Spanish if integrated with the 2nd grade class. The learning levels for 2nd and 3rd graders is very different. This concerns me to have these 2 grades combined.

	1666573	Coming from an educational background, I do not see the advantage of multi-age instruction. I think it works better in a small, private school setting, but do not see the benefit in a large public school. I also think multi- age doesn't work well with teaching curriculum to students. Even if fourth grade students, for example, can academically perform at a high level, they are often not emotionally ready for content that fifth graders probably would be ready for. I do like the idea of specialization, if it's the preferred method of the teachers. If the majority of teachers feel like they can be a better teacher while specializing, I think that's the method the district should stick with. That being said, I don't think specialization should occur until second or third grade. I feel that kindergarten and first grade students need that one teacher to feel safe with from a social/ emotional standpoint. Overall, my children have adjusted well to all of the changes, the teachers have gone above and beyond to make everything happen, and the administration has made the transition as smooth as possible.
	1666580	Too early to tell
	1666584	I doubt either of my kids were in a multiage class.
	1666588	I think with grades 2 and 3 there is a wider gap in what they are mature enough to handle so keeping them separate might work better. My daughter's growth and understanding grew exponentially between 2nd and 3rd grades. She's a high achiever, so I may not have the full range of abilities. But if the growth is similar because of their age, then I like keeping them separate in 2 and 3.
	1666598	I think this is a bad idea. I haven't seen one piece of evidence that it actually works. My 1st grader is scheduled to receive 3rd grade level instruction next year and 2nd grade instruction the following. Does this make sense to anyone? More difficult concepts before easier concepts? It sounds like a disaster. Not to mention, our 4th grade child is having difficulty relating to kids older than him in his current class. At this young age, teaching kids of different ages together is a bad idea, in my opinion. I really hope this ends soon and more studies are done to see if it is actually effective.

	1666604	First, there has been no systematic study of the impact either multiage instruction or teacher specialization. As a University teacher, I'm pretty sure that specialization should work, but a formal study would be comforting. In terms of the multiage instruction, this has been a disaster in my view. Of course, this could be the individual teachers, but I think not, although a serious evaluation could have produced evidence on this. I feel the District has shown an inability to think about how to use evidence in evaluating their curricular changes. This is tragic.
	1666625	There are still issues with the specialization, but overall we have had no problems. Our child is bright and easily adapts to new situations. With that said, not every child is thriving and the schools need to spend time thinking about how to center those kids and ensure they get the focused attention needed. This is especially important for the younger children. I'm not in favor of integrating the kids for 2-3. They need the nurturing provided by one teacher in a protected and safe environment.
	1666638	Is multi-age instructional strategy the "New Math" of education? Is it destined to fail because the theories are great but the implementation has not been thoroughly vetted? My fifth grader is BORED. She is the third child to go through Ben Franklin and the only one that is bored. Student learning is being sacrificed on the altar of learning theory.
	1666640	As a 4th grader, our experience has been very good, however, I have not heard the same from 5th grade parents, who are concerned their children are learning at a 4th grade level. Until I see the 5th grade expectations 1st hand, I cannot comment.
	1666645	Depending on the results of grades 4 and 5 this year, may be it should be implemented to grades 2 and 3 next year.

	1666649	I strongly feel that in the lower grade levels K-2 there should be 1 teacher and no multi-age instruction. Building a strong classroom community where students feel safe and are "not stressed out" is so important for these lower grade levels to build confidence and give them the social/emotional tools they need for a more aggressive learning environment at the 3rd, 4th, 5th grade levels. I feel my second grader has missed out this year by switching classrooms and having 2 teachers...I can't even imagine what it would have been like to throw multi age in there as well. Too much change for these lower grade levels!
	1666651	There are no benefits at all that I have seen by multiage grouping. If anything, my child has regressed in socially this year. My son doesn't have many of his "good friends" in his classes and has felt very disconnected from them. My son is also very quiet and when he has friends in his classes he feels more comfortable and more willing to open up and learn.
	1666660	I like the theory of teacher specialization. I think in practice social studies has been de-emphasised for the sake of reading/literacy skills. I think the same has happened as science has become less emphasized for the sake of math. I think multi-age instruction has been a horrible horrible experiment that has effectively wasted a year of my daughter's education. The most challenge she gets is at home. I feel like at school she is spending time baby sitting 4th grade boys instead of learning things that are appropriate for her. When my eldest got to Hadley the teachers were shocked at the lack of education about punctuation, sentence diagramming, etc. at Lincoln. And my youngest has had even less of it. I feel you have failed her and us in preparing her for Hadley.
	1666666	It's not so much that there wouldn't be benefit to having some second graders pushed a little to read with the third graders (I think that would be a good thing, at least at my house), but the social/emotional difference btwn the youngest 2nd graders and the oldest 3rd graders is greater, I think, than the difference btwn the youngest 4th graders and the oldest 5th graders (again, perhaps this is just at my house, but that's been my experience).

	1666689	Teachers cannot connect as well with students, and vice versa, as they previously have. There still seems to be many learning levels in each classroom, which is opposite of the goal. When one teacher taught all subjects, he could integrate other concepts (science with social studies for example) because he knew what he had just to his class. That opportunity is lost when students have two teachers. I also question how effective the groupings are based on skill level, which is why there are still so many different learning levels in each classroom.
	1666775	The whole implementation seems poor. My 4th grader has needed extra help in math. She is pulled out of the core math/science class to get help with 5th graders. It seems counter-productive and ineffective. So then we as parents have to scrutinize the best approach in cooperation with the teacher, and that's a further distraction for the teacher. I don't think the current plan has been net-positive for my child at BFS, I don't think it would have been net-positive for my kids that are now at Hadley, and therefore I'd suggest a return to a more traditional approach.
	1666796	I had no problem with the separating of subject but would have helped more in my child was in with students that were in her same reading/math level. She left school "bored" way too often. Also, teachers that are not teaching all day should limit their days off to attend conferences and so on. My child's literacy teacher was out at least once a week for some reason or another not related to personal illness etc. Attendance by teacher is key to build that bond especially when they don't have that teacher all day. When you extract P.E. Music / ART many times they only see the teacher about 1 hour in half day and to miss it at least once a week should not be that easily allowed by administration.
	1666811	not sure.
	1666817	Moving to an integrated approach provides the school with greater flexibility to meet the unique learnings needs of all students. The transition to a new process always has learning curves and surprises. I encourage to the school to continue this transition, course-correcting the approach as lessons are learned. If we expect our kids to be life-long learners in this new century, we ourselves need to be open to new ways to effectively equip our kids.

	1666833	Please get rid of multi-age. If that is not possible, DO NOT bring it to Æ?? as planned. The community feels this was shoved down their throats just as administrations were changing. Why does this district try to change so much so quickly all the time. Demand a lot, see what works, get community buy-in and slowly make changes. This was too much too quickly.
	1666841	Please consider multiage for math/science as well. Also we need full day kindergarten!
	1666849	I wish there were more volunteer opportunities for parents in the classroom. We can help students with spelling lists, math facts, and overall memorization activities. St. Pets has moms for math facts flash cards and it is really a great way to teach memorization. There should be a test on all multiplication facts where they should get a 100% and continue to take it until they do. These are with them forever.
	1666866	I am not satisfied with the upcoming combination of the 2nd and 3rd Grade students for the 2014-15 school year. We currently have a 1st Grader and being the parent of two older children who I believe grew the most academically during their 2nd Grade year this concerns me. With the already higher demands of the curriculum it doesnÆ??t seem logical to throw these 7 year olds in with students that have an additional year of education and expect them to excel in a 3rd Grade curriculum in 2nd Grade. I can only imagine but feel this will create for many a sense of insecurity and dislike for school. There can be a significant difference between the writing and reading skills of a 2nd and 3rd Grade student. When I review writing materials from my other children at the beginning of second grade versus the end there is a dramatic difference. I feel this is the year to develop those skills but also nurture and build value and a love for education. These children will be in the educational system for many years to come. ItÆ??s disappointing to think they could potentially have a negative view of school and learning because of the structure of this new plan. I hope you reconsider keeping the 2nd and 3rd grades separated and only introducing the combination of grades 4th and 5th.

	1666884	I strongly disagree that mutiage will accomplish anything diffrent results, it will consufuse the learning situation further more. Youger child will feel less confident not relizing that he or she are comparing themselves with higher grade level
	1666898	Please send out more information regarding the multiage. what I understand is that it is specific to the childs needs but please send a more detailed information describing this program. I am all for the student to go at his/her own pace but how does that happen? Grouped with kids at same level?
	1667018	I went through grade school in many "split" multi-age classes (Downers Grove 1977-1983. I didn't think it was a negative at all. I am OK with the plan.
	1667092	The mixing of grades according to level has the right idea. However, in my daughter's Literacy class, the teacher tends to teach to the highest level child in 5th grade. As my child is the lower end of 4th grade, she has received much less guidance and the basics are often skipped over. I also feel mixing Social Studies and Literacy is not the right mix. But it may be too early to tell at this point. It seems Literacy is 90% of the time, and SS is not emphasized at all.
	1667106	as a particular school's needs are based on the students in attendance, daily, multiage teaching may be the appropriate choice. it appears to be at Lincoln, and thus mixing grades for particular classes in attempt to suit individuals' learning needs is necessary. it should improve learning at all levels. However the school should include the parents in this decision prior to combining classes at the grade school level, as parents may have social concerns on the social affect of combining different ages, particularly towards the middle-school grade levels (4th through 8th).

	1667200	<p>I would like to see an evaluation done to see whether either teacher specialization or multiage instruction were actually helpful. Did the students learn more as a result of these changes? Also, teacher specialization and multiage instruction continue to be highlighted as the 2 big changes but a third change was made that is always downplayed: the greater emphasis on ABILITY GROUPING. I believe strongly that your peer group matters a LOT in school and I've always thought of this as one of the greatest benefits of Ben Franklin. However, half of our students now have a very different peer group than the other half. Half of our 5th graders benefit from the presence of their grade-level AEC peers in all of their classes. This same half also benefits from the absence of their AEC peers in their STEAM classes when pullouts are done (class size matters and this results in a significant change in class size). The other half of our 5th graders receives neither of these benefits and it matters not just in what they learn but it is also reflected in their friendships and behavior. Ability grouping in STEAM means that the advanced 5th graders have STEAM in the morning and the advanced 4th graders have STEAM in the afternoon. This means that for the mixed ability literacy classes this was achieved by combining the advanced 5th graders with the non-advanced 4th graders (biggest gap in ability/maturity possible and the gap in the rate of learning just makes this worse) and the advanced 4th graders with the non-advanced 5th graders (big gap in the rate of learning makes the starting point irrelevant).</p>
	1667136	<p>The multi-age instruction has made this year stressful for my fourth-grader at times. She has felt like everyone else in the class knew what they were doing and she did not and has been picked on by another student for being small (teachers have helped to address this). Also, there is not much socialization between the 4th and 5th grade girls, as I understand, leaving her without many friends in the class (just a few other 4th grade girls are even in the class). Also, having had two other children graduate from Lincoln, I know that the kids looked forward to the 5th grade year and a lot of special things the school did to help them bond, develop leadership skills, and build character. It is too bad that the 5th graders this year will not have those same experiences, which were very valuable to my older children.</p>

	1667167	While I think it could be an advantage for the younger group of the multiage class room, I do not think it benefits the older age group in the class. I am not sure how ALL 5th graders are being instructed at or above the 5th grade level if ALL classes include 4th graders. There must be 4th grade groups that need to learn at the 4th grade level. I believe there is still segmentation at least socially between the 4th and 5th graders in the class - my child has not really bonded with the older kids in class. With such a large school already I think it is difficult to make real connections with other kids when there twice as many classes (8 vs 4 per level).
	1667165	I would actually like to see the multi-age in MATH/SCIENCE and NOT in literacy. I think math has more concrete skills - kids either don't really know addition or they do - with reading, it is comprehension, using context of sentences, inflection, etc... that play a part. I'd want to hear from the teachers - how do they think it went?
	1667175	In a school as large as Ben Franklin it seems that there is plenty of opportunity to group/level kids within one grade level by learning styles and needs without combining grades. I think the year has provided LESS individualized learning. My concerns are also in the criteria used to level students. Preparation for Hadley is lacking with combined 4/5. I feel as if we have had two lost years at Ben Franklin with very little curriculum and too many changes. No Homework EVER!! Not good prep for what is to come in the next few years. My son cannot spell, capitalize, write a well structured paragraph, his math is subpar yet they are apparently doing high level problem solving. Get back to some basics. So much of the curriculum my other kids had is nonexistent and I can't seem to see what has replaced those skills/curriculum.
	1667210	Do not combine second and third, there is too big of a gap emotionally and socially. You will deprive the second graders of their "innocence". Why rush it? My children do not have the same relationships with their teachers this year as previous years due to specialization. They have been deprived.

	1667213	My daughter has had a very positive experience with the teacher specialization approach. I do think she likes one teacher more which can be awkward but overall, I think it's a positive change. I do wonder if too much time is wasted between classrooms, however.
	1667225	We are looking for teachers to be trained in Differentiated instruction, rather than specialization. I want my child to have a teacher in Science and Math that knows if he/she can read the textbook/problems. Integration of content goes beyond sciences and humanities.
	1667247	I am not against implementing multiage instructions, but I am conscious of children being pigeon hold into a classification and then the self-fulfilling prophecy of a child's ranking occurs. (i.e. if a child is perceived as challenged or being placed in a lower ranking classroom, than they only raise to that placement.) My question is how fluid would these structures be to challenge children to strive to higher levels?
	1667248	I agree that multiage instruction is good for some students, however, many teachers do not have a background in this area and are still using students on a trial and error basis to form groups. It should be more flexible grouping. Many groups they are placed in are not always appropriate. Maybe their level is similar, but their learning style is not and they get grouped together based solely on a pretest.
	1667260	Many schools in the US have gone BACK to traditional instruction
	1667283	They are all net grated anyways. Mix the classes so you can better address learning needs
	1667288	I commented on this earlier. Not only do I disagree with the approach, and find it to be a radical solution to a problem that could have been better managed through other means, but the implementation has been chaotic and disorganized. I definitely feel like there was both poor planning and execution. And teachers seem as confused as students. Finally, the fact that a Superintendent developed the plan and then left the district is unacceptable. Maybe I'd be happier with the two teacher approach if multi-aging were not being implemented at the same time. Multi-aging has been a disaster and has unnecessarily increased the stress level for my child. I would recommend it to no one.
	1667304	It would be great if multi-age instruction could be applied to K-1.

These comments were revised May 5, 2014 to fully report those comments which Excel automatically cut off due to length.

The district manually created multiple cells for the affected comments.

	1667377	<p>My 3rd grade son does not feel that teacher specialization has been a positive change at his grade level. He frequently expresses his preference for having one teacher for all subjects and being with the same students all day. As a parent, I have observed increased anxiety and frustration with the new system both with how my son is at school and how he is at home. I am not opposed to teacher specialization at the higher grade levels (junior high and possibly 5th grade), but I do not feel that the ostensible benefit (letting teachers "delve deeper" into the subject matter through specialization) is a reality and/or that it outweighs the negatives (increased social/emotional stress and pressure, inability to integrate all the subjects together, as opposed to just Lit/SS and STEAM). The content at this grade level is not so complicated that specialization is necessary for teachers to delve deeply into the material. Moreover, I would be curious to hear from the teachers whether the other side effects of specialization (having twice as many kids and families to communicate with, not having the same kids all day, teaching groups of students that don't spend the entire day together, etc.) has made it more or less difficult for them to spend time delving deeper into their subjects. With respect to multi-age, my son experienced it at another school in a pre-school and kindergarten small Montessori environment. There, it can be effective. I question whether it can be as effective in D41 schools and whether, again, the purported benefits outweigh the added stressors of scheduling, organization, placement, etc. I believe the District should have examined more data before moving forward with multiple drastic changes this year, and I think that our children have suffered because of those choices during this academic year. I would support taking a step back-- specifically, keeping teacher specialization in grades 4 and 5 and examining data to see if it has been successful and eliminating teacher specialization in grades 2 and 3. I am indifferent about keeping multi-age in grades 4 and 5 for next year, but believe it should not be attempted in grades 2 and 3 this Fall.</p>
	1667441	<p>Child is in kindergarten; have not experienced these instruction techniques.</p>

	1667529	My student adores both AM & PM teachers. But I feel like it's somewhat exhausting to transition to the afternoon. Especially with the crazy lunchtime routine. My child hardly eats lunch. With all the outside play gear on, my student is ready to go outside, not eat. I can't imagine eating lunch in my winter coat and boots. I don't know, I'm mixed on the two teachers. I think specialization is fine. My student's two teachers excel in their subjects. What if they could flip halfway through the year? Too crazy? Have STEAM in the AM and literacy in the PM. I'd be curious to see how that changes the dynamics of the classes.
	1667533	My daughter has not enjoyed having 4th graders in her 5th grade classes. But, I, as a parent, like the idea that if a 4th grader is sufficiently advanced, that he/she can receive 5th-grade level instruction.
	1667541	It is not clear to parents how students are grouped for multi age classes.... "Similar learning needs and styles?" So, it's not based on academic ability, but ...
	1667552	The multi-age piece still makes me nervous. They are so young and I think they have a hard enough time keeping track of their current crop of peers, let alone adding in a layer of older/younger kids.
	1667575	I hope that my child will have the same teachers next year again, as was originally planned for! I think she has built such a great relationship with both of them and only will push her farther academically!!!
	1667588	I still think that integrating all subjects is possible with the teachers at our school. I ADORE most of them and know that they do a great job doing so. I do agree that if there is any multi age or changing of classrooms it should only be done at the 4/5 level if at all. I also have a hard time with that though as I have heard from 5th grade parents that now some of the 5th grade things were changed that made their 5th graders feel special about being in fifth grade. Also, The one thing I appreciated about the new plan was to have the children start the next year off with the exact same teachers so I STRONGLY FEEL THIS WOULD BENEFIT THE KIDS AND HAVING THAT TEACHER STUDENT BOND if we are not going back to only one teacher. I do think if you feel your child is not doing well with that teacher you should be able to opt out of that or request a change but I see the benefit of this and would love for it to be IMPLIMENTED if is the case

	1667609	I think it is a great program and I hope it continues. I think it works best when the teachers are teaching the same thing in the morning and afternoon. I think it had been hard on teachers to teach 2 seperate classes to 2nd in the AM, and 3rd in the PM (or vice versa).
	1667632	Multiage strategy should be used with the younger kids where students aren't as conscious of their age and differences. In higer grades, kids know if they are in 'lower' or 'higher' groups. This will affect their self- confidence. I would like to see specialized subject instruction in higher grades and multi-age instruction in lower grades.
	1667644	While I wasn't necessarily in favor of teacher specialization last year, I have to say, it's been a good experience for my current 3rd grader. He's developed good relationships with both of his teachers and he even admits that although he was really upset when he first heard the plans, he's happy with this change. While my children have not yet experienced multiage instruction, I'm not sure I support moving forward with this for grades 2/3 especially until we have STRONG data which supports this. Thus far, from others who have experienced it, I have yet to hear how it's been truly beneficial for their students. I understand that the idea was centered around grouping students with similar learning needs, but still can't fully grasp how a 5th grader learning with 4th graders (in small reading groups) helps that 5th grader. I question if there are self-esteem issues for that older child... I would like to see strong data for current 4/5 literacy students showing how they've improved in this new environment before we continue it for this age group and before we implement it for 2/3. I worry that 2nd graders are a bit too young to be experiencing school expectations with a class filled with 3rd graders as well as 2nd graders.

	1667679	My child has express confusing with integrated learning, going from reading to social studies back to reading is confusing. But I feel having teachers specialize in subjects will allow them to be creative and more effective. Specialized classes will prepare them for future schooling. This should only be done with 4th and 5th graders, it may be too disruptive for the younger children. Multiage instruction should be reserved for highschool. It has been proven in this first year to cause too many problems. Too much bullying and decreased confidence alone should discourage this and could be a detriment to the teachers effectiveness.
	1667709	I think the groupings of kids are too tight. For example, certain girls and boys seem to be in same classes each year. Seems like there could be a better mix up for kids at same learning levels.
	1667722	While we haven't experienced multi-age at Lincoln yet, we have seen positive experience with this strategy in other activities (i.e. various sports and music activities). This is the vision that draws us to District 41 and overall we support mutli-age. I feel at Lincoln there is a very vocal minority that feels differently about multi-age. This minority has a following based on incorrect facts and wrong information.
	1667733	My son is in 2nd grade, but fairly advanced. I am a little concerned about him being grouped with younger kids next year. I just want to be sure he is sufficiently challenged.
	1667746	We are so for grouping kids based on academic levels.
	1667753	Our kid is in the 5th grade and is not getting challenged in class because the 4th graders need a lot more help. Also, with all the kids at the same level, how are they getting challenged? How do they see what it takes to jump to the next level if an example is not in the classroom. Also, in the parent teacher conference the teacher doesn't want to expand past the norm of the classroom.
	1667755	We've been big supporters of multi-age instruction from the beginning but would like to hear from teachers about its success before making decisions about extending it into grades 2/3. We would lean more toward supporting it as an idea but don't know why it wouldn't be studied thoroughly before implementing it into other grade levels.
	1667773	I love specialization. I do not agree with multiage.

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	1667935	The kids just need to be challenged. I think it will depend on how the kids in class are divided. are the kids at the bottom of spectrum,catching up and are you challenging the kids so they are not bored. the kids in the middle that need to also get something out of this.I have one more year left, this year was positive. I need to see my child in 5th grade to see what I think then.
	1668129	I think teacher specialization is a good idea, but multiage elementary instruction is not. At this age, there is a big difference between a 4th and a 5th grader. That gap is even wider between a 2nd and a 3rd grader. Huge. In academics as well as social interactions. I am very concerned about my current 1st grader going into a multiage 2nd and 3rd grade next year. I think that teachers end up "teaching to the middle" which does not benefit anyone. The younger/less advanced kids end up struggling more and not doing as well. The older/more advanced kids end up not being challenged enough, and not learning as much as they would have in a traditional instructional environment. One example, the 4th/5th grade spelling words this year were a joke. Separate but related comment, I am not in favor of Spanish language instruction being included in the curriculum (1st grade Spanish this year). Every minute of the school day is valuable. I do not see learning Spanish as a worthwhile activity. This should be optional for those who want to participate (e.g. language at lunch), and those hours re-allocated to pushing further ahead in the core curriculum. An example from the other side, I completely agree with cursive writing instruction having been eliminated from the curriculum. These days, cursive writing is pretty useless.
	1668169	There is a large social and behavioral gap at the 4/5 level, between the boys and the girls. The girls in both grades have assimilated well, but I feel there is a large behavioral and social spectrum between some of the boys and the girls that is magnified with multiage classrooms. I can only imagine what this spread would be at the 2/3 grade level - I don't think it would be effective to combine those grades. The social and behavioral spectrums are too large.

	1668184	I would rather have my children's teachers know their students better than a subject area. It's very difficult to get to know 50+ children well. Well into the school year, teachers were still struggling with knowing names and real learning habits of each child! This current system seems opposite of what our students need. Our teachers should have fewer students, not more. Our students should have a teacher and a classroom and a desk that they can belong to and call home. Please consider the Middle School Philosophy! There are Naperville schools that use this teaching philosophy-- 6th grade teams with 3 teachers who teach all core subjects to only 50-60 students. And those teachers will tell you that it's better to know the students well, than to be a subject-area expert. It comes back to a simple statement: The child should be more important than the subject matter. The students should be the focus, not the subject area. I fear that our current situation emphasizes the subject area, not the student. As far as the teachers, I cannot give enough praise! I just do not care for the current organization.
	1668192	I am torn on the specialization issue. On one hand I think teacher specialization allows teachers the time to master their content area especially if they work to obtain advanced degrees in their area and/or are keeping current with professional development and research. I do worry about the lack of integration across language arts/social science and STEM. I don't want my child thinking that there is no connection between the disciplines or that you are "good" in one and not the other. My child has already questioned why students change classes and aren't together all day.
	1668196	I feel district 41 is the first to jump on every new bandwagon of teaching. They are CONSTANTLY changing things. As much as I know change can also be very effective, it is so frustrating. Too often with such drastic changes, too much is lost with the changes. We moved to this district when Everyday math was introduced. My children are good math students and had significant drops in their standardized math scores. This district assumes every child that goes to District 41 will be in this district K-8. This is not the norm in today's world with as often as families are relocated!

	1668309	Content Specialization and Multi-Age Instruction are a move in the right direction. Here is the perception among Glen Ellyn families: Despite efforts by school administration to make it a non-visible teacher assignment protocol, parents could see what level of learning group there child was assigned to by the quality of the other kids in the class and the perceived quality of the teachers. It then became apparent that the kids whose parents are extremely active in PTA and school activities had access to the best teachers, regardless of the quality of the student. Clearly, as a parent I am biased - so if you would like to see if I am right do an examination of the questions at hand: Do the most active PTA and in-school parents have the best students? Do they have the best access to the best teachers? Are high quality/high intelligence students being given good access to the highest quality teachers? Here are some more pertinent/good questions: Are you evaluating your teachers enough with regards to quality? Are teachers given access to training or skill enhancement?
	1668323	Make school more fun. Encourage creativity in teaching rather than teaching to the standardized tests.
	1668328	we need more information about this program and the results so far to form an opinion.
	1668346	I strongly believe Teacher specialization is the right move but we can accomplish this without multiage classrooms. I also think this should only be for 4th and 5th grade. K-3 needs the consistency of 1 voice, 1 teacher. 4-5 they should be getting ready for Jr High and are the leaders of the school but we can achieve this without multiage instruction. Having 2 teachers - 1 focused on math, one on literacy is a bonus but multiage is an awful concept.
	1668355	I like the specialization curriculum. I just wish my kids had gotten the foreign language as well.
	1668467	The multi-age questions seem leading. The scale should have have a middle value. I don't agree or necessarily disagree and the "don't know/doesn't apply" rating doesn't capture my thoughts. There still needs to be some things worked out with the multiage instructional strategy. I haven't noticed anything additional/special going on with instruction, WIN, or learning with this new multiage classroom.

	1668524	This is "anecdata," I know. I don't have experience with my child experiencing multi-age instruction except in a church context. However, in my growing up, the gifted students in gr. 4-6 took all classes together in a pullout gifted classroom that was then occasionally joined with other students in common levels for mathematics, etc. from the wider grade level. As a member of the class, I learned more and more efficiently than at any other level in my learning career (and I'm a professor now). I'm still amazed at how in the 1980s such applied learning strategies, experimental units, and suchlike were a part of the educational environment, and I count it among my highest privileges to have learned thus. I hope we'll give it more time. I hope we'll give it more time.
	1668600	Please return to the traditional grade level configurations. This year has been a "nightmare" for my child. My child has always loved school and "hates" it this year. There has been no special "5th grade experience" and my child has gone backwards in his academic progress.
	1668631	Stop using our kids as guinea pigs. I've watched Words Their Way come and go as a failure, I've watched Everyday Math come and go as a failure. The 21st century learning model seems to be effective, putting into real use, what the students learn. My biggest suggestion is that this survey doesn't prove to be a huge waste of everyone's time.
	1668632	It would be nice to have interim progress roundtables (like the small panel sessions we had when learning about the new schedule) with our school faculty throughout the year to discuss how 21st century is going and gather feedback. Also, parent-focused presentations on how STEAM relates to the changing dynamics in the business and manufacturing sectors would be helpful in driving home why this district is moving in this direction.
	1668636	this was the first year of grade level integration. I'm not sure overall what benefits my child has received. It was hard though from a social standpoint to be with all new students from a younger grade and separated for most of the day from friends and peers. The idea of not having a home base and a place to call your own was challenging for my child. The movement of school supplies and coats, etc was part of this challenge.

	1668645	I think multi age is a great way to learn and be pushed to do better.
	1668662	This solution plays to my earlier comments about challenging students that pick things up faster and customizing content for those learners that need more concentration. Age isn't the end all be all, good move!
	1668690	I'll have better opinion next year.
	1668693	Maturity in grades 4/5 helps with the integration of those children in a multi-age classroom. Grades 2/3 have a LARGE spectrum of maturity and I think it would be inappropriate for those ages to be integrated. As a former 2nd grade teacher, even the most mature 2nd graders haven't had enough life experience to appropriately learn with most 3rd graders.
	1668697	I think what was told to all parents about how wonderful this program was going to be really is far from the truth. Teachers would have more one on one time with students, not happening. We were in a class size of 22 and it went up to 27, my child rarely meets one on one with her teacher. We were told that a teacher would not have such a wide range of learners, that they would be similar, there are just as many reading groups as last year. Out of 27 kids only 6 of them are 4th graders. Was under the impression that classes would of been a little more equal in number of kids for 5th and 4th graders. This is the first year my child has come home and told me how bored she is in literacy. I know from experience my child works better if she is placed with kids that are smarter than her because she works harder to keep up with them.
	1668701	I think you can make the small group numbers work with traditional grade structures.

	1668709	I felt very confused by the grouping of my student for literacy. Based on text scores I would have expected him to be with many high achieving students, however the make up of the class had many lower achieving students. This is a concern to me. I don't believe the parents were ever allowed any information about what determined these class placements. The believe in the multi-age approach, but don't feel that my child was well placed in his classroom. I love the math and science combined approach, but I still believe that grade level as well as gifted teachers need to have 80 minutes for math rather than 60. The content simply needs time for the students to learn, practice, and drill. Everything is rushed and I don't think we are making as much progress in math as we could as a result.
	1668723	My vague response on #6 is due to the difference between my 4th grade child and my 2nd and 3rd grade children and the way they learn/academic strength. It has been very positive this year for my 4th grader. I think it will also be for my younger children, but will need more time to tell
	1668748	n/a
	1668815	I don't understand how this helps if the kids are clearly not separated by ability. The readers in my child's literacy ranged from level H to Z in terms of ability. How is this in any way grouping them by need and ability? I agree with the method if they had actually grouped the kids. However, I don't believe having a high, middle and low group and 4th and 5th graders in one class offers any advantage. I think it actually takes away time to address individual kids needs because now they are using time to address projects for 4th and 5th graders separately and teaching to multi levels all at the same time. I am disappointed in the outcome.
	1668792	I am happy with the arrangement for my child this year. I must explain that my child has an excellent teacher for literacy and a weak teacher for math. I feel that if the district is not going to remove poor teachers from classrooms than at least this set-up gives students a better chance for getting an excellent teacher at least part of the day.

	1668807	With a child already in a high performing group for Literacy/Social Studies, I doubt he will continue to receive challenging work if grouped with younger students next year as a 3rd grader. Also, with 2nd grader already doing or able to do 3rd grade math, would like to see much advancement in materials/curriculum for math next year.
	1668802	None
	1668809	All day kindergarten
	1668828	I am satisfied with the group learning except I am not sure if my son would repeat the same work that he did in 4th grade next year.
	1668837	The school was not prepared for this. The learning tools were not provided for the teachers. Parents need tools to work along side the teachers and help them with the kids. I felt the teachers were floundering. Class size it too big and too many poorly behaved kids disrupting the class. I personally like this concept- but the school should have waited a year to get the tools it needed. If you have a teacher that your kid was not paired properly, then this program does not work. we had many issues with my kids teacher. The school helped to resolved, but it was very time consuming. It seems like the standards have been raised- which I like. It seems like we spend a lot of money and resources on the few kids who need special attention and the kids in the middle get pushed aside. [REDACTED] is an excellent teacher- my 6th grader had him. Videoing his teaching style or a "train the trainer" for other teachers to learn from should be used. He is truly amazing and feel that if every student had access to [REDACTED] the possibilities would be endless.
	1669408	As stated, I think the mixing of grades makes the pool of children in a level to big. 100 student should be enough to group similar learners. I feel leveling in elementary school is too early. I suggest all fourth grades have STEAM in the morning and Literacy in the afternoon and the fifth graders do the opposite. The math teachers would be burdened with two years of curriculum, but many teachers at Hadley do that. That allows for the mixing of students and keeping the school in a grade format. You could also separate the STEAM team into math and science teachers. I believe there are other ways of creatively grouping students.

	1668863	We experienced multiage instruction at a different school. We think it is a good idea to teach kids what they are ready for when they are ready.
	1668869	There are some extremely educated parents in the Ben Franklin community. The school does not want to hear from them. The school only wants to force its agenda. Paternalistic, non-participative. I feel sorry for my kids and wish I could have done better for them.
	1668876	I feel it is so important for kids to be able to interact with their peers and for that reason I feel that perhaps it is better to leave grades 2 and 3 separate so these young kids can find who their friends are etc. by grades 4 and 5 I think they have established their friend group so it is not as important.
	1668899	I was disappointed that my daughter, in 3rd grade, didn't get to experience multiage this year. Socially/emotionally, she would benefit from a mixed group.
	1668904	My main concern as the parent of a 1st grader is that the teachers teaching the modules are qualified to be giving such specialized instruction, and that they have been trained as math/literacy specialists. To my knowledge, elem. teachers do not have specialized degrees. it is essentially using a middle-school model with elem. school teachers.
	1668920	My only concern is that in philosophy this is a wonderful strategy. In practice all teachers need to be on board and enthusiastic about their role. I know this year there was some difficulty and hope that is just a learning curve. An additional concern would be making sure that all children are placed in the appropriate class level. Recommendation for levels needs to be based on many criteria including the child's test scores, in class work, abilities and personality.
	1668929	I find it surprising that the 4th graders seem to be stronger students than the 5th graders they were grouped with. At least that's my daughter's experience. I hope that when she's in 5th grade, they will have 4th graders that are performing at a level close to those of the 5th graders or I fear 5th grade will be a waste for them.

	1668938	Does this really work? I have a bright child. How can I be sure that the bar will be raised for her if she is in a room with 2nd graders? Will they all be reading and writing as well as the other 3rd graders or will there be giant differences in ability within a classroom? I don't want her repeating 2nd grade again. I want her to have new challenges and be treated as a 3rd grader.
	1668941	I am very concerned that school standards are no longer dictated by the school's community, but instead by a federal program developed by a mix of unknown/known characters. I question the "Common Core's" and "the twenty-first century learning" benefit to my children and am frustrated that after over 100 years of teaching that experimentation is the norm. How does our district instruct teachers to teach? How can anyone really honestly evaluate their children's progress with the new multi-teacher & multiage instruction in 6 months? I am so worried that my children won't receive a solid education in our public schools. I am so worried that teachers are being restricted from connecting with individual students, and thereby not helping my child learn to teach himself when needed. I also question that project based learning in groups leads to each individual learning to his/her potential.
	1668944	would prefer non multiage classes

	1668948	<p>It may be the difference between my children, but my student that participates in the multi grade classroom needs more help than my child who did not. I think a successful program would have been to keep the specialized teacher subjects, (the lesson plans are awesome and interactive), but instead of mixing 4th and 5th, simply keep the two blocks of learning (morning, afternoon), only with their own grade levels. It's a mystery to me why it was not done that way. I feel this program was pushed on parents and we personally did not benefit from the multi grade learning as a 5th grader. Don't mistake the kids being happy and successful to the mix of ages - for my student, it's simply the new way they are teaching, and having great teachers. It definitely hurt my student to be in a mixed age classroom. There is too much of a social and academic difference between the two ages, and I noticed that was a distraction for both the kids, and the teachers. If the kids were brought up in for example, a Montessori background, multi age is no big deal, but tossing them in so quickly caused many issues that I wish we wouldn't have had to deal with. I think if this is continued next year, the staff should review very carefully what went on this year. How to keep the older kids at a high level of performance instead of bringing them to the middle would be a start. I will be getting my student a tutor this summer to make sure he is up to speed. I never felt the need to do that with my other child before going to Middle School. Although this was a disappointment, I still support BF because of the staff and most teachers, and hope that the kids are considered next year when deciding what to do moving forward.</p>
	1669002	<p>Mixing 4/5 has been difficult. 5th graders are ready to learn and listen. 4 th graders seemed immature and not able to sit still. I think changing the curriculum and changing to multiage learning was too much for all involved. Thsi should have been thought out more and planned better.</p>
	1669003	<p>My child is in first grade. I have no direct experience with the multiage strategy. However, I feel that the teachers should be the ones most able to give feedback on whether or not this strategy is effective.</p>
	1669061	<p>I think this year has turned out beautifully, and I think that Lincoln has handled the transition really really well. I support the District's efforts to lean forward and try new things. Good work!</p>

	1669075	Those students who are able to move at an advanced pace should be encouraged to do so. Rather than teaching to the middle, specialized instruction based on learning needs should be pursued.
	1669125	While I've not experienced any negative academic impact from combining 4th/5th grades for literacy, I have not seen any benefit to it at all. From a social standpoint, I do not feel my child is getting the attention that was previously given to 5th graders about moving on to Hadley and taking a leadership role in the school.
	1669129	I really think it was rolled out poorly, with curriculum not developed and strategies managed in even MORE PROFESSIONAL DEVELOPMENT DAYS or SIP DAYS!!!! Get rid of the SIP days-staff (if honest) will tell you they are not the greatest use of time and families hate them. Do them in all Professional Dev. days. Either way, it should have been piloted, tested, rewritten etc. in year one and then rolled out in the next year. Also, the multi age would have worked well for one of my children and not the other. Having said that perhaps the entire grade levels do not need to be integrated. Lastly, it is hard for teachers to get to know 50 plus students very well. It took into late fall for teachers to know the students first name and last name and, add diverse names and cultural backgrounds etc. and they may never know their student body very well. The large numbers make it very difficult for the teachers to get to know each student, family, culture etc.
	1669133	I would not have agreed with a multi age classroom for my child in an earlier grade, although she does enjoy it now and has made many friends with students in another grade.

	1669145	<p>Grouping students with similar needs and learning styles may or may not be more effective. There are ways in which it will help (especially if reading levels or math levels are grouped), however, there is also value in allowing kids to interact more with others who have different needs and styles -- it's the value of diversity, essentially. The question in this survey implies that the only way to group children like this is if we also put them into multi-age classes. This is not necessary. When I was in 3rd grade, our class of 25 kids was divided into 5 groups of 5 when it came time to do reading exercises. Each group used different books. You can group children without multi-age. Another issue to consider with such groupings is that kids in some groups could begin to feel a stigma if their group is not perceived as the 'smart' group. This should be balanced against any desire to make learning more efficient by grouping according to needs and level. I am not opposed to multi-age learning. I was in a multi-age class in 4th-5th grade and I can't say that I am any better or worse off -- it was fine. My main concern is that I attended the public sessions and it was obvious that the teachers and board intended to push the multi-age agenda through, even though the Lincoln parents were overwhelmingly and emphatically against it. The customer is always right. The school system needs to listen to parents more and be responsive, not just be organized with advocates who are always pushing for change (which always increases the cost of education).</p>
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	1669145 (cont)	If St. Pet's or St. James pushed through such a significant change against parents' wishes, they would lose pupils and go out of business. District 41 needs to act more like an education system in the free market would act, and be mindful of the paying customers. I can say from conversations with neighbors that actions like these cause people to lose faith in the quality of education (especially when considered against the cost). When that happens to parents, be there no doubt that the children pick up on this, and it causes them to devalue their own education. The high property taxes are making some residents want to leave, and scaring off would-be residents who want to move here but can't afford the taxes. Focus on teaching math, science, and reading, and keeping costs down. We do not need to make Spanish mandatory. Chinese would be a much more valuable language to learn in our opinion, but we're not organizing our advocates to push our opinion on the rest of the district. Rather, we would just send our kid to Chinese school separately. Now we have to reconsider because of the board's desire to tell us what language our children need to know. It could be too confusing to have our child learning Spanish and Chinese simultaneously. Your actions are taking away our choices as parents. And we'll again be paying for something that absolutely should not be the focus of public school. Again, focus on math, science, and reading.
	1669148	My child has enjoyed getting to know students from a different grade.
	1669169	I think the new way D41 is doing things has been really wonderful in my daughter's life. She has drastically enjoyed school more this year in 2nd grade. My hope is that she is at a high level that she will continue to be with kids who are at her level and challenge her.
	1669179	The multi-age/teacher specialization model has been extremely beneficial to my student. It's a dynamic environment that keeps him engaged the entire day.
	1669192	Because our child has not been involved in these activities our answers are primarily based on our opinions and not experiences

	1669194	One of my children had a hard time this year. She struggles with all transition, so moving to different classes was hard for her. She spent a lot of time in tears due to forgetting notes, homework etc. in the wrong classroom, or at school. She is in second grade. My fourth grader was not effected at all with the change.
	1669198	shy children in the lower class do not do well in this environment. My child is very vulnerable in this setting.
	1669199	I really like the multi age instructional strategy. It opens up opportunity for my child to become friends with kids in other grades. I also think it make them more aware or excited about what they are learning because they switch teachers and the class dynamic changes. It puts good energy in the room. These kids can handle a little change. Its good for them.
	1669208	kids adapt, and can handle this. its the parents that cry. if a child has a problem, help them
	1669214	The integration itself is fine but the way they grouped kids was NOT at all what they said. My child has all learning styles in both her classes. Low middle and high. They did not improve anything that way. There are still kids holding things back and the higher kids have to wait. Staff still can't teach different levels of learning. Parents at many schools agree they groupings were not don correctly at all. I would say again that a huge issue is the lack of continuity among the schools. I tutor numerous kids in the district and one school teacher is doing all Everyday Math and another teacher not using it at all. One teacher doing spelling another not. I do not fully blame the teachers as they had little time to prepare but honestly, many kids are not getting nearly what others are.
	1669235	We have not experienced multi age or specialization instruction and we are NOT looking forward to next year. I fear our stress level is already high concerning school and switching classes, being blended with third graders and mixing the second and third grade curriculum will only increase our student's anxiety. I understand the theory behind the switch to multi age and specialization instruction but do not support its implementation.

	1669277	Why do we feel we need to be on the cutting edge of curriculum? Where is the evidence that this produces improved results? Changing the curriculum as often as the District does seems to distract us from the main issues weighing the district down. Better fiscal management and CLEAR communication with the tax payers is key!
	1669306	I am not sure about the multiage instruction, I have heard from others they some kids may be ashamed to be in a classroom with younger students.
	1669322	I have little feedback from my child about teacher specialization or multi-age classrooms. I haven't heard feedback from the teachers about this either.
	1669358	I have found that by integrating multiage instruction has allowed for teachers to reach students with different learning styles. However, I have noticed there has been a lot of behavior problems due to mixed ages. This seems to take away the learning time that may have been used towards enriching the students knowledge.
	1669362	My child felt the younger students were too immature.
	1669376	group students based on needs in the same grade. Multiage classes may not always be positive.
	1669382	It seems counterproductive to 'dumb down' 5th graders to a 4th grade level of instruction, and put undue pressure on a 4th grader to learn at a 5th grade level. I would prefer teaching at the grade level.
	1669400	I like the teacher/content specialization. However, it seems like the teachers are over stretched w/twice the amount of students. A better balance of the day would be helpful - morning instruction is shorter than afternoon. Science time is always compromised due to DARE, band instruction, assemblies, etc. If afternoon instruction is longer - why can't the extra activities be concentrated in the pm? Multi-age does not work. I feel like my child is disadvantaged w/4th graders in the class. With group work - my child is always with the same 5th grade students (vs. integrated across the class). If my child were in 4th grade - I may have a different opinion.
	1669402	My children are not yet in those grades so I am not sure

	1669419	I strongly suggest the District return to grouping students with similar needs and learning styles within the traditional grade-level configurations. There are social and emotional risks to multi-age classrooms. Students prefer to be with friends of the same age. Multi-age is a seriously wrong and incorrect strategy for young, elementary age children. Younger children thrive and are more emotionally secure with same age peers. The impact of multi-age is detrimental to social and emotional needs of young children. D-41 has made a mistake and I seriously request the return back to same age grade level instruction. I believe the district can do a better job to make grade level groupings of similar needs and styles by age.
	1669468	It is hard for me to answer these questions not knowing much about this type of instruction, but it seems great. I believe that my daughter is versatile enough that I could put her in many learning environments and she would flourish. The difficulty, for me, comes when I think of those who may have a hard time with this type of integration. Perhaps my younger son would be this way, but it's too early to know. I would just want to know that even for the kids that have a difficulty with it would be looked out for and something would be done to adjust their school experience in order to allow them to flourish as well. Ultimately, I feel that it could be a great way for kids to find a way to relate to others with whom they may not have thought they had anything in common.
	1669469	I haven't seen a difference in my sons learning this year (4th grade). I am all for having two teachers specializing. It seems to work the way it is set up. I don't know if they are learning more this way or not? Please let us know if they are improving overall from this? I also don't know if the multiage environment is helpful. It was a little worse at the beginning of the year because my son was teased some by the older boys. I think this has been taken care of? I have a problem with Social Studies not being tested! I think they are learning even less in this subject because they aren't testing the students here. You also have no idea if they are learning because you are not testing them. There is no proof. I also think they should get a little writing homework every week.

	1669520	My child has done extremely well this year with the multiage instruction. Not only has it helped her academically, I feel it has boosted her self confidence from a social aspect as well.
	1669542	If anything, stop the multi-age classrooms. Do not mix 3rd and 2nd and separate 4th and 5th. Split level classrooms HAVE NEVER WORKED. Why do you think it will now?!?!
	1669585	Teachers overall are excellent Students in 4th and 5th should NOT have the same exact Spelling test and the same exact homework assignments. Although it is great for multi grades to interact with each other, I think they need a challenge within I their own grade level first.
	1669590	As I mentioned on earlier page, I strongly disagree with the 4th/5th grade combo concept
	1669592	I have a child with low self esteem and he takes a longer time to catch up with his peers. If he is in a classroom with kids that are younger then him and he is struggling how will this make him feel?
	1669609	Multiage has further expanded the range of needs to be met rather than "narrowing the bands." Subjecting the 2/3 grade to multiage would be a true disservice to these kids. It is inappropriate to group kids that age together. The social emotional ramifications of multiage at level 2 and level 3 are terrible and these kids will not have another chance at elementary school.

	<p>1669620 My 3rd grader has had a very difficult time adjusting to this new environment of switching teachers. He has great teachers and loves both of them, but the anxiety of switching and having enough time to get from one to the other is overwhelming to him. He has expressed how much he likes his teachers but this is the first year that he doesn't want to go to school, several times a week. He cannot pinpoint exactly where his anxiety stems from and we are yet to figure it out but it is clearly associated with this new method. It's gotten so bad that he is now seeing a psychologist. I'm nervous about next year when he is in multi age for 2 years, he struggles in math and I fear that he will be placed with 4th graders when he's in 5th grade. He also lacks confidence, so this type of classroom setting will be of NO help with that. We will take 10 steps back. I've also volunteered in the classroom towards the end of the day and noticed that everything seems so rushed. Getting the kids lined up to grab their bins and head into the absolutely chaotic hallway to get back to their homeroom. I felt anxiety for the kids, just watching this process. My son has left his homework at school several times because it's overwhelming getting rushed out at the end of literacy to get back to homeroom. I'm very disappointed in this whole process. I still do not understand WHY they have to have 2 different teachers and WHY they need to have multi aged classes. This is elementary school. It's a lot for these children to endure.</p>
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	1669620 (cont)	Now I have to face my 1st grader going though this next year, with multi age. I do not think 2/3 should be multi age. Where is the proof that this is all working this year and who is benefitting from all of this? The administration? The kids don't seem to be benefiting anymore than they were last year. Is there any consideration into the children's emotional effects with this new set up? We've heard a lot about how "great" this has been going this year but when I've spoken with many parents, they seem to think otherwise. We haven't been asked our feedback until March. How can you continue with this if you don't have proof that it's working? The teachers also seem stressed about it. They are taking on a lot. Twice as many students. Less time with the students, etc. there's no "home base" for the kids. I honestly cannot figure out why any of this had to happen in the first place. We have amazing teachers. I, As a parent, feel very disconnected from the teachers this year. I don't think they have time to build relationships with the parents because they have twice as many parents to deal with. I'm usually more involved and have gotten to know them better. I think most families moved to glen ellyn because of the schools. This has been such a disappointing shake up in the entire system that seemed to be working perfectly fine prior to this.
	1669658	I was part of a multi-age class as a student at Ben Franklin. WHile I like the idea of the program, the practical application and success of the program depends on the students and teachers. For me, it was not a good fit; I was babied by the older students. As for the 2/3 and 4/5 splits, I really don't know how well that will work, though I think it's worth a try.
	1669659	I was part of a multi-age class as a student at Ben Franklin. WHile I like the idea of the program, the practical application and success of the program depends on the students and teachers. For me, it was not a good fit; I was babied by the older students. As for the 2/3 and 4/5 splits, I really don't know how well that will work, though I think it's worth a try.
	1669763	I don't like the idea of integrating 2/3 grades.

	1669815	My advice bubble above indicates that I would ideally like to return to traditional grade level configurations- this is still my first preference. My experience with the district administration makes me think that this is not likely to happen so I would like to STRONGLY SAY that, IF multi-age integration continues, I DO NOT want it extended to 2nd and 3rd grade. Given the fact that this is all still VERY NEW, and very unproven, to continue implementation on a larger and larger scale would be reckless and unwarranted.
	1669842	there are some significant maturity level differences in students at grade levels 4 and 5. i also don't like the idea that kids in grade 5 might not be challenged enough so that the kids in grade 4 can keep up
	1669844	I love the teacher specialization and multi-age concepts. I think that this is a great 'selling' point for our district and shows that we are thinking out of the box. It also allows more opportunity for students to excel at the place that is right for them. I also believe it keeps students from being left behind. I also like the idea of have teachers become 'experts' in their subject areas and teaching techniques for those areas as opposed to being a 'jack of all traits'
	1669940	I do not like the mixing of grades. I feel like this was a waste of a year for my fifth grader, and I am extremely disappointed by that. I am fine with two teachers, but I feel the grades should be separated.
	1669973	I am still not sure my 5th grader is as prepared to enter Jr. High as my other child. Because of the 4th/5th blend, I don't feel there is as much emphasis on higher expectations. I feel socially he is at a disadvantage because he has not continued to develop friendships with the other 5th graders because he does not see many of them. I do like the fact that he has homework in each class.
	1669983	I am ok with teacher specialization in grades 4 and 5...not ok in 2 and 3. The question regarding integration is not well thought out. Of course I want integration but integration should be done all day with one teacher (at the lower levels) integrating all subject areas.
	1669993	ninguna

	1670005	I love the teacher specialization and so do my kids. The learning is focused and the teachers can focus as well. It's a win win for everyone. I do not like the multi-age instruction. I never felt the teachers did a particularly good job of sorting the kids and my children had to be moved to different groups multiple times before finding their like learners. Now, we are trying to do it with twice as many kids. As the parent of a 5th grader, the social aspect was extremely disappointing. What should have been the year of them maturing and becoming more independent and responsible became the year of them being just part of the crowd.
	1670018	I can't answer the questions above for every child. I think that the younger and less confident and mature the child, the more difficulty they have having more than one teacher. Elementary, at least up to 4th grade, should build kids' confidence, and maybe having a single, consistent, cross-subject teacher would help with this. Unfortunately, this means that if you get a teacher who is a bad fit for your child, or who is just not a great teacher, you "lose" that year altogether. At least having two teachers, there is less risk of getting "stuck" with a not-so-great teacher (even if just for your child) for the entire year. I am obviously torn, so I have decided to let the professional educators (who should have my childrens' best interests at heart, anyway) decide on the correct approach.
	1670048	As a parent, I would like to see how multi-age learning is better than what we had before with one teacher for all subjects. I would like to see comparable hard facts and empirical data.
	1670054	I feel that my child has had a good experience this year as a fourth grader who functions at a very high level in literacy. She has done very well this year, but has not been challenged much. I am very concerned that she will not be challenged enough next year as a fifth grader.
	1670091	My child in 5th grade told me that many 4th grade students could not deal with this situation and had to be taken out. She also told me that it was difficult to work on projects with 4th graders who couldn't comprehend 5th grade things. She had a very frustrating year.
	1670147	Traditional grade level configuration can provide stronger foundation to my kids academic achievement.

These comments were revised May 5, 2014 to fully report those comments which Excel automatically cut off due to length.

The district manually created multiple cells for the affected comments.

	1670155	I need more time to see whether or not this system will be effective. I like the idea as long as all students are challenged. Not sure this is happening yet.
	1670200	Stop multi-age!
	1670271	I do not think that 2/3 should be integrated. Especially for social reasons!
	1670294	As long as the lesson plan doesn't lean too much towards support for the younger students this should be fine. But the social implications for a 5th grader to be in a class with 4th graders has somewhat of a negative connotation and may make the older students feel inadequate or less than.
	1670311	I am not pleased with the decisions our District made to multiage our classrooms! I believe this decision was irresponsible and has had negative impacts on our children from both an academic and social/emotional standpoint! I feel it is reprehensible that when concerned parents asked repeatedly for concrete research backing up the multiage educational approach none was given. Instead, such parents were left to analyze the available research on their own. Discovering, in fact, that the multiage approach has come and gone over the last decades since when implemented it failed to meet achievement standards or showed no statistical difference between that of single grade classrooms. Making parents feel in this school system that we are embarking on nothing more than a grand experiment. Well, for some of us and my family in particular this situation is simply unacceptable. Since our District 41 schools were by no means failing, I don't believe we needed to undertake such a radical approach to education. Furthermore, it is unconscionable that we would have had a change in administrative leadership during this process. The District should also have been more forthcoming on the Think Tank Survey teacher comments. This lack of transparency caused me to feel deceived when the teacher comments were finally released months after the program passed only to discover that many of our dedicated teachers also had serious reservations about the social/emotional aspect for our

	1670311 (cont)	students and felt rushed to try to effectively implement this new program. I implore the District next time such a situation arises to listen to the parents who packed your meetings and expressed their dissatisfaction in such large numbers. You cannot expect the multiage approach to work if you have a change in leadership, do not have proper teacher preparation and complete teacher buy in to the program and massive lack of support from the parents themselves for such an educational philosophy nor adequate facilities to accomodate this approach. Now, with the school year almost coming to a close, the problems with multiage seem larger than ever. Children have been put through unnecessary stress, teachers have been asked to do a herculean task and have exhibited stress inadvertently themselves and parents have grown weary of trying to dispel the negative emotions of their children on a continual basis. Please do the right thing for our children in District 41 and eliminate this multiage approach before it does more damage!!
	1670451	If you really want the answers to these questions, it might be a good idea for D41 to conduct a series of focus groups with parents and teachers this summer regarding the success so far of elementary restructuring. After one year of implementation, it is vital for the district to examine a great deal of data from different sources to determine what changes need to be made. This will take time and money, but has to be part of the process if you want the restructuring to be successful.
	1670452	One concern we had was are we setting up an "Outlier" strategy when the students are grouped with like-learners. For instance, do the students with higher skills being grouped with like-learners cause them to accelerate faster, and the lower skilles accelerate slower. I know the benefits but how are the drawbacks being addressed? We don't want to cause the bottom to have more problems.

	1670458	In my opinion there appears to be a lot of time spent in transition between classes and adjusting to different teacher styles and approaches. I feel that this approach is not effective with children in second grade, it is a lot for them to juggle on top of the new rigorous learning expectations that need to be met through common core. I have found that my child is more stressed with school work and there is higher level of frustration with some of the concepts than last year, and the ability for my child to articulate expectations regarding homework or key concepts that we need to work on at home is not always easy. This on top of the need to understand and articulate each teacher because they both have different styles and expectations. Also, I feel that there is little flexibility in the day for the teachers to adjust what they are trying to teach because they have such a tight block of time with their students.
	1670562	I think the basic skills need to be learned according to age. I think at this early age it is too soon to estimate who is strong in what subject.
	1670590	I would prefer (based on maturity levels) to keep same-age students together (with teacher/subject specialization). With 4 classes in my child's grade, you can still group "like-learning" students together within a grade.
	1670593	The success of this endeavor will depend upon implementation. The district needs to ensure that there is no bias in providing strong teachers to multiage groups, which leaves less strong teachers for other groups of kids. Please eliminate any and all parent influence in the assignment of kids to classrooms and teachers. I have seen evidence that children of well connected parents, such as active PTA parents, get into classes with "preferred" teachers. While I could be wrong here, this seems to magically happen.
	1670603	Multiage grouping with different maturity levels is a hindrance to learning.
	1670651	I think content specialization is effective for both the teachers and students. However I do not believe the multiage strategy/instruction is effective.
	1670690	Why are District 41 students being used as guinea pigs for a curriculum method that has not been shown to be advantageous?

	1670740	Pick a plan and stick with it. Dont flip flop b/c you have parents complaining that their "jimmy" is not in a class with his friends. This questionnaire was not well written and uses scales/metrics that are limited in their function. I would suggest hiring someone with professional design capabilities for this instead of someone from the office.
	1670748	I strongly agree with teacher specialization. I think the teacher's passion for the subject that they really love comes through to the kids and everyone is well served. However, I see absolutely no benefit in mixing age groups. How do the teachers know what learning style fits each kid? It's a guessing game. Plus what if a student learns Literacy best with one learning style, but in Social Studies he learns better with a different style. And once you add multiage to the Math/Science classes, you're really just tracking the kids. The idea that your placement would be dynamic, is unrealistic. I feel that multiage groupings has been nothing but a bad experiment that has no clear value.
	1670787	The multiage method is is not effective for grades 2-5.
	1670793	I feel the 5th graders missed out on socialization needed in preparation for jr high because the majority of the class is 4th graders.
	1670886	I will know more next year to answer.
	1670897	I think D41 tinkers too much with the learning structure. As I noted earlier in the survey, a switch from traditional teaching in Language Arts resulted in my son suffering at spelling, grammar, sentence structure and reading. Tried and true forms of teaching are being disregarded for some new-fangled approach dreamed up in some University or phycology department resulting in our kids being guinea pigs in an experiment. Instead of trial, error and then this survey to see if an untested regiment is working, use only those that have proven to work.
	1670906	Our family strongly supports the Literacy/STEAM content specialization. Our third grader has responded very well and we would strongly support the continuation and expansion of content specialization. We have not experienced multiage instruction yet but believe it would also be an effective strategy for allowing students to learn at their own level.

	1670908	Very little communication on this initiative since the initial roll-out. Have not seen any indicators that this was a successful or unsuccessful program. No communication from the teachers on what they are targeting for our children or what instructional level my child is at.
	1670917	Need to see effect on district test scores before offering an opinion.
	1670923	The jury is still out and it's too hard to tell.
	1670931	Multi-age instruction is not working for 5th graders. My child is bored in his classroom. He thinks the 4th graders are very immature and much of his classroom time is wasted to bring them up to speed. We have seen absolutely no benefit of having 4th and 5th graders in the same class.
	1670953	kids at a young age need a homeroom teacher who knows them well on all subjects. I don't think a teacher can get to know 60 kids "well"....less important for 4-5th graders I suppose. I think a math teacher should also be able to have them "write" about something. It seems like a teacher should know the "whole" kid...
	1670954	I look forward to it. Being able to match his learning to the right level instead of just keeping him with kids in his grade.
	1670961	My experience is that it works with the older children, I do not think it will work with 2nd graders. They are too young, moving classrooms and teachers, I think it will be disruptive.
	1670967	The social impact is recognized by all of the students. They all know who is in what group and it can damage some of their self confidence. Also students can't learn from stronger students if everyone around them is facing the same challenges with learning. This would be more effective later in their academic career, but currently I believe social growth and self confidence and love of learning is more important than academic engagement and execution. Why are we just "trying" these things? This goes back to my issue of us bouncing around our structure like a ping pong ball year after year.

	1671033	I was unable to answer all of the questions for both multiage and subject groupings as they were too general. So much of my answer (from my children's 3rd and 5th grade experiences this year) is more complicated. My 5th grader was given a repeat teacher from 4th grade which wasn't great (think this should be avoided), and I don't know that his learning was best developed with this new curriculum. My 3rd grader seemed ok with 2 teachers vs. 1, however, I don't agree with the plan to eventually shift to multiage grouping of 2nd and 3rd grade together (think the concerns and negatives outway the positives).
	1671109	Multi age learning does not work. Check the facts and statistics. I have 100's of pages of studies and documentation to support this. All fell on deaf ears when it was presented prior to voting on this issue in the beginning of 2013.
	1671110	It is not clear how my child's "learning style and learning needs" were assessed.
	1671140	I cannot completely agree to the question about children responding well to multiage instruction or it being an effective learning strategy because it depends on several factors. My 4th grader is generally easy going and gets along with others, but has stated in the last month that he feels teased or made to feel inferior by some 5th grade boys at times especially during group work. These are distractions that affect his learning and confidence in the classroom. The multiage strategy depends on the maturity level of the students in the class and the teachers' varying tolerance to misbehavior in their classroom. Yes, this can be true in same age instruction as well, but I think it is less because they aren't being taken advantage of because they are younger. Also, if this was my younger child, he would not feel confident being in a class of aggressive older kids.
	1671153	I'm not familiar with multiage learning.

	1671264	It sounds like a lot of work for the teachers. I have a lot of respect for our teachers and think our principle is wonderful. It is scary to have your children be the guinea pigs. My daughter does seem to be loving the multi-age classrooms and having two teachers. I am curious to know if they are losing learning time with moving from one class to the other. I do feel she is maturing a lot this year and I don't know if it is from having fifth grader in her class or if it would have happened anyway.
	1671272	I support the district and its teachers in being able to make this decision effectively for their students, but the huge age difference within two grades given how many people "red-shirt" students in the current time concerns me. I also support the kids being mixed based on their learning needs, but would think there would be enough variety within just one grade that the mixing of two grades would not be necessary. Overall, I understand the decision to mix the students in various grades, but the concerns I have (mainly about social interactions and exposure to things he's too young to understand) over having my child with someone up to 30 months older than him in a class are too great for me to support this plan.
	1671322	I put my comments in the previous section. My recommendation is to have the teachers maintain it another year at least for 4/5 grades before rolling it to 2 and 3. Like previously mentioned, this was the worse year for my child and he had a difficult year in 3rd grade, but at least he was learning. He did not academically get challenged this year. I do not believe he is as prepared walking into 6th grade as my other child was at the end of 5th grade. I think the teachers also were learning and were challenged. Give them another year at this and then make changes. This is not something that should be rushed. Also all classes/teachers need to follow the same guidelines. One teacher cannot be having recess and another teacher does not allow it. Is that because one teacher is not teaching all the same stuff? My child is told that they are behind the class cannot go out for recess while he sees the other class out there. You have different age groups / emotional levels in these "new" environments, they should ALL follow the same rules, should NOT be up to the teacher choice.

	1671323	While I think the specialization and multiage concept has worked fine, I can't point to anything that is BETTER because of this set up. I think the effectiveness of the programming is really dependent upon the teacher (as is everything). My son's STEAM teacher is an excellent teacher and therefore his experience there has been great. Not so much in literacy - the teacher seems to be mediocre and not very passionate about her work, and so is his experience. Just so - so (not bad, but just not thrilling). I guess I could say I'm glad he has two different teachers so that he gets at least one that is great. I guess the question is - was all the investment of time and energy worth the change that took place? I'd be interested to hear the teacher's feedback and see the test scores. I'm hopeful someone is taking the time to do an assessment.
	1671336	Having a child that will be affected next year if the multiage instruction should include grades 2-3 concerns me greatly. I don't believe the age levels should be mixed. I believe it creates a great deal of anxiety on the students which in turn would effect their ability to learn in the classroom environment. I have yet to read anything that convinces me this way of teaching benefits the children in any way. It would certainly be my preference to see continuation of traditional grade-level configurations.
	1671345	Generally, I am in favor of multiage learning when it is done seamlessly, as is done in a Montessori style classroom. If however the multi-age grouping is not done where the lines of age, achievement, etc. are blurred, then I can see it being detrimental to learning and self-confidence in students. A child should in no way be distracted by the fact that she may be a fifth grader working mostly with fourth grade students.
	1671346	Estoy de acuerdo en q no pongan niñÃ±os de varias edades
	1671350	The 5th grade experience is not what it used to be with the integrated classrooms. It would be nice if there could be more dedicated 5th grade experiences which will allow them to have something to look forward to in their final year of elementary school.
	1671367	I feel that kids will get bored less if they can get out of one class to another for diffrent subjects.

	1671380	Specialization is an advantage because teachers are better prepared to teach one subject. The unexpected downside is that with close to 60 students in a day the teachers do not know the children as well and it can be tougher to figure out how to motivate them. Also, would like to have seen more individualized teaching at high ends but don't think teachers have time for that.
	1671398	Despite denials from staff, gifted programs have been severely limited. I think bringing them back is more important than multiage instruction. Our teacher has stated that the kids are smart and doing great, but she isn't pushing them to do more. I am worried that when she is in 5th grade she will be even less challenged.
	1671437	Multiage is a failure waiting to happen. There is no reason nor is there evidence showing that multiage is beneficial.
	1671468	creates labels of dumb group/smart group and unnecessary pressure to compete with older kids. 4 and 5 are less impacted, but 2 and 3 have more of a sense of belonging to their age group.
	1671480	No comments.
	1671486	The students feel cheated out of grade specific education. My child has said "what is so special about 5th grade when everything I do is the same as the fourth graders?" I really don't believe the students were necessarily grouped by similar learning needs and styles.
	1671497	None
	1671505	My 4/5 child was moved before the year started because of a scheduling snafu and therefore was not placed in a class with similar learning needs and styles. Traditional configurations could have avoided this issue. Integration DOES NOT NEED specialization in order to happen. Most good teachers are able to integrate their instruction during the day, week, term, etc.
	1671517	I assume younger children are happy to work with older kids, not sure if the older kids feel the same way.

	1672033	I am excited to see our students have a chance with the new steam and reading curriculum in traditional grade level configurations. The other changes that were made were very knee-jerk, and clearly political! This is just not acceptable in our community. We can do better, we MUST do better! We ARE better than this, and I am confident, rational minds will prevail and set things right. I am very happy for my survey (this one) to not remain anonymous. I would be happy to meet with anyone to further discuss my thoughts on what we can do to best serve our children.
	1672369	Not applicable to my child
	1672571	I feel strongly that the District SHOULD NOT multi-age or multi-grade the students and it SHOULD NOT be extended to K/1, 2/3, 4/5. Please do not multi-age!
	1672651	My son has had a wonderful experience in a multi-age classroom. He has been challenged academically more so than ever and has made some great fifth grade friends who have taught him so much. I feel he has had the best year ever at Lincoln!
	1672791	n/a
	1672835	I have not seen any benefit to the multiage approach for grades 4 and 5. The only downside I have seen is that their appears to be even more reading levels and learning styles in my child's classroom this year than ever before. Not sure how that helps anyone. I believe in smaller schools this approach may be beneficial. But there are enough students within our individual grades to group by ability/learning style already. My child misses having one main teacher for the day.

	1673558	Our daughter will be a second grader next year. She's a strong student and could probably be challenged a bit more this year so when I look ahead to next year and think about her being grouped by level I feel it could be a positive thing and my guess is she would be placed in a higher level. I have a couple of concerns though...1) What happens if she is at a higher level in 3rd grade? Where does she go from there? How would she be challenged if she is with her fellow 3rd graders and then 2nd graders? 2) I wonder about the affect grouping by level would have on kids that are lower performers. We have a pre-schooler right now and don't know how she will perform in elementary school. If she isn't in a high performing group it would be pretty obvious and I wonder how that would affect her confidence..
	1672888	Overall, I believe this change has been a success for my children. They adjust fine to switching teachers. This year has been far more challenging than past years. For my family that has been good. My son was so bored last year. I feel like the new system has kept him challenged and learning. My daughter is a bit overwhelmed (2nd grade) by the homework. I have a 2nd and 3rd grader, so their homework often mirrors each other, especially in literature. It does seem a bit unfair that my 2nd grader has the same amount of homework as my 3rd grader. My 2nd grader is a little overwhelmed with the amount of time we do homework. The amount of homework also makes it so that we never do Odyssey. It would be way too much for her.
	1672921	Spelling is a good example of how mixing grades does not work as well. The children used to receive differentiated spelling lists by where they were in ability. Now it is a common list for not one but two grades.
	1672932	The biggest plus is the teachers can focus on two subjects instead of four! The children spend more focused time on the two subjects, strengthening their learning. The children do not seem to be affected by the multi-age classroom. The concepts shared in Literacy/Social Studies can be directed to two age levels. The children are used to multi-age in the home, it's natural for school too.

	1672934	see aforementioned comments. to date, I've witnessed the exact opposite of the supposed benefits of and reasons for implementing teacher specialization. I think the teachers are overwhelmed with having double the students, there is no room, nor time in the day, to specialize their approaches in a way that benefits the students. its clear the pace is too fast and that in fact, less specialized learning and instruction is taking place. The teachers to do lists are simply longer and the hours in the day remain of course the same. do the math!! id like to see test scores, map scores, report cards. if the benefits are so profound, so worthwhile, surely we'd see some increase in the test scores and grades of the students receiving the teacher specialized instruction and multi-age classrooms. This is the only real quantifiable way to determine benefit. That and digesting teacher, first and foremost, and parent feedback!
	1672944	This survey needs to be broken down by grade level. You cannot accurately answer questions. That is why all of mine are strongly disagree for teacher specialization. I think teacher specialization makes sense for grades 4-5 but NOT for grades 2-3. The younger students benefit from being with one teacher all day long. Multiage I see NO VALUE FOR ANY CHILD IN OUR DISTRICT. Horrible social and emotional ramifications. Does D41 even care about the social and emotional impact?
	1673228	I like grades 4/5 to have teacher specialization but would keep it same grade. 4th graders learning with 4th graders but have two teachers.
	1673453	It's working really well. Thanks!!
	1673553	Satisfied
	1673897	I think 4/5 graders together works because those students are more alike in terms of social and emotional maturity. I think the differences between 2nd and 3rd graders are more pronounced, and would make a multiage classroom less effective.
	1673915	none
	1673949	I strongly agree with grouping students with similar learning style, but don't think this is actually happening effectively. If you are "grouping" advanced learners, then why not teach them at an advanced level to challenge them?

	1673950	I applaud the district's effort to group students with similar learning needs/styles. However, that effort should also include implementing customized curriculum for the group of students (e.g. advanced curriculum for advanced students).
	1673960	I believe there is too much of a developmental gap to combine 2nd & 3rd. Also, by separating children this early, many children are not properly categorized with respect to learning ability. Therefore, this is not solving the main reason they are being combined, to appropriately challenge the child's level. Also, there should be more time to develop relationships with children their own age. While I see that younger kids CAN be driven with older children, older children will be impeded if they have the same expectations as younger children. They are older & they should be held to a higher expectation & standard. Not to mention, younger children could focus on capturing the attention/Impressing older children bec they are too immature to prioritize school work over. While I see benefits, I believe the kids are too young at this point.
	1673965	We would like to see more evidence to evaluate if this strategy is effective. We would also like to hear feedback from parents and teachers.
	1673966	keep teacher specification within grade levels
	1673973	I'm strongly opposed to multiage classrooms, especially for the younger kids. I don't see any benefit to it - there will be too big of an age range and difference in maturity for the younger kids. I like the specialization, but do not see any benefit to a multiage classroom. Programs like Ben Franklin families are great for mixing grades, but I do not think it should be done in the classroom.
	1673974	I find your questions frustrating. I do not believe in specialization in the primary grades but I do agree with one teacher delivering all subjects to one class full of kids all day.
	1674716	I do not think that teachers are fully prepared for the challenges involved in mixed age classes. Please see my previous comments regarding this issue.
	1675934	it was mentioned at the top of this survey page that multiage/teacher specialization was being done grades 2-5. my child is in 6th grade. he does have at least one class that's mixed with 7th graders and that seems to be going fine. he's partnered up with a 7th grader on at least one project in a class.

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The district manually created multiple cells for the affected comments.

	1677188	The district needs to really listen to the teachers about what is working and what is not. There are other ways to utilize the benefits of teacher specialization without multi-age grouping. It is not clear how a child with special needs with navigate this current system. We throw around the phrase "21st Century Learning" and preparing our students for a "21st Century World", but we if the district is going to do that, they need to prepare ALL students in this way. The current model is flawed because it does not structured for this. Again, teacher training in differentiation is needed. A teacher may be an expert in his/her content, but not know how to meet such a wide variety of needs within his/her classroom. Therefore, the teaching is never going to be as good as it can be. If this training is provided, it needs to be re-visited several times throughout the year to track progress and provide remediation for teachers that need it.
	1677822	The multi-age did not accomplish similar learning styles in the classroom, which was admitted to me by the teacher as well. My student was bored the majority of the time and indicated that lessons had to be retaught as some of the students in the class didn't understand the curriculum. We have been in the school for 8 years and we feel this year was a huge disappointment in learning.
	1685111	At least one of my children has expressed some frustration with the younger children in his class. From my limited interaction with the staff about this particular issue, I do not feel as if the district is willing to listen. I know this passed a vote, but I like to see it on the ballot again.

Page: Communication

Question: Comments/suggestions to improve communications:

	1665659	It is clear that the Board is not interested in the opinions of parents. They make sure that their agenda is pushed forward with little thought to the consequences on the kids. The rate in which they implemented the new curriculum was ridiculous which was obvious to the parents, teachers and kids - not sure why the Board did not notice.
	1665807	Lack of transparency with district finances.
	1665657	Hold meetings using WebEx Technology so that more of the community can participate. It is often difficult to get a sitter or make accommodations to attend meetings when on business travel.

	1665705	I don't understand why the daily announcements could not be sent out via email to parents who subscribe. I know they are available on the website, but I don't always remember to log on to look. Only the initial sign up would be difficult, but after that it would be easy. Not sure if this is the appropriate place to put this, but I was disturbed that Hadley did not have a lock down drill until January (I believe this is correct). What if the need for a lock down had occurred in the first half of the school year. This should be something that is done immediately. Safety of the kids should be priority.
	1665717	The School Board doesn't seem to be as willing to work with the community as much as the district administrators. Which is VERY unfortunate.
	1665887	I feel very comfortable with the districts, and my children's teachers communication.
	1665760	The only issue I have noticed was with an issue earlier in the year about a suspicious man during the lunch time hours with a student going home for lunch. We were informed about it but 3 weeks after the incident occurred. It needs to be brought to our attention within 24 hours.
	1665771	I feel the school website and all the associated links and passwords is quite confusing. Its very busy. Would like to see it a bit more streamlined.
	1665873	The summaries from the BOE are not detailed enough, without listening to the audio tapes. The BOE appears to be a rubber stamp for the District as there is very little dissension on any matters. This is the perception, perhaps not reality, but if that is the case, then communications need to be improved.
	1665839	The school's communication is fine. The district communications read like Chinese government propaganda. They don't say anything and hide important issues in two sentence vague "highlights". Stop with the vague minutes/highlights, stop with the strictly positive PR pieces and honestly communicate with people.
	1665832	Steam was pushed through - parents were not involved creating resentment in the community. Pilot program should have taken place. Big egos on Board of Ed.
	1665847	go to where the community is, rather than wait for them to come to you.

	1665852	Why aren't grades on Skyward yet? It does not make sense to utilize two different on-line systems. There should also be clear links on the home page of each school to Skyward and Pinnacle.
	1665856	None
	1665860	Again, I've discovered that the various schools aren't getting the same information communicated. It would be nice to have consistency across all the schools in our district.
	1665868	Improve website
	1665875	I feel sorry for you on this one. Everybody says they want more communication, but they don't read anything you put out! Ha. My only gripe on communication is the report card. I'll be honest - I really don't know what to make of the report cards. I'm stuck, I suppose, in the 1970s/1980s when it was A,B,C,D,F. My child seems to be doing just fine, so I've decided to just "let it go" and I'll worry about the report cards in Middle School.
	1665906	I think the district is doing a good job of involving a certain kind of community members in decision making and ignoring other community members who may not be as available or feel as welcomed to 'volunteer' their opinions and experiences.
	1665894	As I wrote earlier, I have felt that there is not a respect for the public's input. It seems as though decisions are made, then the public is brought in to the discussion. It is often too late for the community to have any effect- both the STEAM timeline and the school additions are examples of this.
	1665930	Listen and make improvements based on what the parents have to say.
	1665957	I enjoy the letters from the superintendent...for him to take the time to inform parents about something lets us know it is important and warrants our attention. I'd love to see more of that about his goals and vision for the district so we're all on the same page. I believe this would improve general feelings about the school from parents too.
	1665979	Need to take community feedback. Have more community forums. Need other communication forms beyond PTA meetings.

	1665981	As repeatedly states, the individual schools are great. The Board and the District Administrators have been arrogant, deceitful with taxpayer funds and totally unresponsive to the needs and desires of the Community. Taxpayer funds were pilfered from the Community with the phase-in and a lot of trust was broken. For whatever reason, the Board has been unwilling to apologize - and that makes absolutely not sense to me.
	1666020	More frequent,timely, accurate communications. Communicate with the whole community and stakeholders (IE taxpayers). Some of our growing senior population still relies on snail mail...
	1666000	Even though there appears to be a majority of parents who do not want grouping of multiple grade levels, the district appears to be moving forward with it. There has been no explanation as to how the children are grouped and how that grouping affects their future classes and knowledge base.
	1666018	I believe that the district truly believes that they are doing a good job of communicating with parents and the community, but I do not believe it is the case. They need to be more transparent.
	1666035	Clean up cluttered website. It is not easy to navigate.
	1666051	Website could include more curriculum info, and the payment portals are straight out of 1987, as is the Odyssey program...
	1666061	no comment at the moment
	1666069	None
	1666082	Use the mail.
	1666104	Better communication of hot button items earlier on. Don't bury them in meeting notes. Send out an email saying "the district is embarking on X - please complete this brief 5 minute survey to tell us if you have thoughts on X"
	1666113	I received a phone message about school closings long after the notifications came out. I always seemed to be the last to know. A text would be effective for me for this purpose.

	1666123	District 87 does a much better job of reporting/communicating via it's Daily Updates from Peg Mannion and it's Board Highlights which provide detailed, specific information versus high level platitudes. The District 41 communications cloak names of students and programs being recognized behind the curtain of "privacy" and does little to report the actual activities at meetings and within the District. Events are buried at the bottom of these newsletters and frequently missed. This doesn't happen with District 87 events as they communicate more frequently and more effectively via emails, Facebook, automated phone calls, etc.
	1666210	adding a mobile version of the district website would be helpful for smartphone users
	1666213	Please have the school board start to actually listen! These are our children!!!!
	1666427	- Engage parents more regularly about issues that will impact their children. This survey was well done and provided an excellent opportunity for feedback. We need to do this more frequently. Hopefully an accurate and unbiased report of survey results will be shared with the public. - Engage an appropriate number and representative sampling of parents when making a decision. For example, on determining whether or not to transition to full-time kindergarten, it sounds like only a small group of parents have been consulted so far. A much broader group should be consulted before making a final decision. - Be transparent. In a recent board meeting, a board member brought up concerns about facility planning, which was not captured in the minutes presented to the public, but was covered by the Tribune! When it comes to spending millions, the public does expect that there is a long-term plan/strategy that considers all issues to avoid rework, unnecessary expenditures, etc. - Engage parents genuinely with the intent of listening and responding to their feedback. If a decision has already been made, or there isn't openness to change, please don't ask for their opinions.
	1666273	The Board has not been transparent, does not really listen to community input and does not seem to be open to hearing suggestions other than the ones they bring to the table.

	1666291	The website is old and out dated, need better inactive site. For major initiatives , such as adding on to the schools, the district needed to communicate at more than just PTA meetings. Many parents work and can not attend or community members are not aware of PTA meeting. Do not assume that the principal at a school will communicate.
	1666303	There were so many rumors when Common Core was being implemented, and the District did not get in front of these rumors in a timely fashion. Address rumors head on and save all of us a lot of drama, please.
	1666329	More communication is always better. I don't think the changes have been effectively communicated however. There seems to be continued misunderstanding of aspects with some parents. Parents don't nessecarily now best. Certain things need to be decided on by people trained specifically as educators. You want input , but you don't want that input to rule the education process or keep it from making needed progress. Continuous improvement.
	1666331	I think this multi age processed was forced on us at elementary schools.
	1669440	Listen to the kids and the parents. Do not move forward on facilities plan until you get a referendum passed. Get rid of all the portables at Lincoln or I will VOTE NO TO ANY PROPOSAL!
	1666358	Decisions are made and public opinion is courted after the fact. Has been that way for years. We have an unresponsive Board of Education, and less transparency than should be expected from today's society.
	1666394	I know there are opportunities for community members to get involved and "help" make decisions, I am just not sure how much they are heard.
	1666401	Communication is only good if people actually read it. I have plenty of people tell me that they have no idea what is going on at Hadley, but they don't read the communication we receive.
	1666425	Keep the portables as is. Refund the tax money you stole from us with the 2001 referendum.
	1666458	Julie Worthen does a terrific job! Website could use improvement.

	1666461	Teachers need to consistent maintain webpages and online grade books. Current system of weekly grade book notifications does not work. System used by D87 works. GRADES MUST BE CONVEYED IN PERCENTAGES IN ORDER TO GIVE STUDENTS AND FAMILIES AN ACCURATE REFLECTION OF CURRENT PERFORMANCE AND TO PREDICT HIGH SCHOOL PERFORMANCE!!!!
	1666475	The only reason that I clicked on "poor" for involving community members in decision making is because the school made the multi-change class even with many parents and teachers against it.
	1666505	Clarify Foreign Language integration for 2nd graders.
	1666516	Overall satisfied
	1666523	Stop treating school as a business but as a school. Get the students more involved with "community" activities such as helping the poor, supporting or sponsoring a good cause. Apply "life" skills with academic skills by using old fashioned ways such as shopping, pumping gas, ways and means. Computers are the future but common sense still needs to be applied.
	1666537	I think the teacher's input on these changes are important. They are the experts - do they think it is a good idea?
	1666541	D41 is terrible about hand picking people they want in focus groups that will always side with the district and not give an educated opinion. Until D41 stops trying to spend taxpayers money to build build build, they need to rearrange the current schools that are built to hold 600 students, they will never get my vote for a referendum.
	1666574	Regular teacher newsletters from all the teachers.
	1666607	This is not too hard. You need to evaluate curricular changes in a serious, rigorous way. When you implement a change, the relevant question is: Did it increase learning? Nobody has (1) thought about an implementation plan to allow such an evaluation and (2) conducted such a study. Why?
	1666639	The Websites (at all grade levels but especially Glenbard West) are AWFUL! Hard to navigate and too many layers. Sure it's full of information, but you can't find it!

	1666652	Where is the communication? Minutes from meetings, short PTA updates?? That is not enough for the major changes they are implementing at the schools each year. For example, the first the majority of the parents heard about any changes to the classroom was in March, and it was from a teacher, not the district. It was horribly communicated. Each grade level should be communicated to face to face at the classroom level (not mass emails or through a website). Parents are not getting the information they need for their specific student. HUGE community meetings where there is no good way to do a Q&A, are not working. The district is also doing a horrible job of getting any community buy-in to make changes at the elementary school level, especially when it comes to space issues. The district needs a PR plan to gain community buy in before breaking ground at the schools. Nobody understands what is going on and what the goals are for each school.
	1666690	Unfortunately, a lot of distrust emanated from the Think Tank process. The district needs to be very transparent with communicating future efforts/changes.
	1666776	It is not community involvement to hold a few meetings yet railroad through a plan that the administration wants. Now you're going to try to spend \$ on space needs to support that plan, even though you're not sure the community agrees? It's great that you're doing this survey, I don't have confidence you'll value the results (unless they align perfectly with pre-defined objectives).
	1666812	see previous comments about formatting BOD newsletter.
	1666834	Realize that when you have 300 people showing up at a meeting to slow down the changes that are proposed, the proposal should be slowed down. Listen to all sides of the argument. Allow a dialogue at Board meetings within reason. Realize that when people are saying imminent domain is insane, take their advice instead of damaging the reputation of the Board and the Administration by bullying Wheaton College with a proposal that Glen Ellyn residents think is crazy. Don't just talk at the community, listen to it.
	1666885	I know its hard but we need to do better job at open communication I think its laking in some important levels

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	1667107	sharing results of parent suggestions, and those implemented or under trial would be appreciated (if not already being performed on the website, or other means?).
	1667140	I believe the community was very vocal and consistent in stating that the changes that were implemented this year did not have any data to back them up and that there was (and still is) no plan in place to evaluate the effectiveness of the changes.
	1667142	It seems as if parents are not truly involved in District decision making -- that parent opinions are sought but then those opinions have little impact on the District's final decisions.
	1667214	I find the D41 website cluttered and visually hard to read.
	1667228	Communication from the community to the Board of Education is not received by the administration. Regardless of how many meetings, our input is not considered. The communication from the District to the Community has been tainted with many misrepresentation that there is no trust in the administration. Intimidation is happening in the schools to implement district initiatives. The initiatives are not communicated on time, and teachers are not trained properly.
	1667252	I think there is a real backlash from the previous STEAM/STEM decision and multiage classrooms in that people felt the district had already made up their mind about how they were going to change things. It seemed like they "had to hold" public meetings to show they were listening, when the "deal was done" as to what was going to happen. The parent feedback and teach feedback was not communicated to the public and this makes the public wary of backing referendums due to lack of full disclosure on the part of administration.
	1667255	There is an excessive amount of website / passwords necessary to register and access student information. I realize there is not a one type fits all website, but District 41 should streamline the information. I do not feel it is user friendly at all or clearly defined for first time parents. (What is Pinnacle, d41skyward.org, ben franklin PTA, Odyssey...why is each site useful)
	1667285	None
	1667289	The multi-aging program was very poorly communicated. It seems they anticipated resistance and decided the best approach was to limit communications.

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	1667306	Your target audience is a captive one. Parents with kids in school get the communication that is sent out. Whether they read the communication is a different story altogether. I think that the district should call upon those who are active in their involvement to help with the communication effort. The bigger challenge for the district is getting information out to taxpayers who have no children who attend school in the district.
	1667391	Unfortunately, the District has a long history of poor and misleading communication with the community. Even more unfortunately, this pattern has continued in recent years despite repeated requests for honesty and transparency. Information that is sent via district emails and communication from BOE members and administrators is frequently general, non-specific, and slanted. The community is left feeling like the District's communications are actually intended to mislead and/or direct/control public sentiment and perception, rather than simply to inform. Again, I feel this is a problem that stems from the administrative and BOE levels of the district. Communication from building principals (excluding those that are written at CSO by administrative staff and then distributed as emails "from" building principals) are more informative, trustworthy, honest, and helpful to parents. I also feel that both the administration and BOE should ponder its general reaction to communication from community members via meetings, emails, etc. There is no opportunity for public discourse because the meetings are not structured to allow for conversation or Q and A during public participation. While community members may email the BOE members, and while they may receive a response from one or two members, they are still deprived of the opportunity to engage the entire BOE body at once and the public is not privy to those communications.

	1667576	I think you all are doing a great job. The teachers truly are amazing and invested in our children's well being. Like I said earlier, i am hoping that the fourth graders do not get all mixed/ new teachers again next year. The teachers they have know them and will eliminate that "figuring" out/ adjustment phase and jump right back in. I do have concerns over our kindergarten curriculum however. The amount of help/aide needs to definitely be increased because of the vast diversity of these new students. One teacher can't possibly reach all of them when the abilities are so different. Some kids are first learning how to cut while some are reading. We need more aides if we are truly pushing our students academically.
	1667589	Still do not feel like the parents are always heard at board meetings and still feel that way especially last year. Still know that LINCOLN did not have 100% buy in by the teachers as expressed by our principal and think that honesty is best always even when it doesn't meet popularity. Would love the teachers to be able to BLINDLY give their opinions and have no issues with doing so.
	1667613	No suggestions.
	1667648	I realize board meetings aren't a time for back and forth dialogue, but would love to see more open forums held, especially when big decisions are being made. For example, when these survey results are in, it'd be helpful to have meetings where results are shared and there can be a good dialogue where parents, teachers, etc. can ask questions and have their questions addressed at that time.

	1667685	<p>This year with Dr Gordan sending informative emails has been outstanding. Prior years there was none or very little in communication. I feel as person I am not heard but this survey is definitely moving things in the right direction. There should be yearly surveys and questionnaires. The public could then express how they feel about the ridiculous eminent domain issue. The unused land sitting behind hadley school could be used to build a huge new expansion and a huge gymnasium. The district should not worry about the community members that want it preserved for them to run their dog in. I live 1 blk from Hadley and the bus situation on Glencoe is upsetting. The school has a lot of land for the bus pick up to be on grounds. Churchill also has tons of land that could be utilized and if its on a flood plane then get engineers to resolve that issue. All that space is being used for is sledding and the neighborhood dog run. The parking at churchill is awful. The portables on the parking lot should be the first to go. There should be an addition on the highschool between the school and the gym. The kids are sweating and going outside without jackets in below zero weather to go to and from the gym. Maybe we could build a swimming pool since there are none in district 41 or 200 for a swimteam. Since no school offers summer school then maybe there should be tutoring set up somewhere, with the park district if need be, so there won't be such a summer academic slip for some children.</p> <p>We need to give our children the best opportunities to succeed and I have seen so many terrible mistakes. I am disappointed that I spend so much money on taxes for this school district. I hope Dr Gordan cleans house if that is what it takes to build our district back up to the top notch district it once was.</p>
	1667724	The Board of Education does a good job of getting information out quickly and seeking the community's input.
	1667749	Communication is a strong area of D41
	1667793	Listen more to parent and especially teacher concerns.
	1668130	Board meeting email recaps are great, as well as principal and PTA emails. I actually read all my email, so this is a practical way to communicate with me.

	1668310	I do not think that the quality of your communication is as important as the quality of the education provided to our children. Clearly communicating what you are doing is useless if I don't agree with what you are doing.
	1668347	Really listening to what parents want. Listening to the majority of families and not just the ones who are at the schools everyday (there are a lot of dual income families who have great ideas. But because they aren't in the schools volunteering their opinions get lost) It seems the people making the decisions (especially with the mulitage) are in the minority and most don't even have kids in the grammar schools anymore. Be honest with communications and stop the spin.Stop being political and start acting on behalf of the kids and improving.
	1668560	I wanted to comment on the Bedbug fiasco--which became rather melo-dramatic due to the media hype Here is what disturbed me. I know there are Hadley kids who live in Parkside Apartments, which is hugely infested with Bedbugs. That is very likely the source of the problem, but no one addressed this. Those kids shouldn't have to live in bedbug-infested apartments, and this was the perfect opportunity to step up and show some social conscience and try to resolve that problem for those kids and their families. This taxpayer thinks that would have been money well-spent. Thanks for listening.
	1668603	Again I think you lead us to believe we are involved when the decisions have already been made...
	1668614	Some children are unable to bring necessary communications from school home. There needs to be a better way of receiving ' mail ' from students such as permission slips and events notifications. Also, at the beginning of the school year, sports begin too quickly and students don't have enough time to tell their parents and sign up to play if they want to.
	1668641	District 41 does a great job at communicating the message they want the community to hear. Looking forward to how the questions on this survey are spinned.
	1668650	There needs to be more parent involvement when it comes to making changes ie all day kindergarten.

	1668670	<p>The communications office sometimes lacks an awareness in how messages will be perceived to parents, community members, etc. For example, if I am sending an email directly to the Superintendent, I do not expect to get an email back from the communications manager that seems to "defend" the district's position. I am seeking a response from the Superintendent and expect a neutral "we've sent your email along" response from the communications office. Also, it's clear many having been thinking about the 21st Century initiatives for quite some time; however, the general population is still working on understanding these initiatives, considering research, etc. Sometimes, the communications seem to lack an awareness of how to say things in a more appealing, open and inviting way (as in, "we're with you" not "here's what we're going to do".) This came across in the last 12 months when a simple "if" would have been better to use than a "when" during presentations about the possible makeup of STEAM/Literacy groupings. Receptive, collaborative, responsive is how I would like to describe the communications, but I'm afraid this year it's more prescriptive, reactive, and borderline defensive.</p>
	1668713	<p>Two problems: the first is that the District still draws from the same pool of PTA parents for representation on committees. You need to make more of an effort to get other community members involved. The second is that when you are setting up committees the parent/community contingent is overwhelmed by the sheer number of admin/teacher members and their voices are drowned out or watered down in the final deliverable. There's too much "steering" going on toward the pre determined goal. It's no wonder you get community/parent blow back. You need to check in with the public much earlier in the process. Think Tank was a prime example. Let's face it, the decisions were made by the time you held public sessions. You should have checked in 6 months prior to that, felt the rejection, and either altered your plan or gone to a pilot study, or abandoned it altogether. There's no shame in a No-Go decision.</p>

	1668718	I think there are so many opportunities for parents who have been through the district cycle and also have students who are in high school and beyond to come back and share their input. Beginning with the end in mind is an important way to view decisions. I believe that curriculum decisions should be given further review. The state is mandating so many things that don't build strong understanding of large issues. Many learning opportunities are missed in the elementary and Jr. High years cycling back and forth to weak content material when the children are sponges and can absorb so much rich information in social studies, science, and literature.
	1668734	I think current level of communication is good. It is important for the schools to communicate enough that parents are informed, but not so much that parents feel they have a "vote" in everything that happens. I am discouraged about the level of involvement some parents want in every decision made by the schools. We need to strike a healthy balance - I don't want (or need) to hear about every decision the school makes.
	1668752	n/a
	1668757	feel strongly the school calendar for the next year should come out around the time the previous school year is getting started!!!
	1668796	I understand the desire for teachers to want to communicate purely through Facebook or their website, but sometimes that is not always the most convenient ways for parents. Group emails are good. Also, if my child is really struggling or succeeding, a phone call would be appreciated.
	1668808	None
	1668810	na
	1668811	Personally, I felt that the huge change in the curriculum was very much a surprise to everyone that wasn't an actual member of the think tank the previous year. I know I am not alone when I say that I felt like the implementation was a little rushed. So much is still being worked out even to this day. I think it needed a whole year of planning not 2 months.
	1668851	It would be nice if you could down load the calendar. If this is available, I am not aware of it. I wonder what % of the students don't have access to technology. I cannot believe we are not paperless. Teachers could have their own calendar for parents to see what is going on too.

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	1669412	The changes made at the elementary level over the last year have been drastic and frustrating. While the district seems willing to hear what parents have to say, it seems pretty determined to make the its own decisions. I have certainly been reminded that my children attend a public school and decisions are made at the district level. As a parent, I see the changes that have been made and are still to be made are directly impacting my children and while I am open to new ideas and trying to be innovate as a school, I am not comfortable with my daughter's elementary years to be filled with constant change and testing of new ideas. What if the school looks back and sees this was not a good idea and my daughter spent all of her years in elementary school figuring that out. In education we have seen that extreme shifts are often unwise and we shift back to the mainstream. Let's take our time and be sure we are doing our best for the students currently enrolled in our schools.
	1668870	D41 not sincerely open-minded. Conduct a focus group with parents. Interview parents. Interview kids. Do you really want to know how you are doing?
	1668919	ALL board meetings should be videotaped and played on the local cable channel 17..every meeting. No excuses really not to have it on there! These are public meetings that should be available to all citizens. We can't all be in town to attend these. What are they hiding?
	1668921	This district likes to decide what they want to do and then convince after they start making changes.
	1668943	start with more face to face meetings for honest dialogue
	1669049	I've heard a lot of parents complaining that in the past their opinion about anything has not been asked for.

	1669130	There is room for improvement in the website, news releases to promote school celebrations and shout outs/photo ops in the press, developing relations with its constituents, and ENGAGING the public in unique and creative ways as we many of us work, speak other languages and are just trying to stay afloat with our time. Also, the latest endeavor of building/leaving some portables is a distinct invitation to leave some schools with portables. A referendum is going to be very difficult to pass, especially when you leave the portables at the projected schools announced (Hadley, Churchill, Lincoln). Unfortunately, there is a quiet bias in Glen Ellyn against the more diverse student body population of those schools and many will be happy with the effort made (BF and FG having no portables) and really don't care about the other schools. It is going to be a tough go of it. It is foolish to think otherwise.
	1669146	see comments from previous section.
	1669180	No need for paper copies of communication if we are on an email list!
	1669196	It would be nice to receive the monthly/ weekly news letter per class via email or facebook instead of/ or in addition to sending home in backpacks.
	1669209	you have a communication problem with those that use your services, and you don't communicate at all with those that don't use your services
	1669278	financial transparency.
	1669305	give more than a few hours notice on things that are known well in advance.
	1669307	I like receiving emails and/or text messages from the School District.
	1669384	The district seems to do whatever it wants, and having public input seems to be just for show. NO EMINENT DOMAIN! The district should have been smart enough to use the Ackerman site for a new school instead of having the health facility built there.
	1669385	the school board does what they want to do. parents can voice their opinions but the board does not listen.
	1669420	There was overwhelming objection to multi-age instruction last year. In spite of many objections, the School Board, perhaps feeling pressure, approved these major changes. The School Board needs to be actually responsive to the stakeholders and needs of students.

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	1669473	Why am I not able to find a calendar detailing when the grading periods end? The teacher just send a note home informing parents that certain learning standards were to be assessed before the end of the trimester, but I have no idea when the trimester ends! I looked on the school and district website and can only find the calendar detailing the SIP Days and No school days. Even logged into pinnacle and couldn't find anything there. I understand the nature of emergency no-school days and how these dates could fluctuate, but to not have it listed somewhere is frustrating. Also regarding communication, are there no Parent-Teacher conferences in the spring or are they just on an as-needed basis?
	1669498	Big decisions need more than just a year to talk about and implement.
	1669543	Don't implement a curriculum without getting parent/teacher feedback ever again please.
	1669586	Main points should be presented NOT multiple paragraphs of fine print to read in an email so you miss what the real decision was that affects your child and school
	1669594	I have experienced trouble finding information on Hadley website, specifically for current sports events. Suggestion for next year: make list of where payments/info may be found, whether on school or PTA websites. For example, where can I quickly discover if we purchased a yearbook?; where are lunch money payments?; how do we register for something like Let's Dance? New families may be confused and it can be so simple if there was a quick reference list of FAQ's
	1669610	Communication that falls on deaf ears is not communication. This survey, other than the comment areas, is not going to be a factual representation of the communities' opinions by the very nature of its design. Nor will it be a substitute for objective studies.

	1669621	I'm very disappointed that we are being asked our opinion in March. This was a huge change for our children and our feedback should have been communicated prior to now. I also feel that before the Board voted on this last Spring, there was valid concern from many community members. The Board and administration was so dead-set on 21st century learning that it seemed like there was no fighting with them, their minds were made up before the vote was made. I cannot understand why such a drastic change was made and everything was rolled out immediately. There was no pilot, and we have yet to see any proof that any of this so actually "working".
	1669806	With respect to the new multi-age/specialization model of instruction, I feel most of the negative community input was used as another tool to try to troubleshoot something that was already a foregone conclusion in the eyes of the administration. Administration may feel that making those modifications was showing their willingness to listen to community input, I see it as acknowledgement that they hadn't thought through all the implications and complications. I believe they used negative community input to ultimately improve something they never even considered turning back on. To me, that is not a healthy way of using community input, although ultimately it might have made the current situation more tolerable, but still unpalatable.
	1669846	I think that as a district we fail to engage the entire community in decisions. It is important to realize that only a small percentage of our community actual has student is the D41 schools. It is hard to go to the community to ask for money for improved facilities, etc. if they don't understand the needs, celebrated our successes with us, and/or understand how not improving our facilities will eventually impact the desirability of the D41 district.
	1669963	District 41 needs to find ways to increase cost efficiency without compromising quality
	1669984	The board and admininstartion are extremely disconnected to the community.
	1669996	ninguno
	1670008	The school did a great job at communicating with everyone about the leveling, but not as great at implementing it.

	1670049	I think the District does an overall good job with communication, but parents were blindsided last year with the introduction of the multi-age mandate.
	1670057	Make board actions more transparent. Post entire board packet online like other GE governments do.
	1670094	Hadley's website it not good. You cannot access anything that the school has to offer. Extra activities, after school programs, etc... It's a never ending battle. The website offers daily happenings, however, it doesn't provide things for the kids to get involved in easily.
	1670148	Contact staff form on the website is not always working. There are several times our teacher didn't receive our email from district website.
	1670201	Listen to the parents!
	1670296	Text messaging for school closings directly from the school.
	1670453	My low ratings above apply to the work of the D41 school board this past year, especially in the case of elementary restructuring. I think that D41 needs to evaluate the restructuring thus far using multiple sources of data, and then communicate the results of that analysis to the public.
	1670466	The overall needs require there to be a greater degree of transparency on how and why decisions are made by our board of education. If this learning framework remains in place we need to understand how our current 2nd graders will be placed with the incoming 2nd graders since their learning platforms have been different this year. As a taxpayer and parent we need to know how the performance of this new learning platform has impacted our district or specific grade school. We chose this area in part because of the schools and education that our kids would be afforded by our tax dollars and I have been less than thrilled with the communication, transparency and management of district issues since entering Ben Franklin for kindergarten.
	1670594	Communications is one of D41's strongest strengths.
	1670652	I think when there are important strategies and plans being discussed then that forum needs to take place during the evenings. I do not think it is effective for administration to present information at PTA meetings after school.

	1670692	I'd like to know why there are so many conflicts of interest and back door deals. Why is Anne Reibock still be paid by the district as a consultant? Why does Dr. Gordon have an incentive in his contract to get rid of the portables? Shame on District 41. I am considering either leaving the District or home schooling my children. I know of many other parents that feel the same way.
	1670695	to much is relied on the computer not everybody has a computer that they have access all the time report cards should be mailed out.
	1670739	You did a great job managing the embarrassment of banning a book in the modern era. Mortified that we ended up on the national news. The website is a great tool, as is the calendar.
	1670788	Communication is key and D41 has done a poor job at this with the community.
	1670914	Believe they involve the community but do not heed the advice in any manner.
	1670926	Although community members are able to attend board meetings, I feel as though outcomes to topics discussed are pre-determined and don't feel that our opinions are factored into board decisions.
	1670935	District 41 is not listening to either the teachers or the parents. Teachers are afraid to speak up. They took their survey with principals looking over their shoulders.
	1670962	The roll out last year of the 4/5 combination did not have good communication. Although, I think its going relatively well for the 4/5 graders. I do not think it will work well with 2/3 graders. I think we need more time for that.
	1671042	Communication seems better at Forest Glen than at Hadley. Wish the Hadley website was more current, and that there was a weekly school newsletter for 6-8th grade years.
	1671119	The districts involvement to "get the word out" to the community is non-existent. When the vote for implementation of new standards was to take place in 2013, the residents of the district that did not have kids in the schools, did not have a clue as to what was going on. Great for all the administrators, since 99.9% do not even live in the district.

	1671155	I think the district spends too much money on the personnel for communications. It should be a \$50K annual job, not a \$100K. Sorry, it's a small district. New Trier high school district pays \$50K for the job, so why do taxpayers in Glen Ellyn cover the tab for such a high cost salary for this job in District 41?
	1671251	Communicating with the public depends on what are they trying to communicate. They love to put a spin on a lot of things so you can't say they are actually lying but they aren't telling the truth. I equate our school district pretty much the same as politicians.
	1671266	Overall I am happy. I am finding it to be very competitive. Especially with the parents.
	1671268	Sending out information that busses are late AFTER your child has left (especially in inclement weather) is not helpful. More timely information would help.
	1671281	More email up dates
	1671325	Since there was such an uproar over the change at the elementary level last year, I would suggest doing a full recap of how it went, what the results of the change were and how it might impact the school year next year. Websites are great and very informative - I can typically find whatever I need. Teachers are not always diligent about posting timely info (on their individual websites and/or Pinnacle), so they are less than helpful sometimes.
	1671347	Me parece q el sistema de comunicacion q tiene es bueno
	1671441	My friends and neighbors who are fellow taxpayers haven't a clue what you are doing with their tax dollars and are very concerned when hearing reports from myself and others about those details. They feel they've been excluded from local school proposals and suggestions that take place and that they don't have sufficient time to research prior to voting on the big referendums. The process needs to include them even if they are not parents or do not have children in our local public schools. They need to be included in discussions pertaining to anything their tax dollars are funding.
	1671473	more details on kindergarten report cards. Current system is confusing and not very helpful at identifying corrective or progressive learning and social behaviors.
	1671481	No comments
	1671487	We had no decision making in the 4th and 5th grade multiage grouping! We may be informed but we were given no choice!

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	1671498	None
	1671502	Look at other district's websites to see how user-friendly they are. Use a program such as SharePoint to rebuild the D41 site (it could also be used for collaboration for teachers, staff and building an Intranet) or consider outsourcing it if that is too much for the Technology team at this time.
	1672070	Make sure that the moral compass is set correctly - which under the new, current regime, I feel is very good. I believe that all the changes that were implemented this year, but put in process last year, were done in a very sneaky, underhanded way, REALLY undermining the community's trust. This is not ok. Changes need to be communicated in a timely, clear, and above-board manner.
	1672796	n/a
	1672839	New Hadley Principal does a great job communicating with parents. He is up front about problems and does not wait to inform us until we have already heard several rumors. If all communication was as good as what was coming from Hadley there would be a lot less frustrated Parents who feel they are in the dark.
	1672903	I think communications to parents/families could be a little more balanced across different channels and from different sources. I feel the quantity of information coming from the superintendant and district staff is appropriate. Not too much and not too little. At the other end, our child's first grade teacher averages 1-3 updates per week to us parents. While sometimes that is a lot of information, I wouldn't change it at all. I'd rather have too much than not enough. Thank you to [REDACTED] for the amount of information she provides. The area of concern, however, is from the Lincoln school administration. I don't even remember the last time we heard from them. Maybe that's intentional (instead intending to have the information come from the teachers), but it really seems like we should hear from the principal and administration every now and then. We don't hear anything from them, which is slightly concerning.
	1672922	Most communications should be simply transmission of facts. Often it feels like we are being marketed to instead of receiving information.

	1672939	D41 needs an overhaul. Transparency is horrible. Communicate the information. Stop trying to hide and spin it. Omitting information and facts is the same as lying.
	1673554	Satisfied
	1673898	I would rather receive texts than automated phone messages.
	1673916	none
	1673961	Too many emails & convoluted web page make it impossible to distinguish really important information over less pressing issues.
	1673967	We would like to see the district take the parents input more to heart. For example, last year when the multi-grade strategies were being public discussed. It appeared to many that the decision had already been made and the district was simply going through the motions to placate the parents.
	1673975	Question 3 is beyond poor. Community members are only mildly entertained and not all listened to or valued.
	1674184	Get notices to parents on time. When a parent has a question, if you can't answer it, tell them who can. Be careful with students personal and private information, so it doesn't get lost and become a problem with identity theft.
	1674717	The District does a good job in asking for input from the community. The District is terrible at responding to the feedback. There is not a willingness by the administration to be changed by what they hear.
	1677194	It would be appreciated if the district would address ideas programs that are not going as well as they had initially hoped for (not just referring to multi-age). This community is educated and a little honesty and full transparency would go a long way to earning back the trust of the community. The district website is very poor in comparison to neighboring districts in how updates and informative it is. The district seems to have made up its mind regarding the direction they'd like to go and then asks for community input, but does so just for the sake of obligation, not really taking the time to consider that input. I do not believe this has anything to do with the current superintendent but rather the previous administration and those that continue to serve under the new superintendent.
	1677332	I feel Churchill does a great job communicating.

	1677824	Need to listen to teachers and parents/students. This change to multi-age learning was not articulated enough to the teachers and parents, and still teachers and parents and administration cannot give details on how this learning will be carried out each year.
	1685112	Please start utilizing SMS (Text) for messages as well. It is very common practice, reliable, and inexpensive. The website doesn't have the easiest user interface and I'd like access to teachers e-mail addresses without having to send an email through a web form. It makes me feel like I am entering a support ticket and is not in my e-mail box for my own personal recall/follow-up.