Champaign Early Childhood Center
   217-351-3881
Barkstall Elementary
   217-373-5580
Booker T. Washington STEM Academy
   217-351-3901
Bottenfield Elementary
   217-351-3807
Carrie Busey Elementary
   217-351-3811
Dr. Howard Elementary
   217-351-3866
Garden Hills Elementary
   217-351-3872
International Prep Academy
   217-351-3995
Kenwood Elementary
   217-351-3815
Robeson Elementary
   217-351-3884
South Side Elementary
   217-351-3890
Stratton Academy of the Arts
   217-373-7330
Westview Elementary
   217-351-3905

Edison Middle School
   217-351-3771
Franklin Middle School
   217-351-3819
Jefferson Middle School
   217-351-3790

Centennial High School
   217-351-3951
Central High School
   217-351-3911
Novak Academy
   217-352-4328

Family Information Center
   1103 North Neil St.
   Champaign, Illinois 61820
   217-351-3701
For more information, please visit
choice.chambainschools.org

www.chambainschools.org
WELCOME
TO CHAMPAIGN SCHOOLS
Thank you for choosing Champaign Unit 4 School District for your child! We are pleased to welcome your family to our Unit 4 family of approximately 10,000 students across 19 campuses. We have some of the finest educators, programs, and facilities in the region and we’re confident your student will receive a top quality education at any of our schools. Here in Champaign, we have a long tradition of excellence and we know the path to excellence begins in kindergarten.

We believe in giving families access to the wide variety of academic programs across our District, regardless of their address. We believe parents like you know which programs work best for your child, which is why we offer you the opportunity to rank your preferences of elementary schools. We also believe our community thrives when we have schools that reflect the diversity of our whole community, not just specific neighborhoods. To accomplish these goals, we have what we call Schools of Choice—a system of assigning students in grades K-8 that takes into account the available programs, your preferences, and schools in proximity to your home.

Our high schools, Central and Centennial, are continuing our District’s legacy of excellence each year. Attendance at our high school campuses is determined by your home address, and this booklet provides a complete guide to our attendance zones. Recently, our District was named in the College Board’s Annual AP® District Honor Roll—a list of 547 districts across the U.S. and Canada being honored for increasing access to AP® coursework for minority and low-income students while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP® Exams. In addition, our Class of 2015 earned more than $7.5 million in scholarships to post-secondary institutions.

We hope that you will use this book as your guide to learning about our District and the choices we offer families.

If you have any questions throughout the Schools of Choice process, please don’t hesitate to contact one of our Choice Specialists at the Family Information Center. If you have any questions regarding high school enrollment, simply contact your assigned school and staff would be happy to answer your questions. Thank you again for choosing Unit 4!
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The Champaign Unit 4 School District utilizes the Schools of Choice process to maintain diverse schools.

Applicants to the Champaign Unit 4 School District are assigned to schools using a computer program. During the entire process, the computer takes into consideration the number of seats available at each school and the socioeconomic status (SES) of the applicants. A percentage of low SES students, based on an average of students who qualify for free or reduced lunch, is assigned to each school.

Applicant information is entered into a database and each applicant is assigned a random ID number by the computer. Additional points are added to the applicant’s ID number if any of the following priorities apply to their first choice school selection:

- **Sibling**—This is the highest priority. If an applicant has a sibling who will be attending the school that is chosen number one on the registration form for the coming school year, the applicant is given additional points once this information has been verified.

- **Proximity**—Every student has a Proximity Priority School. Your “Proximity Priority School” is any school that is within 1.5 miles of your home or, if you do not live within 1.5 miles of any school, it is the school that is closest to your home as determined by the District’s transportation system (Edulog). This system bases mileage on the shortest driving distance from the door of your residence to the door of the school. Applicants will be given additional points if their first choice school is a school to which they have proximity. Proximity comes into play for elementary school students only; it is not a priority for middle school applicants. Families are welcome to rank non-proximity schools highly as part of the process. Please note, however, that selecting a non-proximity school could result in an extended bus ride for your child.

- **Programmatic Needs**—Students with special programmatic needs are assigned to those schools offering the services needed while following the Schools of Choice guidelines.

**PLEASE REMEMBER YOUR SIBLING AND PROXIMITY PRIORITIES ARE CONSIDERED FOR YOUR FIRST CHOICE SCHOOL ONLY.**

**VISIT DURING THE SCHOOL DAY**
Visit any of the 12 elementary schools on **Tuesday mornings at 9 a.m. during the month of February and Wednesday afternoons at 12:30 p.m. during the month of March**. You are also welcome to reach out to any of our school principals to learn first-hand what their schools have to offer your child. Please note students may not be present during some March visits due to Spring Break & Intersession.
INFO SESSIONS
• Tuesday, January 26, 2016 - 6:00 p.m. at Garden Hills Elementary School — 2001 Garden Hills Drive
• Thursday, February 11, 2016 - 6:00 p.m. at Kenwood Elementary School — 1001 Stratford Drive

EVENING OPEN HOUSE
Tuesday, February 23, 2016 - 6:00-8:00 p.m. at any of the 12 elementary schools. Tours will be provided.

CHOICE CHATS
Choice Chats offer a smaller setting for families to speak with Schools of Choice staff members and have their questions answered. Please join either or both of the following chat sessions: March 3 & March 10, 2016 from 4:30-6:00 p.m. at the Family Information Center.

Find your proximity school(s) and learn more at choice.champaignschools.org!

THINGS TO KNOW

Legend

ESL Program Schools
- Barkstall
- Bottenfield
- Carrie Busey
- Centennial
- Central
- Edison
- Garden Hills
- Jefferson
- Robeson
- Stratton
- Washington
- Westview

Bilingual Program Schools
- Central
- Edison
- IPA

Balanced Calendar Schools
- Barkstall
- Kenwood

Uniform Schools
- Barkstall
- Dr. Howard
- Garden Hills
- IPA
- Kenwood
- Stratton
- Washington

Magnet Schools
- Garden Hills
- Stratton
- Washington

Cluster/Feeder Schools
- EDISON
  - Bottenfield
  - Carrie Busey
  - IPA
  - South Side
- FRANKLIN
  - Barkstall
  - Dr. Howard
  - Garden Hills
  - Washington
- JEFFERSON
  - Kenwood
  - Robeson
  - Stratton
  - Westview

Gifted Program Schools
- Dr. Howard
- Garden Hills
- Kenwood
- Stratton
- Washington

Current Stratton & Washington 2-5 families will rank their preference of middle schools, while incoming Kindergarten students will begin to attend their feeder schools.

www.champaignschools.org
KINDERGARTEN REGISTRATION

WHAT IS SCHOOLS OF CHOICE?
The Champaign Unit 4 School District adopted the Schools of Choice Program in 1998 as its student assignment method. This plan gives parents/guardians of all students the opportunity to apply for admission to a variety of elementary and middle schools. The Schools of Choice plan affects students who are entering kindergarten and sixth grade, are new to the District, and students who request a voluntary school transfer.

HOW ARE STUDENTS ASSIGNED TO SCHOOLS?
During the application period that runs from January through March, kindergarten parents will be asked to complete an application indicating school choices. Applications will be available at the Champaign Schools Family Information Center as well as online. All applications received during the application period, regardless of date submitted, will be processed equally. Students will be notified by mail of their school assignment in late April or early May.

HOW ARE APPLICATIONS PROCESSED?
The District uses a computer system to process applications. Factors and priorities which affect student assignments include: parent choice, presence of siblings in the school, proximity priority, building capacity, socioeconomic status, and availability of special programs.

WHAT IS SIBLING PREFERENCE?
Sibling preference is given to brothers/sisters or extended family members living in the same household with the same address. There is no legacy or inheritance from a sibling moving on to sixth grade.

WILL ALL OF MY CHILDREN BE ABLE TO ATTEND THE SAME SCHOOL?
Children residing at the same address will receive sibling preference. Each child must be listed on the student registration form. Assignments for siblings will be based on seat availability and Schools of Choice guidelines. A student registration form must be completed for each child who is new to the District and students requesting a voluntary transfer. Every effort will be made to allow siblings of a child who is participating in a special program to attend the same school based on available seats and Schools of Choice guidelines.

IF WE LIVE WITHIN WALKING DISTANCE OF A SCHOOL, WILL WE BE GUARANTEED AN ASSIGNMENT?
No. However, you will receive a proximity priority in the school assignment process if you select that school as your first choice.
WHAT IS MY PROXIMITY PRIORITY SCHOOL?

Your “Proximity Priority School” is any school that is within 1.5 miles of your home or, if you do not live within 1.5 miles of any school, it is the school that is closest to your home as determined by the District’s transportation system (Edulog). This system bases mileage on the shortest driving distance from the door of your residence to the door of the school.

WHAT IS THE WAIT LIST?

Families who do not receive their first choice school will be placed on a wait list for that school. If a seat becomes available at their first choice school and they are next in line for that seat, they will be offered the seat and will have 24 hours to decide whether or not they would like to accept it. The wait list will expire on the last day of the first semester each year. If a student does not receive a seat in his or her first choice school during the first semester, they may reapply to that school for the following school year during the transfer request period held in May.

WILL MY CHILD RECEIVE TRANSPORTATION?

Illinois law requires that transportation be provided for students living more than 1.5 miles from their school assignment. In addition, the District provides transportation for students living closer than 1.5 miles if the Illinois Department of Transportation (IDOT) confirmed hazardous walking conditions exist between home and school. We work to provide safe and timely transportation for all students who utilize our transportation system. Please note, however, that selecting a non-proximity school could result in an extended bus ride for your child.

WHAT ARE MIDDLE SCHOOL CLUSTERS?

Current second through fifth grade students enrolled in one of the District’s elementary schools are now automatically assigned to a middle school cluster that has been grouped together to ensure that each middle school has a balanced student body that reflects the diversity of the School District. Current Stratton and Washington fifth grade students will continue to rank their preference of middle schools in April. These students will then be assigned to a middle school following the Schools of Choice guidelines.

HOW CAN I REQUEST A TRANSFER?

To request an elementary or middle school transfer, parents/guardians need to come to the Family Information Center during the month of May annually to complete registration forms and provide proof of residency. All requests are entered into a database and a computerized assignment process places students based on the Schools of Choice guidelines. In the event you do not receive your first choice school, you will be placed on a wait list for that school. The wait list expires at the completion of the first semester. If a seat becomes available, students are offered that seat in the order in which they were placed on the wait list. You would then have 24 hours to decide if you would like to accept the seat. If you do not receive a seat in your first choice school during the first semester of the school year, you may reapply for that school if you so desire during the transfer request period during the month of May.
HOW TO REGISTER

To register your child for kindergarten, parents should come to the Family Information Center. The staff will speak with you about your child’s needs, provide information about the District’s twelve elementary schools, answer questions about the Schools of Choice program, provide kindergarten information, distribute required physical, dental, and vision examination forms, and assist you with the application process. Please bring your child’s original, certified birth certificate or passport (we will copy and return the original), and proof of residency. Any of the following can be used as proof of residency:

- Valid driver’s license or state-issued ID with current address
- Voter’s identification card
- Signed lease containing signatures of lessee and lessor
- Mortgage documents with signatures of the seller and buyer
- Contract to build with signatures of the buyer and contractor

Parents will be asked to complete application forms and identify their school choices in rank (1, 2, 3, 4, 5, etc.) order. Upon completion of the registration period, the Family Information Center staff will process all applications. Parents will be notified of their child’s school assignment by letter. Families who do not receive their first choice school will be placed on a wait list for that school. The wait list will expire on the last scheduled attendance day of the first semester each year.

KINDergarten PROGRAM OPTIONS

In addition to choosing schools, parents may choose to enroll their child in a half-day or full-day kindergarten class. In order to respond to these requests, coordinate transportation, and provide consistency across the District, the following parameters will be followed:

- All half-day kindergarten students will exit the full-day program at the conclusion of two hours and 40 minutes. There are no classes available solely for half-day kindergarten students.
- At the end of the first, second, and third quarters, parents may request a teacher conference to discuss admittance to the full-day program or to discuss transferring their students from full-day to half-day. The Response to Intervention Team should be used as a resource, if needed, to support the parent and teacher in the decision-making process.
- Parents will have a two-week review period once they enroll their child to determine whether a half-day or full-day program would best meet their child’s needs.
- All full-day kindergarten students participate in art, music, library, and physical education, in addition to the academic curriculum.

ENTRANCE REQUIREMENTS

In accordance with Champaign Unit 4 Schools policy, students who are five years old on or before September 1st of their kindergarten year may attend school. If you need a program for your three or four-year old, we strongly encourage you to contact the Champaign Early Childhood Center at 217-351-3881 or check other preschool options.

Within 30 days of enrollment, parents must provide the school with the child’s original birth certificate. If a birth certificate is not available, parents must provide the following: student’s complete name, birth date, and an affidavit explaining the inability to furnish the birth certificate.

HEALTH REQUIREMENTS

Physical, dental, and vision examinations are required of all students. Any time within the year prior to entering school, your child must be immunized against measles, rubella (German measles), polio, diphtheria, whooping cough, tetanus, and mumps and be screened for lead content in the body. Chicken pox vaccine or proof of past infection is required. Children must have received two Measles, Mumps, and Rubella (MMR) vaccinations prior to entering kindergarten. Physical, dental, and vision examination forms are available at the Family Information Center, in Unit 4 school offices, and at the Mellon Administrative Center.
GETTING READY FOR KINDERGARTEN

HEALTH AND SAFETY

- Teach children their first and last names, parents’ names, telephone numbers, and addresses.
- Teach safety precautions for dealing with strangers, unfamiliar places, and strange animals.
- Provide a good example for health and safety rules.
- Provide a good breakfast and well-balanced diet.
- Keep children home when they are ill.

- Set reasonable bedtime and rest periods (10-12 hours).
- Teach safety precautions for crossing streets and driveways and show children the safest route to school.
- Send children to school appropriately dressed for the weather.

VARIETY OF LIVING EXPERIENCES

- Help your children feel comfortable and secure in activities and situations in which you or other family members are present.
- Take children on “listening and looking” trips to zoos, parks, libraries, farms, woods, museums, etc.

- Monitor children’s television viewing.
- Help children learn to adapt to new situations and experiences.

VARIETY OF LANGUAGE EXPERIENCES

- Read to your children.
- Talk to your children using clear, correct speech as a good example.
- Listen to your children and encourage them to expand their vocabularies.

- Provide easy access to books, newspapers, and magazines.
- Provide a good example by using and reading books, newspapers, and magazines.

DEVELOPING SELF CONFIDENCE

- Send children on short, simple errands, with supervision.
- Assign small tasks to do around the house.
- Help your children deal with common fears—thunder, noises, dogs, etc.
- Teach your children to dress themselves and use the toilet by themselves.

- Encourage your children’s efforts.
- Let your children know that you love them even if they do something which is not good.
- Praise your children.

Community Resources: Kindergarten Readiness

A number of community organizations in Champaign & Savoy are deeply committed to supporting children and families in the area of early childhood education and wellness.

- Champaign County Head Start - www.ccrpc.org
- Champaign-Urbana Public Health District - www.c-uphd.org
- Champaign Public Library - www.champaign.org
- Illinois Department of Human Services - www.dhs.state.il.us
- Tolono Library (Savoy) - www.tolonolibrary.org
- United Way of Champaign County - www.uwayhelps.org
- CU Cradle to Career - www.cucradle2career.org

www.champagneschools.org
Enrollment: 300

**MISSION: “LEARNING FOR ALL”**

Our mission is to ensure that each student develops the academic, social, and emotional skills needed to succeed in school and a diverse society.

To fulfill our mission, the Early Childhood Center provides an individualized, developmentally appropriate, multi-modal approach to learning with an emphasis on language, communication, and emergent literacy skills.

Fundamental to our mission are collaborative decision-making, a competent and dedicated staff, and parents and community as partners in a child-friendly, nurturing environment.

**HISTORY**

The Champaign Schools Pre-kindergarten Program was first funded by the Illinois State Board of Education in 1985 and was formerly located at the old Marquette School. The Champaign Early Childhood Center was created in 2003 by renovating the old Sunbeam Bakery building. The architects designed an accessible building that highlights the original features of the bakery. In addition to ten Pre-K classrooms, the building houses five Head Start/Early Head Start classrooms and CASE Audiology.

**SUPPORT PROGRAMS**

All Pre-K teachers are dually certified in early childhood and special education. Children with disabilities are fully included in all classrooms. Special education services are determined by a child’s Individualized Education Plan (IEP). The support staff includes a Speech and Language Therapist, Social Worker, Psychologist, Occupational Therapist, Physical Therapist, English as a Second Language Teacher, Literacy Interventionist, and Parent Coordinator.

**SPECIAL FEATURES**

- “Blended” classes that include both general and special education students
- Curriculum aligned with Illinois Early Learning and Development Standards
- School-wide Title I Program
- Family involvement events
  - Fall and Spring Festivals
  - Literacy Lunches
- Volunteer Book Mentor program
- America Reads tutors
- Positive Behavioral Interventions and Supports (PBIS)
• English as a Second Language (ESL) support
• Spanish - English Transitional Bilingual Education Program
• Technology in every classroom

RECOGNITIONS

• Gold Circle of Quality in ExceleRate Illinois, Quality Rating System for Early Learning Programs
• Gold Level Recipient for School-Wide PBIS Implementation
• Award of Excellence for the Inclusion of Children with Special Needs
BARKSTALL ELEMENTARY

Enrollment: 489

Barkstall Elementary is a vibrant place where students, teachers, parents, and community come together to nurture student success through integrated arts education. Our goal is to prepare each student to become a responsible contributor to our diverse and changing society. We are committed to promoting student learning and academic achievement, enhancing social skills, promoting physical development and emotional well-being, encouraging critical thinking and problem solving, and stimulating creativity.

HISTORY

Barkstall Elementary opened in August 1998 and is named after Vernon L. Barkstall. Mr. Barkstall was co-founder of the all-black radio station, WBCP, and executive director of the Urban League of Champaign County. The design of the school, classroom configuration, and advanced technology reflect the community’s vision of education for the future. We have a commitment to an exemplary curriculum which emphasizes high expectations for all students and blends the arts with academic skills.

TECHNOLOGY

Technology is integrated into the curriculum through the use of Internet-accessible computers and SMART Boards in the classrooms and resource areas. Web-based library programs allow access to resources from all classrooms. Mobile carts have been upgraded with multimedia capabilities.

SCHOOL CHOICE THEME

Our “Academics Through The Arts” fosters student success by meeting the learning differences (multiple intelligences, learning styles, and special needs) of students. Students are able to explore their creative and critical thinking skills. We are a community of creators. We learn through the Arts.

ENRICHMENT OPPORTUNITIES

There are special school events where students can display their interests and talents through art, math night, reading night, a science night, Fall Festival, grade level productions, grade level family projects, writing and directing a 5th grade opera, and a 4th grade artist in residency program.
POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS)

PBIS is a proactive system and approach practiced in our school environment. It is designed for all students and is based on sound research utilizing effective teaching practices. It fosters positive teaching and learning environments in all classrooms and enables school staff to focus on academics because we realize the power of the social environment intertwines with the success of the academic curriculum. Our three expectations are: Be Safe, Be Respectful, and Be Ready. Social skills are reinforced daily with recognition and relationship building. Student successes are enthusiastically recognized and celebrated.

MENTORING AND VOLUNTEERING

We are always looking for volunteers and C-U One-to-One mentors who can meet with students once a week during the school day to serve as role models and share experiences. Parent volunteers in and outside the classroom are an integral part of our school.

SCHOOL CLIMATE

Barkstall is a balanced school, equally providing an academic and social emotional curriculum to enrich our school community. We are dedicated to ensuring success for each student by integrating music, drama, visual arts, dance, and creative writing into the traditional curriculum. Thematic units are carefully planned at each level to help students become skilled in making connections between curriculum and real life. The focal point of our unique educational opportunity is to provide a rich learning environment and excellence in student learning.

SUPPORT PROGRAMS

Students who need individual assistance with literacy and math are offered the services of an interventionist. Support services are offered to students who may benefit from individual assistance. These services may be in the form of intense reading and math instruction, speech and language services, and/or special education services. A Response to Intervention (RTL) team is in place to offer staff members and parents additional assistance and direction.

STANDARDIZED DRESS CODE AND BALANCED CALENDAR

Barkstall has adopted a standardized dress code. Students concentrate on learning, not on what others are wearing. The balanced, or year-round, calendar promotes a learning-rich atmosphere on a continuous academic level.

PARENT - TEACHER ASSOCIATION

Parental involvement is a key to academic success and the Barkstall PTA exemplifies a strong school and family partnership. The PTA welcomes and encourages participation by parents, guardians, and extended family members of all Barkstall Elementary students. Parents serve as members of school communities, work as classroom volunteers, plan extracurricular functions, and work daily with the principal and staff to accomplish the goals of the school.
Enrollment: 417

Booker T. Washington STEM Academy is the District's Science, Technology, Engineering and Math (STEM) elementary school, and was recently named a Magnet School of Excellence.

Vision: Our vision is to foster innovative thinking through STEM teaching and learning, a passion for inquiry, and a compassion for others so we can enrich our world.

Mission: We empower students to think critically, reflectively, and apply their knowledge and skills to a greater context. Students experience unique opportunities for STEM education with rigorous and relevant hands-on investigations through inquiry-based instruction, integrated curriculum, and collaboration.

HISTORY

In August 2011, students entered the STEM Academy at Booker T. Washington for the first time. In this 21st Century global economy, an education with a STEM focus is a vital step towards providing students with the necessary technical literacy to enable them to access exciting careers of the future. Booker T. Washington STEM Academy will provide a supportive environment at an early stage for the students who attend the school and will build cumulative competencies in the areas of science, technology, engineering, and mathematics.

KEY FEATURES

- Integrated curriculum focusing on Science, Technology, Engineering, and Mathematics
- Strong emphasis on Music and Art Education
- A working partnership with the University of Illinois
- Inquiry-based learning promoting student engagement and critical thinking
- A new building designed for STEM instruction
- Student practice in real world problem solving following the BTW Science and Engineering Design Process Model
- Technology-rich classrooms including both PC and Apple platforms
- Student engagement in the analytical process found in engineering and mathematics
- Teachers specially trained in STEM education
- A STEM Teaching Specialist collaborating and co-teaching with classroom teachers and University of Illinois faculty and students to design innovative STEM Lab lessons
- Students learning in a collaborative atmosphere
- Student opportunities to produce multimedia presentations that utilize state-of-the-art technology
SCHOOL CLIMATE

Booker T. Washington students follow the Booker T. Washington Three: Be Respectful, Be Responsible, and Be Ready. Those rules are posted in all areas and the staff works collaboratively to keep standards high for behavioral and academic performance. We believe in teaching behavioral expectations and have implemented a school-wide community circle time that lends itself to this instruction. Teachers are using both Ron Clark’s Essential 55 and The Habits of Mind curriculum for social and emotional learning.

PARENT - TEACHER ASSOCIATION

We are pleased to have a supportive and highly active PTA. The work of the PTA has been to support our teachers and students in providing the best learning environment possible. The PTA membership has been responsible for many contributions, including Family Nights, monetary contributions to teachers for learning activities, and a STEM Open House.

MENTORS/VOLUNTEERS

One of the most valuable impacts on children is the adults in their lives. Booker T. Washington has numerous volunteers and mentors who assist our students. We utilize C-U One-to-One, Big Brothers/Big Sisters, and America Reads tutors. Additionally, we have countless numbers of parent volunteers who assist in our classrooms.

ENRICHMENT

All Booker T. Washington students receive weekly enrichment opportunities available in the school’s STEM Lab. This learning is supported through a STEM Instructional Specialist as well as existing community partnerships with the University of Illinois and others. Additionally, all 3rd through 5th grade students receive weekly enrichment lessons that are aligned to the common core standards and designed to strengthen students’ self-identity with activities centered on citizenship, leadership, decision-making, and multiculturalism. These lessons employ a variety of engaging learning strategies with the goal of deepending students’ understanding of themselves and the world around them.

AWARDS AND RECOGNITIONS

2015 Magnet School of Excellence

2014 Illinois Social Worker of the Year: Heidi Grove

2013 James D. MacConnell Award for the Council of Educational Facility Planners International

2013 ISBE Those Who Excel Awards: Alyssa Mayer, Unit 4 Magnet Team

2013 ISTA New Science Teacher of the Year: Elizabeth Dabrowski

2012-13 Presentations at National Conferences: Illinois Science Teachers’ Association, National Science Teachers of America STEM Expo, National Council of Teachers of Mathematics, and Magnet Schools of America

Booker T. Washington STEM Academy
606 E. Grove Street
Champaign, IL 61820
Phone: 217-351-3901
Late Start/End
Principal: Ryan Cowell
Enrollment: 477

Bottenfield's mission is to guide all students to achieve their best academically, socially, and emotionally.

HISTORY

Bottenfield was built in 1955 and named after E. O. Bottenfield, a popular Champaign junior high school teacher. Bottenfield is an inviting school community for all students, including many students whose parents also attended Bottenfield. This welcoming atmosphere results in a great sense of belonging and loyalty to the school. Bottenfield underwent a $6.3 million expansion and renovation during the 2013-2014 school year. The new features of the building include updated technology, front entrance and security system upgrades, separate gym/cafeteria spaces, updated classrooms, and improved ADA accessibility.

TECHNOLOGY

Our teachers and students continue using technology as a tool in the learning process. We have updated computers with wireless Internet access capability for students as part of their learning process. We have SMART Boards and LCD projectors in each classroom. Each classroom also has a document camera for student and teacher use, as well as surround sound audio systems and infrared student response systems in the intermediate grades.

SUPPORT PROGRAMS

A school social worker and speech pathologist are part of the team here at Bottenfield. Occupational therapists, physical therapists, and a school psychologist also provide services for eligible students with special needs. These students are served in an inclusive delivery model with the support of special education teachers and teacher aides in the regular classrooms. Additionally, Bottenfield has a daily intervention block for students who need additional instructional support or enrichment activities.

AWARDS

Bottenfield has a strong history of making Adequate Yearly Progress (AYP) according to the Illinois State Board of Education. Bottenfield was one of two schools in the District to make AYP in 2013.
MENTORING

Bottenfield uses the C-U One-to-One Mentoring program as a community resource to assist students with social-emotional needs and a desire to connect with a trusted adult. Additional reading support is provided from the University of Illinois America Reads program in coordination with our District.

ENRICHMENT PROGRAM AND LITERACY SPECIALISTS

Bottenfield focuses on using the enrichment program to reach all types of learners. The enrichment teacher provides activities that focus on higher-level thinking, team work, problem solving strategies, and critical thinking skills. The enrichment teacher works with students at all grade levels by working in the classroom with students, as well as providing time to pull students to the enrichment classroom for further inquiry.

Bottenfield also has highly-trained literacy specialists who provide targeted reading interventions for students that need more support. The literacy specialists design and implement individual lessons that focus on specific developing skills students need to accelerate growth.

PARENT - TEACHER ASSOCIATION

The PTA plans events including:

- Friends and Family Picnic
- Field Day
- Multi-Cultural Night
- Teacher Appreciation Week
- Family Game Night
- Ice Cream Social
- Carnival
- Book Fairs
- Mileage Club
- Student Apparel
- Beeline (Monthly School Newsletter)
- Commemoration of African-American History Month
- Fifth Grade Graduation

SCHOOL CLIMATE

Staff members share their diverse talents to help build a sense of common goals and community for learning. Our teachers implement positive behavior strategies in their classrooms to guide students to make good academic and social choices daily. Students developed a “Bottenfield Creed” that is recited every morning after the “Pledge of Allegiance” and teachers continually review with students the positive learning experiences they encountered throughout the day so students have opportunities to use their voices to contribute to their own growth and learning. The staff emphasizes social learning skills in their classrooms through best instructional practices. High academic and social expectations are clearly communicated to all students consistently. Parents are well informed of these expectations and actively participate in a positive way in all areas of our educational process. Bottenfield is a “community friendly” school. Many agencies from our community provide a variety of extracurricular opportunities in sports, music, and leadership in our facility after school hours. Our outdoor classroom provides a wonderful place for students to work while enjoying nature.

Bottenfield Elementary
1801 South Prospect
Champaign, IL 61820
Phone: 217-351-3807
Late Start/End
Principal: Chris Gilbert
Enrollment: 454

The mission of Carrie Busey is to inspire a love of learning in an innovative, cooperative climate which empowers all students to be competent, productive, and caring citizens.

HISTORY

Named in honor of a longtime District employee, Carrie Busey Elementary School was constructed in 1957 on an eleven-acre tract of land on Kirby Avenue in Champaign. Additions were built in 1963 and 1969. In 1990, the Champaign Park District opened Wisegarver Park, which is adjacent to the school grounds. In 2012, Carrie Busey was relocated to the Village of Savoy. A brand new, state-of-the-art academic facility was built on land in the Prairie Fields subdivision and the legacy of Carrie Busey continues today at the new location.

OUR FOCUS

We work very hard to meet the intense academic, social, and emotional needs of each and every one of our students. We look critically at student learning in literacy, math, writing, science, social science, health, and the arts. We take a collaborative approach in meeting the needs of our students. We work in teams to assess learning that occurs and we respond to our children’s learning with interventions and supports to strengthen the knowledge of all of our students. Students at Carrie Busey are also exposed to a strong program in childhood health and wellness. Children are educated and encouraged to eat healthy foods and remain active in order to build a strong foundation for their future wellness. Carrie Busey supports a very well-rounded educational experience for all students. Each of our staff members makes a special effort to meet the needs of all the students who attend our school. Additionally, our challenge is to provide these quality educational opportunities in an environment of high behavioral expectations.

SUPPORT PROGRAMS

Special programs at Carrie Busey include ESL (English as a Second Language), Title I reading supports for struggling readers, a regional program for the Deaf and Hard of Hearing, and cross-categorical services for students with disabilities. We also offer enrichment services for students who show academic talents in the areas of literacy, math, and science.

TECHNOLOGY

Each classroom has a SMART Board, a document camera, and 4 computers. All students in grades 3-5 have their own netbook computers to use throughout the day. The building is a completely wireless environment and provides students with cutting edge technology in all parts of the school.

AWARDS AND RECOGNITIONS

• 2013 Academic Improvement Award for Exemplary Gains in Performance on the Illinois Learning Standards.
• US Department of Education’s “Excellence in Education Award.”
• Recipient of C.A.T.C.H. program grant for health and wellness.
• Recipient of the NFL's Fuel Up to Play 60 grant for health and wellness.
• Carrie Busey teachers have written and received numerous grants, including the Tepper Electric Grants for the Performing Arts, C-U Foundation Grants, Illinois Power Classroom Grants and various technology grants.
• Recipient of the Lysol Corporation grant for outstanding attendance initiatives.
• Several Carrie Busey teachers have been honored locally as “Golden Apple” recipients.

PARENT - TEACHER ASSOCIATION

Carrie Busey has a strong and active PTA that oversees and coordinates annual social activities to help families and students integrate into the Carrie Busey community. These activities include an Open House, a fitness event in the fall, International Night, Science Night, and a Spring Carnival. The PTA also:

• Lends support to a number of ongoing academic projects
• Sponsors Carrie Busey book fairs
• Coordinates room parents and classroom volunteers
• Sponsors the “Reflections” competition for the arts
• Sells Carrie Busey shirts
• Sponsors all-school assemblies
• Publishes a school yearbook
• Participates in Carrie Busey’s shared decision making
• Supports the school through the purchase of equipment and materials
• Offers teachers yearly grants to support their work in the classroom

FAMILY INVOLVEMENT

An important aspect of Carrie Busey Elementary School is the involvement of families. Since a child’s success in school is enhanced by cooperative efforts of the home and school, ample opportunities for family involvement are available.

MENTORING

Carrie Busey Elementary works with the TALKS and C-U One-to-One mentoring programs which support students and families who express interest. Mentors meet with students, read, share ideas, play games, and talk about making good decisions. Both mentors and students benefit from the relationships that develop as they get to know one another.

ENRICHMENT OPPORTUNITIES

Carrie Busey’s Enrichment Specialist works with groups of students and classroom teachers to provide challenging activities in a variety of learning areas. The needs of high-ability students are met and all Carrie Busey students are given opportunities to solve problems and meet challenges across the curriculum. Carrie Busey teachers utilize a variety of activities and learning strategies, including hands-on projects, cross-grade partnerships, and a wealth of literature and writing opportunities.

TUTORING

The America Reads and America Counts programs provide university students to tutor students in reading, writing, and math. Additionally, parents and other community organizations tutor our students in a variety of subjects.

SCHOOL CLIMATE

Carrie Busey’s school climate is highly conducive to learning and respect. The staff works together in a positive way to keep standards high for behavior and academic performance. We recognize that children’s home backgrounds can influence failure or success, but we believe that classroom instruction determines how much is learned. Our teachers take their responsibility seriously and work earnestly in conjunction with families to see that all children succeed. Relationships with students and their families are paramount to our school performing at its highest level.
Enrollment: 342

Dr. Howard Elementary is a dynamic environment where students, teachers, families, and the community work together to create a 21st Century educational experience that is engaging and meaningful.

OUR FOCUS

Responsive Classroom is a research-based education approach associated with greater teacher effectiveness, higher student achievement, and improved school climate. Responsive Classroom practices help educators build competencies in four key domains—each of which enables and enriches the others:

- **Engaging Academics** - Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students’ interests.
- **Positive Community** - Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
- **Effective Management** - Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.
- **Developmental Awareness** - Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

Teachers who use the Responsive Classroom approach understand that all of children’s needs—academic, social, emotional, and physical—are important. The teacher creates an environment that responds to all of those needs so that your child can do his or her best learning.

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what children learn.
3. The greatest cognitive growth occurs through social interaction.
4. There is a set of social skills that children need to learn and practice in order to be successful.
5. CARES: cooperation, assertion, responsibility, empathy, self-control.
6. We must know our children individually, culturally, and developmentally.
7. Knowing the families of the children we teach is as important as knowing the children.
8. Teachers and administrators must model the social and academic skills that they wish to teach their students.
GIFTED PROGRAM

Dr. Howard has offered a gifted program for second through fifth graders since its inception over twenty years ago. Our accelerated curriculum affords students in this program the opportunity to delve deeper and approach subject matter in novel ways. Screenings for this program are held yearly through the District.

HISTORY

Dr. Howard Elementary School was built as a four room school in 1910 on land donated by Dr. Hartwell C. Howard, one of Champaign County’s first doctors. Four rooms were added in 1920, followed by additions in 1931, 1953, and 1959. Dr. Howard was one of the first schools in Champaign to offer educational opportunities for children with disabilities. Dr. Howard is situated in a central Champaign neighborhood, and draws students from all areas of the city.

TECHNOLOGY

Each classroom has a SMART Board and a document camera. Kindergarten and 1st grade classrooms have a class set of Chromebooks and each room has 4 iPads. All students in grades 3rd, 4th, and 5th have their own Chromebook to use throughout the day. The building is a completely wireless environment providing students access to cutting edge technology.

SUPPORT PROGRAMS

A wide variety of support programs at Dr. Howard are available to meet individual student needs.

- A school social worker, speech pathologist, occupational therapist, physical therapist, and school psychologist provide services for eligible students with special needs. Students who need additional support in reading and math are offered the services of an interventionist.
- Mentoring programs are available through C-U One-to-One Mentoring.
- America Reads offers tutoring from students at the University of Illinois.
- Enrichment activities that are engaging and interactive are offered to all students at Dr. Howard within the general classroom.
- An RTI (Response to Intervention) team is in place to offer students, staff, and families assistance and support in our school.

PARENT - TEACHER ASSOCIATION

The Dr. Howard PTA coordinates social activities, and supports and oversees school projects.

- Back to School Night
- Sponsors Dr. Howard book fairs
- Supports the school through the purchase of equipment and materials
- Provides teachers grants to support their work in the classroom
- PTA-sponsored after school clubs

Dr. Howard Elementary
1117 West Park Avenue
Champaign, IL 61821
Phone: 217-351-3866
Early Start/End
Principal: Wendy Starwalt
GARDEN HILLS ELEMENTARY

Enrollment: 491

SCHOOL CHOICE THEME

Garden Hills Elementary School is a candidate for the Primary Years Programme (PYP) through the renowned International Baccalaureate Organization. The IB Primary Years Programme (PYP) is a curriculum framework designed for students ages 3 to 12.

The International Baccalaureate is a program committed to creating a collaborative and global community united by a mission to make a better world through education. It is a global network of research-based schools with over 40 years of practical experience educating students using a holistic approach to learning to increase access to all regardless of background.

It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is defined by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, with a powerful emphasis on inquiry-based learning that aims to develop internationally minded students.

The International Baccalaureate seeks to educate the child for a life of active, responsible citizenship using a curriculum framework that includes two essential elements: learner profiles and attitudes.

The learner profile is central to the PYP and Garden Hills definition of what it means to be internationally minded, and it directs us to focus on learning.

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB LEARNERS STRIVE TO BE...

• **Inquirers** - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

• **Knowledgeable** - They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

• **Thinkers** - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

• **Communicators** - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
• **Principled** - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

• **Open-minded** - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

• **Caring** - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

• **Risk-takers** - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

• **Balanced** - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

• **Reflective** - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

To assist us in meeting our goal of developing as international people, each month, we will focus on one of the Learner Profile traits and the related attitudes.

Through the use of the International Baccalaureate curriculum framework and essential elements, Garden Hills ensures learning is holistic, engaging, significant, and challenging. At Garden Hills, holistic learning is fostered using a transdisciplinary approach to learning the International Baccalaureate’s six themes:

• Who we are
• Where we are in time and place
• How we organize ourselves
• How we express ourselves

• Sharing the planet
• How the world works

While researching these themes, Garden Hills students develop an awareness of the human condition and an understanding of how their education is applicable to their everyday life. These explorations allow students to collaboratively gain insights from multiple perspectives and become global citizens in our community.
Enrollment: 234

The International Prep Academy is the District’s only dual language school, providing instruction to both Spanish- and English-speaking students in both languages to foster bilingualism, biliteracy, and biculturalism in students beginning in kindergarten.

PHILOSOPHY

Our cultural and linguistic diversity is our greatest strength and contribution to our local and global communities. The International Prep Academy is committed to extending the District’s tradition of excellence to dual language and newcomer education. School staff members, students, and parents embrace the city’s rich diversity and are committed to making bilingualism the norm.

HISTORY

The International Prep Academy began in August 2013, with one classroom for newcomers, grades 5-8, at the Columbia/Family Information Center on Bradley and Neil Streets. The continuous growth of culturally and linguistically diverse learners has created an opportunity to expand the offerings of the International Prep Academy. By moving to the eleven-acre site of the former Carrie Busey Elementary School on Kirby Avenue, the International Prep Academy now offers Spanish-English Dual Language, Bilingual Education, and Newcomer Essentials programs.

SCHOOL CHOICE THEME

The dual language two-way immersion (TWI) instructional model integrates native Spanish speakers with native English speakers for instruction in and through two languages: English and Spanish. The faculty and staff at the International Prep Academy are dedicated to creating a culturally and linguistically responsive learning environment that respects and embraces languages and cultures.

In a 50/50 dual language setting, students learn two languages as they learn the core academics. Dual language classrooms will have equal numbers of English speakers and Spanish speakers, and the students will be together for all or most of the school day. Instruction in Spanish and in English is divided evenly at all grade levels, and each language is used for a set period of time. The students themselves are models for their respective home languages and cultures.

Through a Spanish/English dual language program, students are unified through two languages and two cultures. The goals of the program are for students to become:

- Bilingual – speak in two languages
- Bicultural – embrace and navigate two cultures
- Biliterate – read and write in two languages

IPA currently also houses the District’s Newcomer Essentials program, which serves students in grades 4-8 who are learning English and may be catching up...
with academic basics. Students in this program come from very diverse circumstances and countries. IPA teachers work to develop relationships with these families and work to connect them to social service and other resource providers to make sure the students have everything they need to succeed in school.

TECHNOLOGY

Students use Internet-accessible computers, laptops, Chromebooks, and iPads to access web-based instructional programs, curriculum, and resources. Classrooms are equipped with SMART Boards, document cameras, and other devices.

VOLUNTEERING AND MENTORING OPPORTUNITIES

Family and community involvement is integral to the success of students at the International Prep Academy. Parents, teachers, and community members have opportunities to volunteer, mentor, and participate in shaping the vision and mission of the school. Stakeholders acknowledge and appreciate the wide range of ways parents can be involved in the school and the variety of ways parents can support student learning and well-being. Volunteers and mentors help cultivate language and cultural equity, which are the foundation of the International Prep Academy.

SCHOOL CLIMATE

Staff, students, parents, and volunteers are committed to ensuring that high standards of academics, language, and behavior are accessible to and attainable by all students within a safe, positive, and structured learning environment that encourages the social, emotional, linguistic, and academic development of all students.

ENRICHMENT OPPORTUNITIES

Challenging and enriching learning opportunities are provided to students through highly qualified teachers, specialists, parents, and community volunteers. The commitment to facilitating high-quality language learning and cultural appreciation is at the core of all instructional and enrichment activities at the International Prep Academy. As the school continues to grow, so too will the number and variety of enrichment opportunities for students.
Enrollment: 327

Kenwood Elementary School is the only Unit 4 school focusing specifically on computational thinking and coding on a school-wide basis, incorporating 21st Century tools and problem-solving skills into the core curriculum.

HISTORY

Kenwood Elementary School opened in 1963 with a structural expansion in 1964. The summer of 2014 kicked off a building remodel that included a new kindergarten wing, gymnasium, and school-wide upgrade. The remodel was completed in the fall of 2015. Kenwood sits on a 9-acre site, houses grades Kindergarten through Five, and is located at the intersection of Stratford Drive and Sheridan Drive in the Holiday Park Subdivision. Kenwood is one of two balanced calendar schools in the Champaign Unit 4 School District. A balanced calendar school features multi-week breaks following each nine-week quarter. Students have an approximate ten-week summer break and return to school in late July.

SCHOOL CHOICE THEME

Kenwood’s faculty and community committed to a new focus in 2013 as a Technology & Literacy for Community (TLC) school. All students learn computer coding and programming, have a solid focus on literacy, and engage the community as an active part of the school.

TECHNOLOGY

Through an immersive technology learning environment, Kenwood students will transcend simple usership to become digital producers, empowering themselves and others in their community through their critical thinking, academic and intellectual risk taking, collaboration, and refined sense of digital citizenship.

All Kenwood students (K-5) learn computer programing and coding, and technology is a mainstay in the classrooms. With a school-wide technology initiative, students have easy access to computers through the school computer lab, classroom computers, and through three laptop carts. Every classroom at Kenwood Elementary has an interactive SMART Board where students take advantage of hands-on learning opportunities. The computer lab houses 24 desktop computers for students to use on project-
based assignments and collaborative investigations. A strong and viable partnership with the University of Illinois works to assist in technology professional development for the Kenwood faculty as well as providing unique opportunities to Kenwood students and their families through onsite collaborative technology workshops.

MENTORING

Kenwood utilizes a one-on-one mentoring program that provides a student with an adult mentor. Adult mentors visit Kenwood for one hour a week to work with their student mentees. One goal of the program is to provide the students with positive role models who can assist them in making the correct choices in life.

SCHOOL CLIMATE

Kenwood uses the Positive Behavioral Interventions and Supports (PBIS) model. Children learn the school expectations (Be Respectful, Be Responsible, and Be Safe) on the first day of school. Those expectations are reinforced and reviewed with the children at the beginning of each quarter. A systematic approach of interventions supports positive behavior and student achievement. Parents and community members are encouraged to visit or to volunteer in the school and classrooms. You will find a warm and friendly staff eager to help you and your child.

SUPPORT PROGRAMS

- Gifted Program for grades 2-5
- Enrichment Program for identified students in grades 1-5
- Extended learning opportunities for eligible students
- A designated intervention block during each school day to provide additional academic support
- An interventionist is available to give students small group instruction and support

TUTORING

Kenwood has a variety of tutoring opportunities for students in all grade levels provided during the day and after school. Students receive additional support with Extended Learning opportunities funded through Title I (a Federal grant) or provided by community volunteers.

INTERSESSION

Intersessions consist of two, three-week breaks during the fall and spring. They have proven to provide both students and teachers an opportunity to explore out of school opportunities, and maintain their interest and focus on school.

PARENT - TEACHER ASSOCIATION

Kenwood PTA welcomes all families and encourages parents and guardians to get involved in the Kenwood family. Our PTA sponsors events such as the End-of-the-Year Carnival, Family Fishing Night, Spirit Week, Family Reading Night, and provides support to the faculty, staff, and students.
Enrollment: 429

“A Community for Learners” is the Robeson Elementary School theme. Students learn about communities as a part of an integrated curriculum approach through activities and focus topics. Students also experience a sense of community and talk about how people contribute to building a strong community. The Peace Builders philosophy encourages students’ efforts to take responsibility and recognizes each individual’s contributions to the community. Family involvement is emphasized in special evening events, such as Family Reading Night, Family Arts Night, Winter Concerts, and Math & Science Night.

HISTORY

Robeson School is located in southwest Champaign and is adjacent to the beautiful Robeson Park. Originally built in 1967, a $2.1 million renovation to the school was completed in August 2014. This renovation, including a new secured front entrance and administrative spaces, renovated classroom spaces, and a renovated library, has transformed Robeson into a true 21st Century learning environment and has ensured the school will continue to serve families for many years to come.

TECHNOLOGY

Students have access to computers and Wi-Fi Internet access throughout the school. Students in Kindergarten through second grade have access to iPads daily as well as Chromebooks in the classroom. Every third, fourth, and fifth grade student at Robeson has an individually assigned Chromebook that they use throughout the school day. All instructional spaces have interactive SMART Boards and document cameras.

Another unique and exciting offering at Robeson is our Spatial-Temporal (ST) Math program. ST Math is the leading program in visual math instruction and represents the highest quality and most effective blended learning math solution in K-12 education.

Created by the MIND Research Institute, a non-profit organization, ST Math is game-based instructional software for our Kindergarten through 5th Grade students and is designed to boost math comprehension, confidence, and proficiency through visual learning. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills. Every student at Robeson accesses
ST Math 60-90 minutes per week during the school day. Students are also able to access the software outside of school on any Internet-connected tablet or computer.

**PEACE BUILDER PROMISE**

I am a Robeson student. I am a Peace Builder. I promise to be safe, be respectful, and be responsible. I promise to build peace at school, at home, and in my community each day.

**MENTORING & VOLUNTEERING**

The C-U One-to-One Mentoring program is an excellent opportunity for community volunteers to train to be a mentor to one of the selected students. Mentoring is about building relationships of trust between a young person and an adult for the purpose of providing support, encouragement, and guidance. Mentors do indeed make a difference in the lives of young people.

Classroom volunteers are vital to student success here at Robeson. We average over 180 hours of in-school volunteer work each month. We welcome parents, community members, and college students to volunteer at Robeson. We can’t do it without YOU!

**TUTORING**

University of Illinois students serve as tutors in the America Counts program. The after school program, Kids Plus, holds a homework lab for students who participate in the Kids Plus program.

**SCHOOL CLIMATE**

The Robeson staff works hard to make all our students and their families feel welcome and to maintain a positive, supportive school environment. Students take pride in reciting the “Peace Builder Promise” each morning and in sharing it with their families and others. Each month begins with a school-wide assembly and students strive towards being recognized both individually and by class for meeting school expectations. Monthly incentives focus on celebrating community and sometimes include a service project.

**SUPPORT PROGRAMS**

- Interventionists focused on ensuring primary students are moving towards proficiency
- Extended learning opportunities for eligible students
- Student clubs and activities include: Band & Strings, Ukulele Club, Girls on the Run, and Running Club

**PARENT - TEACHER ASSOCIATION**

The Robeson PTA invites all families to join in building the best school possible for our children. The PTA sponsors many activities and opportunities including assemblies, Fall Festival, Family Reading Night, Family Science Night, Spanish Club, Robeson Workout Club, and Student Fun Day. PTA representatives also conduct fundraising events, serve on school committees, participate in Building Council, and much more.

**ENRICHMENT FOR ALL**

Robeson’s enrichment program serves all students, Kindergarten through fifth grade, and is based mostly around Project-Based Learning (PBL) units aligned to standards and essential competencies students will need to be successful. PBL units inspire kids to become doers, applying their learning in ways that make a difference. It’s this combination of learning and doing that builds relevance in what is being taught. When the learning is relevant, students are more engaged and invested in their learning. This approach also leads to more rigorous learning. Topics include Greek Mythology, coding, microscopic investigations, hydroponic garden system, insect research, force in motion, clean energy, and computational thinking.
Enrollment: 304

The South Side community nurtures the life-long learning and social/emotional development of our children through high expectations and mutual respect for all.

DAILY PLEDGE

“Today is a new day. A day that I will: promise to respect myself, others, and my school, learn all I can, practice patience and peace, and make good choices; a day that I will do my best.”

HISTORY

On January 24, 1923, the Champaign School Board signed a contract with the architectural firm of Ramey and Burgen to build a new school at the corner of Pine and John Streets in what was then southwest Champaign. The building was opened on October 9, 1924, and was considered so far on the outskirts of town that the newspaper articles announcing the open house printed instructions for finding the school. South Side was open most of the 1900s, and then closed in June 1982. It reopened in August 1989 and today it is a model school for family involvement and high curricular expectations.

MENTORING

South Side is proud to offer mentors to students in the 3rd, 4th, and 5th grades. Currently, South Side students have mentors from the C-U One-to-One mentoring program. Relationship building is at the core of mentoring which meets on the school grounds during the school day. Mentors follow their students through elementary school into middle school, and even on to high school. Students can be placed with mentors by teacher recommendation or parent request. Mentoring makes a difference in the lives of South Side students!

TUTORING

Tutors from the University of Illinois come to South Side weekly to tutor students in grades K-5. America Reads and America Counts are literacy and math programs that send us U of I students to assist South Side students.

MUSIC

At South Side, students explore the musical concepts of rhythm, melody, harmony, tone color, form, expression, and style through singing, playing instruments, movement, listening, composing, describing, and analyzing music. South Side musicians study musical cultures from America and
around the globe. Children have the opportunity to showcase their musical and dramatic skills each year through musical performances. Further opportunities exist for students to extend their musical learning through use of music technology stations to compose music and to explore music of other cultures. The Fine Arts and Enrichment Committee, comprised of school parents and teachers, brings special music assemblies and workshops to the school each year. South Side students also have the opportunity to be a part of the World Music Ensemble, which learns music and dances from around the world and performs at school and in the community.

PBIS

Positive Behavioral Interventions and Supports (PBIS) defines our school-wide discipline and management plan. It is a proactive, preventative, whole approach to achieving sustained improvement in the academic and social climate of elementary, middle, and high schools. PBIS has emerged from years of educational and applied behavior research. As a scientific approach, its successful implementation relies on the gathering and analysis of data to guide decision-making. Students strive to follow the “Big Four” of Be Safe, Be Kind, Be Respectful, and Be Ready. These universal behavioral expectations are defined, taught, modeled, and practiced throughout the school day. We believe a school-wide emphasis on positive behaviors and an attitude of tolerance and understanding will improve school climate and enrich the lives of those who are part of the South Side School community.

PARENT - TEACHER ASSOCIATION

South Side has a very active, involved PTA. Our PTA Fine Arts Enrichment Committee has provided the following activities: Artist in residence, South Side Studio Literary magazine, workshops, and many assemblies to develop appreciation of all areas of the fine arts. PTA also provides the Tim Stafford Academic Fund for teachers and promotes enrichment activities. PTA usually meets on the third Tuesday of the month. Beyond PTA, parents serve on some school committees, help with homework, assist with conflict resolution, and help out in the classrooms. South Side recognizes the importance of parental involvement and we encourage the involvement of all parents in any way they can contribute.

TECHNOLOGY

In each classroom, South Side has three to four computers with a PC platform, Internet access, and Hover Cams. In addition, the library and each grade level (1-5) has a dedicated class set of Chromebooks. Kindergarten has several iPads to use. Each classroom is also equipped with a SMART Board. A site-based technology team works throughout the year to upgrade and improve technology, as well as identify and implement exciting new technological resources! Our faculty strives to incorporate technology into every aspect of the curriculum. The technology team also conducts in-service training for faculty and staff on the new programs and equipment.

AFTER-SCHOOL ACTIVITIES

Through our partnership with our PTA as well as Kids Movement Arts, South Side offers many after-school activities in which our students may choose to participate. Some of these activities include World Languages, Kids Zumba Dance, Kung Fu, Knitting Club, and Musical Theater. These programs allow students to explore a variety of extra-curricular areas and develop skills from which they will benefit for years to come.
Enrollment: 495

Stratton Elementary is an exciting place where students, teachers, parents, and community come together to encourage student success through a magnet theme of The Arts, Leadership, and MicroSociety; Our purpose is to prepare each student to become a responsible contributor to our diverse and changing society, while fostering his or her creativity, self-worth, and problem solving skills.

HISTORY

Built in 1998, Stratton Elementary is named after Mr. Kenneth O. Stratton, Champaign Schools’ first African American Board Member.

MAGNET FOCUS: ARTS, LEADERSHIP, AND MICROSOCIETY®

At Stratton, teachers facilitate student learning through the project-based approach and MicroSociety® ventures. Students are involved in authentic, useful, and valuable experiences so they can blossom into leaders in our ever-changing global economy. This magnet focus brings real-world business ventures and government agency activities to life and prepares students to be discerning individuals as they move on to college and/or careers because the activities and experiences are long-lasting, genuine, and interwoven.

SPECIAL FEATURES

- School Uniform Dress Code
- Student-run City Council
- Active Stratton Family Alliance
- Carnival
- Family Reading Night
- Movie Night
- Game Night
- Walk-a-Thon
- Spring Picnic
- Teacher Appreciation
- Gifted Education Classes (Grades 2-5)
- School-Wide Enrichment
- Stephen Covey’s The Leader in Me Training
- Community Partnerships with:
  - WILL-Illinois Public Media
  - The IDEA Store
  - University of Illinois’ Business Council
  - Eastern Illinois Food Bank
ESSENTIAL ELEMENTS OF MICROSOCIETY®

- Students form business ventures. Some will be designed as privately owned and some as non-profit organizations.
- Students form and staff government agencies, including a court system, legislature, bank, and peace-keeping team.
- Students will engage in leadership training.
- Parent and community involvement is essential.
- Community partners such as the University of Illinois and local businesses infuse the program with real life experiences.

TECHNOLOGY

Every classroom at Stratton features a SMART Board which teachers incorporate into daily lessons. Students in grades 3-5 have access to their own laptops, while each grade level in the primary grades has their own class set of laptops. Teachers regularly use these laptops to support daily lessons.

AWARDS

- Rookie MicroSociety® School of the Year
- Battle of the Books Winner

MENTORS & VOLUNTEERS

In 2013, Stratton had over 2,000 hours of mentoring and volunteering. Clocking those hours were members of the Big Brothers Big Sisters Mentors, TALKS Mentors, C-U One-to-One Mentors, America Reads/America Counts Tutors, and a variety of parent volunteers.
Enrollment: 422

At Westview Elementary School, our staff members are dedicated to providing students with a safe and structured learning environment that fosters students’ love for learning and prepares all students for the next steps in their education. Our staff, students, and families recognize the importance of respecting and celebrating the differences within our diverse community. We are committed to working together to nurture students’ character and to create meaningful relationships with students, creating positive elementary school experiences. At Westview, we work together to set a solid academic foundation on which each student can build a successful future.

HISTORY

Westview Elementary School is located in central Champaign’s Clark Park neighborhood. The school opened in 1951 with 153 students and a PTA-sponsored half-day Kindergarten. Eight classrooms were added to the building in 1956. In 1957, our Special Education Program began. In 1977, the school became a K-5 school. In 1981, our Kindergarten program became a full-day program. In 1988, three large classrooms were added on the east side of the first floor. In 1999, Westview was selected as a site for the English as a Second Language Program. In May 2012, major renovations began and the students and staff relocated to the campus on Kirby Avenue for one school year. Westview re-opened its doors on Russell Street in August 2013 with six new classrooms and over seven million dollars in improvements to the facility. Throughout its history, Westview elementary has maintained a reputation we can be proud of.

SCHOOL CLIMATE

Our staff models and reinforces high expectations by creating classroom environments focused on mutual respect and learning. Faculty and staff demonstrate professionalism while working together to support students though our school-wide framework of Positive Behavioral Interventions and Supports (PBIS). Students are recognized daily, weekly, and monthly for their positive behavior.

We also recognize the importance of character education in developing students who are good citizens. Each month, the social curriculum focuses on a character trait that students learn about through presentations, lessons, and classroom dialogue. Themes are introduced in every classroom and include trustworthiness, respect, responsibility, fairness, caring, and citizenship. With an emphasis on respect for one’s self, other people, and property,
our entire school community understands that all of us have the right to be treated with respect and the responsibility to treat others with respect.

SCHOOLS OF CHOICE THEME

Westview’s school theme is "Communicating in the 21st Century." All students are given daily opportunities to use technology as a tool for regular communication with each other. Students begin their day by viewing live student news broadcasts on their classroom’s SMART Board and Front Row sound system. Our in-house TV station, WVOW TV, gives students the opportunity to showcase projects and activities from their classroom and share them with the entire school. Our 4th and 5th grade students provide the technical assistance in producing, directing, and editing the programs under the guidance of our enrichment teacher and other staff members. As the day progresses, students continue to use technology to communicate and retrieve information. Every student in 3rd, 4th, and 5th grade uses a Google Chromebook daily while researching, creating shared documents, presenting their work, and taking assessments. It is through regular practice that our students become skilled communicators, able to use modern tools to advance their leaning.

PAWS INTERVENTIONS

In addition to the reading curriculum implemented in the classrooms, all students receive targeted reading instruction four times a week for thirty minutes per session during PAWS (Promoting Achievement for Westview Students). Students who are below grade level work with a literacy interventionist in a small group to receive instruction on skill deficits specific to each student. Their progress is assessed every two weeks. New this year, students who are struggling in math receive targeted math interventions from a math interventionist during PAWS.

ENRICHMENT PROGRAM

Westview students in 2nd through 5th grade experience enriching instruction in a variety of ways. Our Enrichment teacher, in collaboration with other staff members, works with more students than ever before to provide rigorous, engaging instruction. All of our 5th grade students participate in co-taught Enrichment through project-based activities in science and social studies three times per week with classroom teachers and the Enrichment teacher.

In 2nd, 3rd, and 4th grades, one-third of the students in each grade level receive Enrichment from the Enrichment teacher 4 times per week during our PAWS block time (Promoting Achievement for Westview Students).

In addition, students in these grades who qualified for gifted programming receive small-group pull-out instruction once per week. Units for these grades cover the History of Math and delve into Algebra, Geography, Reading, and Writing. The Enrichment teacher uses the School-wide Enrichment Model and Team Challenges which focus on problem-solving. Students do a variety of projects that include research, Socratic Seminars, Close Writing, and using technology and creativity to express what they learn through multimedia.

We look forward to extending Enrichment opportunities to all of our students in 2nd through 5th grades in the years to come through co-taught units that extend core learning in several subjects.

Westview Elementary School
703 South Russell Street
Champaign, IL 61821
Phone: 217-351-3905
Early Start/End
Principal: Sean Morrison
Enrollment: 659

Edison Middle School is rich with tradition in the Champaign community.

We want to ensure high expectations are set, diversity is respected and honored, and the entire Edison community works cohesively with welcomed and valued input for our students’ success. Our ultimate goal is for Edison to be a school where current and future students will be academically challenged and developmentally enriched in an atmosphere that is socially equitable.

HISTORY

In 1914, Champaign High School was opened at 306 West Green Street. The school remained a high school until 1956. From 1956-1977, the building was known as Edison Junior High School. During the 1977-78 school year, Edison became a middle school. During the 2014-2015 school year, Edison celebrated its 100th anniversary with a community open house and student performances.

CURRICULUM OFFERINGS

The core middle school subject areas of math, reading, language arts, science, and social science are offered throughout the regular school day. Additional Encore opportunities in art, music, drama, and a STEM experience are also available to all students. World language opportunities specific to French and Spanish are offered to seventh and eighth graders. Advancement Via Individual Determination (AVID) is a support class intended to support and prepare students for more advanced course work.

MENTORING

Edison Middle School has an active mentoring program. Many people from the community volunteer time to spend with our students and share their experiences.

TECHNOLOGY

Edison Middle School is Internet accessible and computers are available for student use both in the classroom and in the computer labs.

AWARDS

- Association of Illinois Middle Schools Demonstration Site
- Award-winning band program
- Illinois Spotlight School
EXTRACURRICULAR ACTIVITIES

- National Junior Honor Society
- Student Council
- Jazz Band
- Leadership Academy
- Creative Writing Club
- Pom/Cheer Club
- Art Club

ATHLETICS

All of the Champaign Middle Schools offer the same interscholastic sport opportunities. Fundamental skill building, athleticism, training and sportsmanship are the key areas of focus. The aims and objectives of middle school athletics reflect the aim and objectives of the total school program. Available interscholastic middle school sports include:

- Boys Cross Country
- Girls Cross Country
- Baseball
- Boys Basketball
- Girls Basketball
- Girls Volleyball
- Wrestling
- Track

PARENT · TEACHER · STUDENT ASSOCIATION

The Edison PTSA is very active and welcomes participation by all parents, guardians, and families of Edison Middle School students. The PTSA:

- Promotes all school endeavors
- Sponsors fine arts club
- Coordinates volunteer efforts
- Sponsors dances
- Runs concessions at athletic events
- Sponsors PTSA mini grants for classroom activities
- Sells Edison Spirit wear
Enrollment: 645

HISTORY

Built in 1953, Franklin was opened as a junior high school at 817 North Harris Street. In 1982, it became Franklin Magnet Middle School with an emphasis on enhanced opportunities in math, science, and the performing arts. In 2004-05 after a new elementary feeder school plan was developed, Franklin was no longer designated as a “magnet” school. All three middle schools implemented a similar curriculum. Franklin now houses a culturally diverse population of over 600 students. Franklin is committed to excellence as evidenced by two national recognitions/awards: NASSP’s National Breakthrough Schools and Advancement Via Individual Determination (AVID) National Demonstration Site (since 2011). Franklin embraces and celebrates diversity while focusing on social equity and academic excellence for all. Franklin has a strong school spirit and “Knight Pride” is exuded in everything we do.

CURRICULUM OFFERINGS

The core middle school subject areas of math, reading, language arts, science, and social science are offered throughout the regular school day. Additional opportunities in art, music, drama, and a STEM lab experience are available to all students through Encore classes. Level I world language opportunities specific to French and Spanish are also offered. Advancement Via Individual Determination (AVID) is a class intended to accelerate students and prepare them for more advanced course work in high school, as well as prepare them for post-secondary opportunities. Additional support or enrichment is provided daily through a Flex period.

MENTORING

Champaign-Urbana One-to-One Mentoring is an esteem-building program that unites one mentor with one student. They meet for approximately 40 minutes a week during the school day on the school campus. This partnership allows students and mentors to talk, read together, play games, work out in the gym, and participate in other activities to build and increase self esteem.

Other mentoring programs include the TALKS Mentoring Program, Sankofa Pride, Man-Up, YWA (Young Women Aware), and Lead 4 Life.
TECHNOLOGY

All classrooms and the library at Franklin Middle School have computers with Internet access. Franklin also houses an instructional computer lab and a STEM research lab. Both labs are available for individual student use and the integration of technology into the curriculum by classroom teachers. All classrooms are equipped with LED projectors, SMART Board technology, and Document Cameras. Each academic team at Franklin has a set of 30 Chromebooks and charging carts. Franklin’s overall technology mission is to become a Tech 1:1 school, where each student has an individual laptop or other device at their fingertips daily.

EXTRACURRICULAR ACTIVITIES

- Illinois Math & Science Academy (IMSA)
- Student Council
- Jazz Band
- Principals’ Scholars
- National Junior Honor Society
- Interscholastic Sports
- Gamers Club
- Lego Robotics Team
- Cheer Club
- Golf Club
- Art Club
- Choir
- Drama Club
- Science Olympiad
- Scholastic Bowl
- Math Counts
- Step Team
- Cheer Club
- Debate Club
- Computer Programming Code-Academy
- Homework Club
- Speech Team
- Writers Academy
- Sign Language Club
Enrollment: 705

In partnership with our parents and community, we are committed to connecting students to their future through academic excellence, developmental responsiveness, and social equity.

HISTORY

Jefferson Middle School is located on a 40-acre tract of land at Sangamon Street and Crescent Drive in Champaign, Illinois. Built in 1960 as a junior high school, Jefferson changed to a middle school during the 1977-78 school year. Recently, Jefferson has received building upgrades to improve the school’s energy efficiency, including new windows and a geothermal heating and cooling system.

CURRICULUM OFFERINGS

The core middle school subject areas of math, reading, language arts, science, and social science are offered throughout the regular school day. Additional Encore opportunities in art, music, drama, and a STEM experience are also available to all students. World language opportunities specific to French and Spanish are offered to seventh and eighth graders. AVID (Advancement Via Individual Determination) is a system of support intended to accelerate average ability students and prepare them for more advanced coursework. ESL/ELL classes are also offered to students who might benefit from support as they learn English as a second language.

MENTORING

Jefferson has implemented a varied and extensive mentoring program. Meeting with students once a week during the school day, adults serve as role models, encouragers, and friends. Among our mentors are workers, business professionals, parents, college students, grandparents, staff within our own building, and retirees. Mentors are a diverse group of people who are successful in life and willing to share their time and experiences with our students.

TUTORING

Tutors from different organizations throughout the community are utilized to help students attain academic success. University of Illinois Vis-à-vis students and volunteers from the America Reads/America Counts Program provide one-on-one tutoring assistance.
TECHNOLOGY

High-speed Internet access is currently available in each classroom. Two computer labs and six mobile computer carts provide a hands-on environment for students to learn to create rich documents, multimedia presentations, research, and basic websites. Students are encouraged to work with technology in small groups, problem solve, present, and participate in peer review of projects.

EXTRACURRICULAR ACTIVITIES

- After School Choir
- After-School Tutoring Time
- Archery Club
- Art Club
- Builder’s Club
- Chess Club
- C-U One-to-One Mentoring
- Drama Club
- Fellowship of Christian Athletes
- Gay-Straight Alliance
- Golden Jaguar Book Club
- Green Team
- International Club
- Jazz Band
- Lead 4 Life
- Math Counts
- Mo Betta Music
- National Junior Honor Society
- Orchestra
- PE Intramurals
- Scholastic Bowl
- Science Olympiad
- Spring Musical
- Student Council
- Tap-In Leadership After-School Program
- Yearbook Club

READING AND MATH INTERVENTION

Jefferson Middle School offers additional reading and math intervention to students not yet meeting academic standards. The class provides daily attention to skill development essential to being successful in middle school classes.

ENRICHMENT OPPORTUNITIES

Jefferson offers enrichment opportunities during the regular school day as well as after school for interested students. Honors Reading, Honors Math, and Level I French and Spanish are offered.

PARENT - TEACHER - STUDENT ASSOCIATION

The mission of the Jefferson PTSA is to provide support to the school’s administrators and staff to ensure that all the students who attend Jefferson receive the finest in middle level education. Educational aids and enrichment programs are among a few of the items the PTSA provides to enhance the educational opportunities for all students. In addition, parents are encouraged to take an active role in their child’s middle school education.

PTSA members also serve on school committees such as Building Council and Eighth Grade Recognition Ceremony. Parents volunteer as tutors, mentors, and aid teachers by copying and collating materials for classroom use.

ACADEMIC SUPPORT

Jefferson students are encouraged to take advantage of the additional support offered to students during the day and after school. Many teachers will invite students to join them for lunch periodically to retake a test or make up some missing work. Homework Club meets twice a week for students to work on homework in a supervised environment.

ATHLETICS

All of the Champaign middle schools offer the same interscholastic sports opportunities. Fundamental skill building, conditioning, team building, training, and sportsmanship are the key areas of focus.

Jefferson Middle School
1115 S. Crescent Drive
Champaign, IL 61821
Phone: 217-351-3790
Bell Schedule: 7:50 a.m. to 2:35 p.m.
Principal: Angi Franklin
Centennial High School is one of two flagship high schools in the Champaign Unit 4 School District. Centennial opened its doors in 1967 and is home to the Chargers. Centennial hosts the District's high school athletic complex and the legendary Tommy Stewart Field. Dedicated faculty and a dynamic student body make Centennial an excellent place for young people to explore new ideas and engage in their learning.

Both Unit 4 high schools offer a full range of services and rigorous course offerings. Students enroll in Academic and Honors level courses in the core disciplines. Unit 4 high school students also have access to 20 Advanced Placement® (AP®) courses as well as dual credit course options to allow students to receive credit for college-level general education courses while still in high school. Elective programming in Fine Arts, Music, World Languages, and other disciplines is designed to help students develop the multiple literacies needed in our increasingly complex society. The new Computer Science course of study includes five courses including AP® Computer Science, and provides students with the foundational skills for 21st century careers.

Students at both high schools have access to College & Career Centers and counselors at their respective schools to help formulate their plans for success after graduation.

**OUR GRADUATES**
- More than $7.5 million in scholarships were awarded to the Class of 2015.
- More than 300 students have scored 30 or higher on the ACT over the past four years.
- Students accepted at top universities, community colleges, trade programs, and the armed forces.

**STUDENT ORGANIZATIONS & ATHLETICS**
Centennial students engage in a number of service organizations, clubs, and athletics outside the classroom including:
- 19 IHSA Athletic Teams
- African-American Culture Club
- Archery Club
- Centennial Playmakers
- Centinal Newspaper
- Choose Kindness Organization
- Dance Marathon
- French Club
- Interact Club
- National Honor Society

913 S. Crescent Drive  
Champaign, IL 61821  
Phone: 217-351-3951  
Bell Schedule: 8:10 a.m. to 3:18 p.m.  
Principal: Greg Johnson
Central High School was established in 1867 and is the District's original comprehensive high school, located in the heart of downtown Champaign. The Central Maroons have a longstanding tradition of both academic and athletic excellence, with a vibrant student population and an alumni network deeply rooted in the community.

Both Unit 4 high schools offer a full range of services and rigorous course offerings. Students enroll in Academic and Honors level courses in the core disciplines. Unit 4 high school students also have access to 20 Advanced Placement® (AP®) courses as well as dual credit course options to allow students to receive credit for college-level general education courses while still in high school. Elective programming in Fine Arts, Music, World Languages, and other disciplines is designed to help students develop the multiple literacies needed in our increasingly complex society. The new Computer Science course of study includes five courses including AP® Computer Science, and provides students with the foundational skills for 21st century careers.

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- Students accepted at top universities, community colleges, trade programs, and the armed forces.

STUDENT ORGANIZATIONS & ATHLETICS
Central students engage in a number of service organizations, clubs, and athletics outside the classroom including:
- 19 IHSA Athletic Teams
- African-American Club
- Chronicle Newspaper
- Drama
- German Honor Society
- Interact Club
- Jazz Band
- Key Club
- Madrigals
- National Honor Society
- Scholastic Bowl
- Science Olympiad

610 W. University Avenue
Champaign, IL 61820
Phone: 217-351-3911
Bell Schedule: 8:05 a.m. to 3:20 p.m.
Principal: Joe Williams
WHAT IS NOVAK ACADEMY?

Novak Academy is an alternative, project-based classroom setting for high school students. Students attend 3 ½ classes during five, 7-week semesters (or sessions) a year.

Students move at a fast pace through the curriculum and are given the opportunity to earn credits using the APEX online curriculum and/or direct instruction.

WHO IS ELIGIBLE TO ATTEND NOVAK ACADEMY?

Students who have completed their first year of high school and have been an active Central/Centennial student for at least one semester are eligible to attend. Students must have no severe physical and/or behavioral discipline referrals or out of school suspensions during the previous semester.

HOW DOES A STUDENT GET INTO NOVAK ACADEMY?

Teachers and Guidance Counselors may recommend Novak to students who might be in need of a different learning environment. Students must then speak with their Guidance Counselors at Central or Centennial to get an application and start the application process.

WHO NEEDS NOVAK ACADEMY?

- Students who may not be fitting into the “big school” environment.
- Students who need smaller classrooms and student-teacher ratio.

NOVAK ACADEMY IS NOT...

The R.E.A.D.Y Program, ACTIONS (an alternative to suspension program), or a “behavior school.”

NOVAK ACADEMY IS...

- Culturally Responsive
- Project-Based
- Individually Oriented

DISTRICT GRADUATION REQUIREMENTS

Students are required to complete 22 Credits, including the following:

- English: 4.0 Credits
- Social Science: 3.0 Credits
- Mathematics: 3.0 Credits
- Science: 2.0 Credits
- Physical Education: 3.5 Credits
- Health: 0.5 Credits
- Consumer Education: 0.5 Credits
- Electives: 5.5 Credits
- Safety: 0.5 Credits

815 N. Randolph Street
Champaign, IL 61820
Phone: 217-352-4328
Bell Schedule: 7:50 a.m. to 3:18 p.m.
Program Administrator: Tony Maltbia
### COURSE OFFERINGS
(Class of 2019 and beyond)

*Note: This listing does not include NCAA approved core courses or Honors designations. For more information, see the High School Curriculum Handbook*

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<td>Music Survey</td>
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<td>Reflections</td>
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<td>French III</td>
<td>German 102 (Dual Credit)</td>
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<td>French IV</td>
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<tr>
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STUDENTS

ATTENDANCE – Schools of Choice Seat Assignment

The District shall assign elementary and middle school students using the Champaign Schools of Choice Program based on the following parameters. This student assignment system allows all families to access the diverse program offerings across the District and promotes diversity within our schools.

- Choice eliminates the need to continually redraw boundaries due to changes in the housing patterns throughout the District.
- Choice offers parents and students an assurance that once students are enrolled in a school, they may remain in that school through the highest grade available.
- Choice promotes academic excellence in all schools.
- Choice reduces the need for involuntary bussing and promotes Socio-economic (SES) diversity in the schools.
- Choice allows the District to monitor class size at each building.

Parents/guardians shall indicate, in rank order, their top five (5) different choices for each of their children’s elementary school assignments. Parents are encouraged to rank all 11 elementary schools in order of their preference to ensure their student is assigned a seat as soon as possible prior to the start of school. Ranking fewer than five schools will significantly increase a student’s chances of becoming unassigned to a school following the initial school assignment results. The availability of seat assignments decreases significantly closer to the start of school, and all parents are encouraged to register their student during the designated registration period to take full advantage of the Choice program.

As student assignments are being made, the following criteria shall be utilized:

1. **Projected District-Wide School Enrollments** – The Superintendent will make an annual determination as to the number of students who can be assigned at each grade in each school of choice. This annual determination will be based on the projected District-wide enrollment of each grade, the average class size at each grade, and the number of enrollment strands that can be accommodated in each school. This determination will include programmatic needs (i.e. ESL/bilingual education and special education/IEP).

2. **Siblings** – Preference will be given first to siblings, foster children, and minors residing in the same residence with their guardian.

3. **Proximity** -- Every student has a proximity school. For many families it is a school or schools within 1.5 miles of their home. If a student does not live within 1.5 miles of an elementary school, they will be given proximity to their designated closest school as determined by the District’s transportation system. Proximity is applied to the applicant’s first choice only.
4. Socioeconomic Status Guidelines - Socioeconomic Status (SES) is determined by a student’s eligibility for free and reduced price food services. Eligibility shall be determined by the income eligibility guidelines and family-size income standards set annually by the U.S. Secretary of Agriculture and distributed by the Illinois State Board of Education. The current District poverty rate, or percentage of low-SES students, plus or minus 15% is used as a guide when assigning students to elementary schools.

5. Exceptions – Exceptions to the SES guidelines may be authorized by the Superintendent on a case-by-case basis for good cause.

Seat assignments will be held for the first five student attendance days of each school year. Families who intend to utilize the assigned seat at the chosen school must have their child(ren) enrolled and in attendance by the specified date. Failure to notify the administrators of the applicable schools prior to the end of the aforesaid five (5) school day period will result in the loss of seats in chosen schools. Open seats after said five (5) day period will be reassigned to students on the waiting list in accordance with the above guidelines.

Those families who have been recognized by the District to have extenuating circumstances (i.e., family emergency, educational sabbatical, temporary job assignment) preventing student attendance for any academic year must inform the administration at the chosen schools if student(s) will be absent from their chosen school(s) and if they plan for the student(s) in their family to return to the District in the following year. Assignments held for extenuating circumstances will be reserved for a maximum of one (1) year.

Unassigned Students

In the event that a family does not receive any of its choices, the following steps will be implemented:

1. The Family Information Center will contact the parent/guardian by phone and send a follow-up letter.
2. The Family Information Center staff will present the family with a list of schools that have available seats based on the criteria above.
3. Parents will then be requested to make a selection from the list of available seats. The District does not assign students without the consent of the parents.
4. Applicants who do not receive an assignment to any of their choices will be placed on the wait lists for all of their ranked school selections. Applicants will be placed on the computer-generated wait list according to the criteria listed above. This method will place all applicants with siblings at the top of the wait list, followed by the applicants with proximity, taking into account SES guidelines, and then the applicants without priority to the school.
5. Upon parent’s acceptance of a seat in their second, third, fourth, or fifth choice school, the student will remain on the waiting list for their first choice school only. If offered a seat at a ranked school other than the parent’s first choice and declined, the student will be removed from that school’s wait list.
KINDERGARTEN REGISTRATION

Kindergarten registration will be conducted between the months of January and March at the Family Information Center in accordance with applicable District Policies.

MAGNET REGISTRATION FOR KG-5

Registration for Magnet Schools KG-5 will be held between the months of January and March. Students will be selected for Magnet Schools KG-5 based on the same criteria used for the regular computer assigned lottery.

NEW STUDENT/TRANSFER (Students entering grades 1-5)

The student transfer period for the following school year will be held annually during the month of May. These transfer assignments will be made once programmatic needs have been met. Failure to request a new school assignment during the transfer period will result in the student remaining at their current school for the subsequent academic year.

Transfer requests made for the following school year must be made during the new student/transfer period. Siblings will be given priority for placement prior to the new student/transfer lottery. The computer assignment process is based on seating availability and Schools of Choice guidelines. Families who do not receive their first choice school during the computer assignment process will have their student placed on a waiting list for that school.

“Same School Year” Transfers will be processed in accordance with the Schools of Choice assignment policy on a first come first served basis at the Family Information Center.

New students who transfer to the District must enroll in the assigned school for the assigned seat within three (3) days after notification of such assignment by the Family Information Center.

If students have a change of address during the school year, parents may request a transfer for such students to a different school which has available seats or such students may remain in the same schools.

WAITING LIST

Applicants will be placed on the computer-generated wait list according to the criteria listed above. This method will place all applicants with siblings at the top of the wait list, followed by the applicants with proximity, taking into account SES guidelines, and then the applicants without priority to the school.

The waiting list will remain in effect until the last scheduled attendance day of the first semester.

Exceptions to these guidelines may be authorized by the Superintendent on a case-by-case basis for good cause. When students on the waiting list are offered a seat, their parents or guardians must notify the Family Information Center within 24 hours if the student will take the available seat.
FINAL ASSIGNMENT DECISION

If families have procedural concerns about the assignment process, they may complete a Review of Choice Assignment form at the Family Information Center, which must be forwarded to the four (4) member Review Panel for consideration. The Review Panel will be composed of two (2) Champaign School District Administrators and two (2) community representatives from the Schools of Choice Committee. The Review Panel will review procedural concerns which are presented and render decisions in accordance with District policy by majority vote of those present. The Review Panel will act upon all review requests within ten (10) working days. In the event no majority opinion is rendered, decisions will be made by the Central Office Administrator overseeing Schools of Choice. An appeal of the Central Office Administrator overseeing Schools of Choice decision may be made to the Assistant Superintendent of Achievement and Curriculum and Instruction within five (5) working days of receipt of a decision. An appeal of the decision of the Assistant Superintendent of Achievement and Curriculum and Instruction may be made to the Superintendent within three working days of receipt of a decision. The Superintendent’s decision on such matters shall be final.

Nonprocedural concerns must be addressed through the District's complaint process (500.17/R).

STUDENT WITHDRAWALS

Principals (or their designee) shall notify the Family Information Center of student withdrawals within 24 hours of the school’s confirmation that students have left the District.

STUDENTS WHO RECEIVE SPECIAL EDUCATION SERVICES

1. The Special Education administrative staff will provide information necessary so that parents of students who receive Special Education services make informed decisions when requesting to have children transferred to another school.
2. If a student who receives Special Education services can only receive the required services in one school due to programmatic needs, the student shall be pre-assigned to that school, in accordance with the Special Education administrative staff’s recommendation for services.
3. If documented Special Education services indicate that a student who receives Special Education services should not be transferred into any school that the student’s parents have selected, the Special Education administrative staff and the Family Information Center administrative staff shall notify the student’s parent of this determination.

STUDENTS WHO RECEIVE ESL/BILINGUAL SERVICES

1. The ESL/bilingual education administrative staff will provide information necessary so that parents of students who receive ESL/bilingual education services make informed decisions when requesting to have children transferred to another school.
2. If a student who receives ESL/bilingual education services can only receive the required services in one school due to programmatic needs, the student shall be pre-assigned to that school, in accordance with the ESL/bilingual education administrative staff’s recommendation for services.
3. If documented ESL/bilingual education services indicate that a student who receives ESL/bilingual education services should not be transferred into any school that the student’s parents have selected, the ESL/bilingual administrative staff and the Family Information Center administrative staff shall notify the student’s parent of this determination.
SCHOOLS OF CHOICE SEAT ASSIGNMENT – ELEMENTARY “CLUSTERS”  
(GRADE 6 THROUGH 8)

Middle School children will be assigned to schools based on the District’s cluster model. Any Middle School students new to the District will be assigned based on seat availability and the Schools of Choice guidelines.

The District shall assign students entering Kindergarten for and following the 2015-16 school year to its three middle schools as follows:

Elementary “Cluster” Groups
- Edison: Carrie Busey, South Side, Bottenfield, and International Prep Academy
- Franklin: Dr. Howard, Garden Hills, Barkstall, and Booker T. Washington

Stratton Elementary School and Booker T. Washington  The following paragraph shall apply only to students entering Kindergarten prior to the 2015-16 school year. Students entering Kindergarten for and following the 2015-16 school year will be assigned pursuant to the cluster model as outlined above. Based on seat availability parents of students attending Stratton and Booker T. Washington will be allowed to rank their preference for their child’s middle school based on (SES), sibling preference, ESL/bilingual and special education program/IEP needs. A computer assignment process will be utilized to make Stratton and Booker T. Washington students’ middle school assignments. Parents will indicate their first, second, and third choices.

1. Projected District–Wide School Enrollments – The Superintendent will make an annual determination as to the number of students who can be assigned at each grade level in each middle school. This annual determination will be based on the projected District-wide enrollment of each grade and the average class size at each grade. This determination will include programmatic needs such as bilingual/ESL and special education/IEP.

2. Socioeconomic Status Guidelines (SES) – Socioeconomic Status (SES) is determined by a student’s eligibility for free and reduced price food services. Eligibility shall be determined by the income eligibility guidelines and family-size income standards set annually by the U.S. Secretary of Agriculture and distributed by the Illinois State Board of Education. The current District poverty rate, or percentage of low-SES students, plus or minus 10% is used as a guide when assigning students to elementary schools.

3. Siblings – Preference will be given to siblings, foster children, and minors residing in the same residence with their guardian. Older siblings may not be automatically assigned to the cluster middle school where an incoming sixth grader is assigned. In all cases for sixth grade sibling transfers, the older sibling must be in attendance during the school year for which the sixth grade transfer request is made.

4. Exceptions – Exceptions to the SES guidelines may be authorized by the Superintendent on a case-by-case basis for good cause.
International Prep Academy Students attending the International Prep Academy prior to the 2015-16 school year shall be assigned to Edison Middle School.

STUDENTS WHO RECEIVE SPECIAL EDUCATION SERVICES

1. The Special Education administrative staff will provide information necessary so that parents of students who receive Special Education services make informed decisions when requesting to have children transferred to another school.
2. If a student who receives Special Education services can only receive the required services in one school due to programmatic needs, the student shall be pre-assigned to that school, in accordance with the Special Education administrative staff’s recommendation for services.
3. If documented Special Education services indicate that a student who receives Special Education services should not be transferred into any school that the student’s parents have selected, the Special Education administrative staff and the Family Information Center administrative staff shall notify the student’s parent of this determination.

STUDENTS WHO RECEIVE ESL/BILINGUAL SERVICES

1. The ESL/bilingual education administrative staff will provide information necessary so that parents of students who receive ESL/bilingual education services make informed decisions when requesting to have children transferred to another school.
2. If documented ESL/bilingual education services indicate that a student who receives ESL/bilingual education services should not be transferred into any school that the student’s parents have selected, the ESL/bilingual administrative staff and the Family Information Center administrative staff shall notify the student’s parent of this determination.

NEW STUDENT/TRANSFER (Students entering grades 6-8)

The student transfer period for the following school year will be held annually during the month of May. These transfer assignments will be made once programmatic needs have been met. Failure to request a new school assignment during the transfer period will result in the student remaining at their current school for the subsequent academic year.

Transfer requests made for the following school year must be made during the new student/transfer period. The lottery computer assignment is based on seating availability and Schools of Choice guidelines. Families who do not receive their first choice school during the computer assignment will have their student placed on a waiting list for that school.

“Same School Year” Transfers will be processed in accordance with the Schools of Choice assignment policy on a first come first served basis at the Family Information Center.

New students who transfer to the District must enroll in the assigned school for the assigned seat within three (3) days after notification of such assignment by the Family Information Center.
If students have a change of address during the school year, parents may request a transfer for such students to a different school which has available seats or such students may remain in the same schools.

WAITING LIST

The waiting list will remain in effect until the last scheduled attendance day of the first semester. When students on the waiting list are offered a seat, their parents or guardians must notify the Family Information Center within 24 hours if the student will take the available seat.

Final Assignment Decision

If families have procedural concerns about the assignment process, they may complete a Review of Choice Assignment form at the Family Information Center, which must be forwarded to the four (4) member Review Panel for consideration. The Review Panel will be composed of two (2) Champaign School District Administrators and two (2) community representatives from the Schools of Choice Committee. The Review Panel will review procedural concerns which are presented and render decisions in accordance with District policy by majority vote of those present. The Review Panel will act upon all review requests within ten (10) working days. In the event no majority opinion is rendered, decisions will be made by the Central Office Administrator overseeing Schools of Choice. An appeal of the decision may be made to the Assistant Superintendent of Achievement and Curriculum and Instruction within five (5) working days of receipt of a decision. An appeal of the decision of the Deputy Assistant Superintendent of Achievement and Curriculum and Instruction may be made to the Superintendent within three working days of receipt of a decision. The Superintendent’s decision on such matters shall be final.

Nonprocedural concerns must be addressed through the District's complaint process (500.17/R).

Approved November 10, 2014