

STAKEHOLDER FEEDBACK: PROPOSED BUILDING CLOSINGS FOR 2023-24

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QUESTION 1: REFLECT ON YOUR EXPERIENCES WITH THE SCHOOLS PROPOSED FOR CLOSURE. HOW HAVE THESE SCHOOLS IMPACTED YOUR LIFE AND YOUR COMMUNITY?

THEMES IDENTIFIED BY ARTIFICIAL INTELLIGENCE ANALYSIS:

- Exceptionally dedicated instructors nurtured scholastic achievement and engendered wholesome atmospheres conducive to holistic advancement
- Intimate cohesion flourished among scholars, forming lifelong kinship bonds
- Specialized courses and rigorous disciplinary regimes yielded stellar performances, earning reputations synonymous with prestige
- Socially conscious entities embedded themselves deeply within adjacent districts, serving as anchoring forces for impoverished populaces
- Multi-generational legacies cemented lasting impressions, transcending mere edifices and extending familial roots beyond temporal bounds

ALL COMMENTS TRANSCRIBED FROM STAKEHOLDER DIALOGUE NOTES:

- Top notch teachers who want students to succeed – welcoming, intervention for high achievers, no boredom
- 26 years – all children have attended education is strong, help all kids
- Park & Bostic – concerns @ future closures
- friend group, learned new language
- Bostic child, - no longer on iep
- what are siblings odds of Bostic if family members in district, hope to understand impact for community
- Two grandchildren, grandchild amazing place (Cleveland)
- Cleveland students excel held to high standard & the people there are supportive and like family
- Bad experience at another school, moved to Cleveland and has excelled
- Attended Cleveland, daughter attends , students held to high standard, safe school for students
- Magnet School is a top priority, the performance of magnet schools top other schools
- Staff at Cleveland has great reputation
- Relationships with students

- Relationships with families – generational connections
- Staff connections
- Genuine & exceptional teachers – phenomenal staff
- Smaller classes – attentive to student needs
- Committed teachers
- Welcoming teachers & school environment
- Feels like family
- Relationships with children
- First year teaching at school
- Great growth opportunity
- Strong personal history with Cleaveland there when it started and when it possibly ends
- Child was kept safe when it was COVID
- Pure magnet = every child wants to be there
- 4th grade student – prior to this year attended Catholic school but came to Cleaveland for gifted services last year. Mom trusted Cleaveland to care for her and kept her safe. Provided a place where she could grow academically.
- Worked for 20 years in the schools that serve a demographic near + dear to her heart
- Serve AVID. Here to support people who are directly impacted
- First year teacher and has made a lot of connections with students, staff and its hard to think that we won't get to see them
- School was close
- 4th school for her kid
- Not enough Spanish speaking
- She thought Magnet Schools picked their own Teachers
- No Magnet Schools on South side
- What's the real reason we are closing?
- It feels like our choice is taken away..."we are forced to make certain choices"
- Whole family has gone to Payne. We could assure our son he would be okay.
- My son is "freaking out/terrified to go to new school."
- I like the smaller school/class sizes.
- I am invested in my school and families.
- My son loves all the kids at Payne.
- "This school is my Life"
- Foster child in 1994 – went to Cleaveland and family has gone since they were kids, too
- PreK not available so declining enrollment confusing
- Teachers were impactful during covid, every staff is important (from janitor to art teacher)
- Grew up with over-stuffed class so know how that experience is on learning
- Have tried other schools "but not Cleaveland"
- I am fighting for my kids, teachers, families..."the neighborhood"
- We have fundraised for things for school-seems a waste
- Frustrated that problem wasn't addressed a couple years ago
- We wanted opportunity for a small magnet – 2 teachers per grade level
- We wanted schools with "amazing teachers"
- Teachers who know my kids/family
- Heartbreaking and blindsided to see our school on the list
- How have these schools impacted your life and your community in the past?
- I've put 8 kids through school at Payne it's a school you can trust – Teacher, staff, small school – lots of attention – 2020 was hard for current student daughter while in kindergarten. Now we must go through this again – having another transition after one already difficult in 2020 then have peers they can trust
- We share similar thoughts but the wife speaks we lived in neighborhood of Cleaveland. My youngest brother went and only school where not bullied small school meant more staff would have eyes on him – especially as severely artistic. Found a few nights ago my dad chose a house because the school was there
- 20 years in the district 11 @ Cleaveland where I found passion for mixed abilities kids – including easier transition to middle school (2020 – not a teacher)
- Husband his sister and brother went to Cleaveland and we put our daughter there (2020 not a teacher) It was tremendous for us because of
- We were not at Cleaveland but we applied Great teacher. Biggest fear is kids won't get the attention they get now. It breaks my heart that they close thought about closing Cleaveland afraid of Kelly as a school
- What about other buildings you are not using. I graduated from West but didn't go to Payne. Nephew has IEP for ADHD. Even at home he is over stimulated. Over crowding doesn't help with mental disabilities, kids have feelings too. I don't see why kids have to pay the price

- Two of my grandkids go to Payne. Last summer he went to PreK at Kelly every day. Hard to hear him say “I didn’t want to go to that school ever! At Payne, I asked if he liked his school. He said, “Yes”. That’s “my school” – excitedly. Teachers will call you when kids misbehave. When I get a call I left my doctor’s appt and go see what’s wrong. Don’t want to send him to a school he will hate and won’t get help he needs. I think USD259 is making a mistake. There is one person who loves him so much at the school
- IT'S ABOUT THE CONNECTIONS AT THE SCHOOL WHERE WE ARE
- Learning and growing
- Making connections
- Our campus (place) community (people) is the Nexus for our neighborhood. This is a safe place for kids
- Partnership with Park for 18 yrs. Our families know we love them – We have supported so many tangible needs-clothing, providing a place for student programs, even providing flowers for the funerals of our families loved ones.
- Our Partnerships with Park and its staff – the love they have for students is palpable
- (we used 1 full box of Kleenex for this question)
- Here to listen to support for the surrounding community
- 24 years at Park
- We have wonderful community; our partnerships are so valuable to help us meet needs of our students
- We have a multi-generational community
- My Grandma & my Mom & I went to Park. My kids go there now. A new school is NOT the same because we are a Family. My heart is broken!
- I was so broken as a teaching professional. Returning to Park has been a place of healing. Park is home.
- Proud of her story as an educator to see it go away breaks her heart!
- Personal story of who she is and why she does what she does! An educator!
- Continuity, closeness, and relationships built in the community. Especially as a first gen!
- It’s family, it’s close & easy to access! First year @ the building & already feeling connected.
- Staff support due to their commitment to the school!
- Relationships at Park are strong, welcoming, inviting.
- Staff know history of families.
- Generational family
- Smaller class sizes
- Got to school for love
- Homeless
- Hotels
- Staff know kids.
- Know everyone by names.
- Moved to these areas because of the small school atmosphere.
- Drop off/Pickup comfort.
- Not just going to school but going “home”
- Park is like a family; we know our kids are loved.
- Easy transition from pre-K to kindergarten.
- Familiar with the school for many, many years
- Two-way communication between home & school
- The students feel important.
- Students feel comfortable with staff & support staff when they have an issue.
- Consistent friends
- Weary about starting over (Hadley) -fantastic staff.
- Son has done so well at Hadley.
- Supportive staff
- Needs MRT
- Teachers go out of their way.
- Unconditional love and acceptance for kids-safe environment ► Park family ► “Why” Unique dynamic of staff & families
- History going to school at Park.
- A lot of businesses have been shut down in the area, the school is all that is left. Park Is home for our kids. My plan was to retire to Park.
- Friends—Will I see my friends?
- Stability—Park=family
- Park has more than 300 students.
- Teachers and staff members, staff will get fired in a year—grandma works at Park.
- Parks is a Spanish speaking community, newcomer program (2+
- Classrooms full of newcomers)

- Park is a historical building.
- Is this a cover up for the negligence to take care of the building in the past?
- Isn't there other schools without designated gym?
- Students are sad.
- Pizza on Fridays
- Going to park since Pre—K, and now in the 4th grade, loving your school family and not wanting to go to a different school.
- All day Pre-K for parents who work all day.
- Develop mentally delayed at pre-k level.
- Park deals well with issues.
- Fire dept. egg drop in the 5th grade.
- Going to Park since pre-k and now in the 4th grade, loving your school family and not wanting to go to a different school.
- Buses to the zoo.
- Boundary lines
- Latch key- only available a certain school what are plans to expand latch key?
- What's going to happen to closed buildings
- Lifelong usage of neighborhood schools- those that come after, what's going to happen? Generations of student have come through.
- Equity?-closing a magnet that's also a neighborhood school
- Over capacity @ other schools (receiving schools)
- Radical change for students/Students feel safe in a known environment.
- Switch work schedule/emotional stability for students/major, moves.
- Communities have formed.
- Continuity
- Park was a godsend to him. Invested, speech, fantastic job helping.
- Payne 7 children already special transfer-from Stanley/Riverside.
- Without staff epilepsy not likely to be diagnosed.
- Oldest daughter noticed subtle changes. Checked in often, auto immune encephalitis, school noticed. Teachers went above and beyond. Able to present info from school to doctor.
- Still concerned about those who graduated from Payne. Even EMS called Hamilton not listening like Payne. Kids together have a bond.
- Hadley- on IEP-autism. Horrible year at Stucky but thriving at Hadley.
- Work 6 years in district. Frustrated with unknown. Hard time with change and unknown. To Wilbur-Don't know staff.
- Came to form an opinion. No kids
- Single mom, tried private, concerns about public schools, Cleaveland. Safety priority. Staff knows daughter. Dyslectic but undiagnosed but mentioned concerns about child and they've been very observant. Class size likely the best reason. Bullying issue at first, but staff turned it around. They accommodated the need. Concern about class size. Small better for one-on-one time.
- Reflect on your experiences with the schools proposed for closure. How have these schools impacted your life and your community?
- Relationships (friends)
- 'roots' at current buildings
- Safe environment
- The Service the School provides to Students & Parents
- Same School for Generations
- Concerned about losing Magnet Benefits
- Emotional Attachment to School
- Schools know my family & kids, my school knows IEPs
- Love small school & small class sizes
- Effective w/behavior
- Lots of communication
- Good Schools & Teachers
- Neighborhood Schools
- Teachers are like Family
- Sales that help the Community
- New Students are barely adapting
- Friends
- Son graduated from Jardine
- Mentor program for young men was impactful for her son –
- Future Ready Advocate

- Student Council, Sports Scholastic Art Program
- 2nd home for Family
- Bingo nights & Activities –
- Safe place for Families & Students
- Newcomer Program
- Relationships & Friendships
- Strong relationships built with smaller class size
- 7 years as a staff member at Clark and Strong Connections with Families
- Part of our history – attended Clark where does all the staff go? (yearbooks, etc)
- Like the smaller classes. Helps the children to grow
- Connected with friends and the staff all teachers know student names
- Close to where she lives. Difficult for single parents safety & walking/bussing is a concern
- As a student she loves her friends & school
- Connected to staff & behaviors and maturity has made a difference going to MS
- He's accepted for who he is and accommodated him well with his needs
- Worked well with the admin team
- SW @ Clark - *Students
- Impact on Staff & Students is difficult. How was it decided?
- Cart before the horse – why not do this process first
- Are we really putting people before places – School of color affected, again
- Representing parents
- Students engaged there – unknown of future
- Kndg – Cleaveland – concerned about state of public schools – more crowded buildings in future
- Schools minority based – walk to school – not far enough away from bussing – nothing guaranteed
- The service the school provides to parents and students (customer service)
- Same school by generation
- Concerned about losing magnet benefits
- Emotional attachment to school
- Only Magnet on Southside
- Impact to neighbor
- 10 other schools meet criteria
- Safety concerns crossing Woodlawn
- How do we welcome new Students?
- Why close neighborhood school?
- Bussing concerns
- The school is a community / family
- Live in neighborhood
- Cross Rock Road
- Cross Harry
- How will Students get to school?
- Former students still visit
- Been at the school entire time teaching
- Impacting community as Teachers
- Students have grown up at Clerk
- Family environment
- Built a community / family in school
- Community knows they can reach out
- Class size concern
- Playground and adventures
- Need Sped teachers
- Large Impact on Principal/Relations Connections
- Fantastic schools
- Mean a lot to the community, families and students
- Difficult @ home – relocated is difficult experience @ elementary was good – STEM program and structure has been good had identity and very thorough presentation seems as though a decision has already been decided
- v What happens if the BOE doesn't approve the closure?
- enjoys the school and likes it a lot – son was emotional and sad about possible closure. Cry – he doesn't want to go to his proposed school – Each of the magnets are far away from their residence
- Doesn't know the schedule works perfectly.

- Parents are tied to their school, place of community and support. Positive experiences and positive cultures.
- It affect family and the support their Austin child receives
- I could start by providing you with a list of teachers that have taught at Payne elementary for the last 35 years! miss farha just one of the amazing teachers that sacrificed for her children and that was awarded the golden apple based on my nomination! (which you can I'm sure look up for the details of that amazing women!!)Mrs friend, Mrs Kennedy, mrs morning Mrs Johnson. I could go on and on with the teachers experiences examples but as you said yourself, you'll replace those teachers to other schools. No worries but what about our community? We don't desire for growth, or consider population. This is a letdown and embarrassment to me and it should be to everyone else it's like another for foreclosed home. It's a sign of weakness that you couldn't come up with enough solutions for the problem we give up and we will close down the school forever trash in our communities with another vandalized building across our city. It shows no inspiration for our city to grow no goals for tourism, and no pride taken in our city. Facts for neighborhoods that have had schools closed These neighborhoods had lower earnings, higher poverty rates, lower college completion rates, and lower home values than neighborhoods surrounding nonclosed schools. We should be ashamed of ourselves that this is what we would settle for that this is the proposal. This is going to get you to closer budget. No sir I said this is not an option!!! I say, do better Mr. Kelly for your family and eight children that are in the community make them proud of their city and do it for us the people and my children and my granddaughter!! And if you know the type of person I am, I could provide many cons to everything that you propose at the meeting down to the parking, the expansion of the other schools \$\$ that will have to take place, the low income families that will be effected and on and on I can go!
- Payne elementary is the school I grew up in, I would walk home cause we lived only a block away. My daughter starts school this year & all I wanted was for her to go to Payne elementary like I did.
- This is the school my children go to. They have never went to another school it would make my kids so sad to have to go to another school . I don't like any of the other schools even close to my house besides Payne elementary . If this school closes I will likely move my children to my parents district in derby.
- I went to school there all of Elementary, and my children did, also. This is a lower income- populated school, and is the only thing that brings a sense of community in the area.
- Soy (NAME), lo que pienso que tiene un gran impacto en mi hijo y pienso que en todos los estudiantes, principalmente en mi hijo porque soy mamá de 4 hijos, y todos los hijos han estado en una sola escuela desde prekindergarten hasta la fecha, entonces moverlo de escuela sería muy difícil.
 - *I'm (NAME), which I think has a big impact on my son and I think on all the students, mainly on my son because I'm a mom of 4 kids, and all the kids have been in one school from prekindergarten to date, so moving him to another school would be very difficult.*
- i grew up going to a elementary school that's being closed and i'm sad that my siblings/ kids will not get to experience the same school and teachers that have been there for years and put their hard work to teach each other's
- Excelente.
 - *Excellent*
- Es muy buena escuela confiable y segura
 - *It is a very good school, reliable and safe*
- Yo me siento muy decepcionada de los directories de la Wichita public schools solo piensan en Dinero y no en nuestra comunidad Cleaveland traditional magnet ha sido parte de la vida de mis hijas y no entiendo como de dicieron cerrarla despues que es magnet y parte de nosotros
 - *I am very disappointed in the principals of the Wichita public schools they only think about money and not about our community Cleaveland traditional magnet has been a part of my daughters' lives and I don't understand how they said to close it after it is magnet and part of us*
- Mis sobrinos mayores cursaron en esta escuela y los más pequeños estaban muy emocionados de que se llegara la fecha de ellos para también asistir y vivir las experiencias que sus hermanos mayores les contaban y así mismo vivir nuevas anécdotas y aventuras con sus maestros, en lo personal en esta escuela han estado varias generaciones y en reuniones familiares varias anécdotas vividas en esa escuela son contadas.
 - *My older nephews studied in this school and the younger ones were very excited that their date arrived to also attend and live the experiences that their older siblings told them and also live new anecdotes and adventures with their teachers, personally in this school they have been several generations and in family reunions several anecdotes lived in that school are told.*
- Mis nietos estudiaban hay y aun sigue. Los mas pequeños en la escuela park yo en lo personal vi como ellos tuvieron momentos felice en la escuela mencionada y los pequeños ahora me cuentas como quieren su escuela y asus maestros y .is nietos adultos tiemen hermosos recuedos de su escuela donde conocieros amistades que aun frecuentam
 - *My grandchildren were studying there and it still is. The little ones in the park school I personally saw how they had happy moments in the school mentioned and the little ones now tell me how they love their school and their teachers and grandchildren adults have beautiful memories of their school where they met friends that I still frequent.*

QUESTION 2: CONSIDERING THE CURRENT SITUATION, HOW DO YOU PERCEIVE THE EFFECTS OF THE PROPOSED SCHOOL CLOSURE ON YOUR FAMILY, NEIGHBORHOOD, AND THE BROADER COMMUNITY?

THEMES IDENTIFIED BY ARTIFICIAL INTELLIGENCE ANALYSIS:

- Close proximity to residences enabled convenience and enhanced safety for commuting students
- Small class sizes allowed stronger bond formation and customizable curriculum delivery
- Rich histories and vibrant cultures developed within the fabric of these schools contributed significantly to participant sentimentality
- Marginalized communities feared unequal treatment compared to wealthier counterparts, questioning motives underlying selective school shutdowns
- Family units worried about losing treasured amenities found only in certain magnet schools

ALL COMMENTS TRANSCRIBED FROM STAKEHOLDER DIALOGUE NOTES:

- Why disrupt school home of so many
- BOE must look at this from human perspective.
- Why call it lottery
- Latchkey, after school program
- Where will money from sales go?
- Higher priority doesn't guarantee spot.
- C. has land.
- STEALTH
- We seem to be sending kids outward.
- How will these be allocated?
- How do we overcome and adjust
- Adequate programs, staff, space for after school programs
- Transparency for plans for closing buildings.
- More financial data to back up.
- Where can we find hope?
- 42 million deficits
- We have dedicated staff in all builds.
- Start making better financial decisions.
- How long has the district known?
- Transparency on financials
- Impacting 1000's of kids
- Schools are "our" property not BOE/District.
- If kids are on streets, we will be paying.
- Parents considering home school
- Class size, vacancies, will we be building on, cafeteria divided to make space.
- Emotional trauma and impact
- Where was the warning prior to announcement?
- Transportation needs
- Pay staff figure it out.
- No teacher should need a 2nd job.
- Teacher deficit
- Do not surprise families and staff.
- Consider impact on teachers displaced.
- Constantly checking on staff to make sure they have what is needed.
- Transportation -ensure proper safety and training.
- We need quality human resources even on busses.
- Fund staff properly, need staff who genuinely care- not filler staff.
- Everyone is making budget decisions.
- Son is sad not just parents.
- Transportation, work schedules

- Kids crying self to sleep, doesn't want to lose friends.
- 5 boys -4 @ Cleveland 2 will be impacted only want to attend Cleveland.
- Smaller classrooms allow teachers to work closely and effectively.
- How do we guarantee quality teachers stay?
- C. chosen after research; families have sacrificed for education.
- Neighborhood kids will be put back into lotter system.
- Lottery system isn't a promise (it should be!) -this is concerning.
- Community is broken up- the familiarity of the closed school won't be there anymore.
- Attendance - travel for students.
- "Family" will be split/ shattered.
- Staff at buildings- those are the people who make a building, how they are torn apart.
- Daycare issues
- Vacant build- people try to live near school so community around closed schools will be Impacted.
- Transportation/ location of new school
- Scheduling/work schedule might have to be adjusted.
- Community impact/ houses near closed schools might not be purchased.
- Dangerous intersections
- Nearby mental health facility
- Losing unique location-safety
- Unsafe pick-up/drop off zone.
- AM/PM Access to latchkey- headcount competition
- Transportation
- Hard community to replicate.
- Supporting emotions of students through change.
- Changing school dynamics.
- The effects will be seen every day because of the stretching of resources
- Ripple effects due to lack of understanding of materials presented re: potential closure.
- People losing jobs because of needing to bet child to school.
- The effects of the families in the shelters include stress, anxiety, uncertainty.
- Work family impacted by uncertainly, lack of information, hearing things that don't make sense.
- Community- assure that kids will be taken care of all buildings.
- Generations of families have gone through Payne.
- There will be a "break-up" period for students and siblings.
- The opportunity to be the safe person/ place for kids had been taken away.
- Parents could have anxiety and stressors about sending child to a new setting.
- Transition period will be tough.
- Pure magnet- impact choices
- Most all day pre-k stay through 5th
- Worried that granddaughter wont be able to come to school where the employee (grandma) works.
- Extended family connections will ne lost and worry about impact.
- Child is in a much more positive environment concerned about sense of pride being lost by going.
- Child faced with uncertainty about sense of community.
- 4th graders subjected to trauma of change for 5th and them change 6th for middle school "collateral damage."
- Serious wonder about the gifted program, placement for next year and after spring break is not enough time to really process and make decisions about magnet applications.
- Hope and pray daughter can find the same sense of belonging and community.
- Daughter is happy. Talks more and concerned about her having to start over again after she's been at a school in kinder and at Cleveland for 1st.
- Concerned about class size impaction the amount of attention she receives.
- There are no Traditional Magnets now in the South.
- How can we build in more circles with kids to decrease anxiety?
- Elem. Sets the future for MS & HS
- What are we teaching kids?
- Fear is once the building is empty will create vandalism and homelessness, other neighborhood problems.
- Kids from Payne will be split into 3 schools so how will they see/ stay in touch?
- Son is anxious about bullying at next school.
- Personally had to school-hop and it was hard. Will other schools need to be closed in the future? "will this happen again?" How do we make sure this doesn't happen to the same schools again?
- I have already heard from 2 families they will homeschool next year because of this.

- Frustrating to not know the “real reason for schools being closed’ YMCA is close.... Did they offer money? “I don’t feel like we will ever get to know.
- Why was the ability to swap not known/ given as an option?
- “Everybody was blindsided. Why didn’t anyone tell us?
- “Things are happening so fast”.
- Staff doesn’t know where their job will be... hopeful we can get placed at the welcoming schools.
- All the families that are near the school will affect a lot. Kids walk to school and from are with parents working at different times, they will have to manage how to make that work, they must make arrangements. I’ve taken off from work to pick up my kids.
- I think there will definitely be struggles on our family and have concerns on what the use of the building. Our autistic student struggles and it affects the whole family.
- Abandoned buildings draw crime and vandalism and multi family dwellings.
- Assorted workers help with transitions we have specialized programs. Building back that trust will take a lot of effort.
- My daughter is worried about losing friends.
- A large part of mt concerns is the impact on the surrounding areas and property values.
- Worried about the psychological and emotional challenges for the families.
- Magnet schools are a privilege. I will go to a different district if my kids don’t get into magnets.
- Grandson Got accepted into Dodge and he principal recommended I take him back home to Payne.
- We work to build new great experience in all our schools no matter the size.
- Larger classroom push to Gen-Ed led to suicidal tendencies.
- What will they do with buildings?
- New roof at Cleaveland? Why?
- Normally longer than 1 year notice... why crisis mode?
- Covid funds going away.... Where is money going?
- Where’s the rest of the deficit coming from?
- If Cleaveland closes, not enrolling kids.
- Worried about specific schools to accept Magnet students.
- Devastating to family. Park. Seems unfair for Socio-economic groups. Half walk, what if I have to bus? What’s the cost?
- Ideal class size= sense of community most important may be present ar closing schools, but integration of new students.
- No cuts to leadership- positions or pay. Positions of power.
- If they started by cuts to pay administrators would have been better.
- Overstuffed classrooms
- Worried about teachers
- Not enough time parents and teachers.
- Assessment numbers don’t seem to line up with these decisions and numbers.
- Smaller class size better.
- Minneha- highest maintenance cost.
- We have the most poor students- refugees, immigrants and homeless we were targeted because this area is poor. Why would w close a place that provides so much support for the least of these?
- I’m concerned about the waking distance for these families. I feel our families have such struggles that to add walking 2.5 miles to and from school is exponentially difficult.
- I feel these decisions will be on the backs of the most vulnerable people in this part of the neighborhood.
- I know the building has issues, but what we have at Park is not easily replicated. Its taken years to build. WPD plays with the kids. Our partnerships are so reliable to our families. Most of the students do not drive to school. I worry that they will have to walk alone, to and from school.
- This will impact by taking away their safe space.
- Newcomer/ESOL will be impacted where/what will they go? Their normal is disrupted.
- “Where will my teacher work/ go? He has two jobs already.”
- Have to find new school, principal, teacher, friends.
- Future 5th graders asked to move for one year.
- Multiple schools, “School-hopping” and transitions cause anxiety. “Change is hard”.
- Switching schools will impact their learning and daily life and is hard for kids.
- Our family worked hard and “won the lottery” to get in Cleaveland.
- Causes “daily, everyday worry”.
- I was surprised we were on the list. We were never given a lunchroom.
- Our children got excited about all the changes/ updates to the school.
- “My friends since KG are all going to just go away?”
- We already have three schools to get to.
- “What will the building be used for? What will be put in their places?”

- “I’ll stand and have to look at the school everyday and be reminded we didn’t have enough money.” You know how many times we haven’t had money?!”
- “I’m worried about money spent on each kid/program.”
- Leave magnet schools/none on the south side.
- Class size bigger
- Ratio for student to teacher.
- Magnet choice wont be available.
- SEL affected
- Belonging is lost. Not as safe
- Good family engagement might be lost.
- Vandalizing of empty buildings.
- Increased risk of getting personal property vandalized.
- Business in the area could also be affected.
- What’s going to happen to closed buildings?
- Increased class sizes for teachers.
- Less attention from teachers towards students.
- Decreased opportunities for school.
- Transportation issues for students.
- Finding new babysitting if Latchkey is not an option at receiving schools.
- Unfamiliar school mates/Adjustments.
- Job – Find new job.
- Resources for community – will they be available at receiving school?
- School personnel knows their community!
- More options for a receiving school.
- How will Newcomers be implemented at the new, welcoming schools?
- How can we say that teachers aren’t guaranteed jobs in the future, teachers who have made significant impacts.
- It feels like the government is coming into my home and telling me I am not good enough at taking care of my kids – they are fostering out our kids.
- Fear of speaking up, afraid of how that will impact their jobs.
- Watching students and families grow up for years.
- It will be luck if I get to see my friends next year.
- Change, transitions -long time friends -Retirement
- Impact of reading on kids by being the ‘book lady’ and handing out books 1x/week at Park – if I don’t stand up for them who will?
- I walk my kids to school – transportation concerns, how do I pick up my kids if they are sick? Conferences?
- Busy/unsafe streets for kids to walk/families to drive in these areas?
- Forcing us to change schools and now we can’t pick where we get to send our kids.
- We chose to live where we live in order to send our kids to certain schools.
- Why not shut down schools with worse problems?
- Breaking the legacy – Pride giving back to your school, wanting to follow in families footsteps.
- Schools when looking for purchasing a home, is a priority.
- Families move in the area because they choose that school.
- Feels as if a decision has already been made.
- Made to feel this is just to make us feel better. Park-our enrollment is growing.
- The family piece uprooted with peers.
- Shelters – Rides
- We care about our teachers.
- Not all kids do well with change.
- Hard to implement what Park has at the “new school”.
- Preparing our students mental state over the summer for the change.
- Students being able to easily walk to school.
- Latch key morning.
- Wichita schools have the best teachers.
- Families that work together to lend a hand when needed.
- Connections are made where they currently are.
- Currently friends can hang out in the neighborhood, now what will that look like for them?
- Middle school students easily walk to the nearest elementary to pick up siblings.
- Friends moving from grade to grade together.
- There are lots of really good things going on in our current schools.

- Must decide what to do with my student now.
- We'll lose more staff/families.
- Our schools are awesome.
- The additional boundary changes is going beyond the school closures and how it is going to effect the children across the district!
- Continuity of the students being split after elementary and the travel time.
- What about the neighborhood and property value and damage! Ex. homeless area and maintenance.
- Safety of students walking to school and the unsafe route! Ex. crossing 13th street, especially at the age of 5!
- Plan for the existing buildings is unknown and a concern. Will it be useful?
- Another split again at MS for some who will go to HS. So a double split for some kids at a vulnerable age could there be a priority for choice to decrease the double split.
- Mental health impact – especially in vulnerable areas to begin with.
- My students already know what is being talked about. They are grieving that their siblings do not get to experience Park and all it offers.
- Hurt the neighborhood.
- Will increase the stress and strain on travel time.
- Able to be who she is.
- Feel safe and concern.
- Small school is an asset.
- Thought of switching may be traumatic to kids.
- Being close to school is good, especially in the summer.
- Able to get to the school more easily since Jardine is the closest magnet school. Especially due to the student's exceptionalities.
- Vested time extinguished!
- Will rebuild if needed and will adapt.
- Blight is a concern -homelessness.
- Illegal activities -gangs, drugs, high crime
- Welcoming school ready?
- Community built and parents supporting other parents -may be lost.
- Impact on school no longer being a part of their life.
- The grief kids will have due to school closure.
- Transportation due to distance potentially being within 2.5 miles.
- Security of school building.
- Student- school closing makes me sad.
- Concerned about students walking to school, not safe, lack of resources for many families happening to fast.
- Concerns about transparency regarding budget.
- Concerns about cutting special programs.
- Concerned about them walking to Beech- do not have cars- quite a bit of poverty. Beech 2.4 mile from Clark-kids do not understand, welcoming schools already have large classes. Staff cares about kids at Clark.
- Concerned about waling in inclement weather... Kids do not have coats.
- School culture has been affected -only safe place they have.
- Welcoming schools told they would be getting more students.
- Students starting all over to building trust with adults.
- Forcing students to walk
- Access to transportation -exceptions-
- Increase in crime/ do not leave students behind.
- Enough teachers at welcoming schools?
- Emotional/ consequences to students.
- Walking to the school
- What happens to closed building?
- Fear
- Parents walking to school events -could be disengaged at welcoming school.
- Disfunction for students
- Can't participate in events.
- How will students get to school?
- Class stress/ are students getting what they need?
- Strong connection
- Major intersections
- Can't get to school early enough to get breakfast.

- Missing instructional time.
- Disruption to parents' schedule.
- Attendance issues due to transportation- translate to academic issues.
- No transportation due to bad weather.
- Can adequate cross walks be added?
- What happens to playground? Can neighborhood still have them?
- Hard work to reduce tardiness/ improve attendance.
- Need time for breakfast.
- Safety of students when walking.
- Empty buildings in neighborhood
- More help to teacher with saved money
- Are we going to share the information -what is our plan?
- Uncertainty
- Will they just be abandoned to the budget? -clarity on where the money is? - will this mean more school closures?
- Student safety (students abducted because no transportation).
- Are teacher positions safe? What is phase 3?
- How many classrooms in welcoming schools? -More sped teachers.
- Students facing reality (the closing of their schools)
- Overpopulation in school
- Safety concerns due to overpopulation in schools.
- Fantastic school
- Building/ neighborhood sense of stability and community.
- Concerns – already decided (fast) – class size (instruction) -adjustment period -housing market (house value)
- Loss- friends -pillar in community – safe environment- consistency- intimate instruction.
- Students facing reality school closing.
- overpopulation in schools.
- Safety concerns because of overcrowding
- Kids will get lost in big school
- How will people get kids to school?
- No 8th grade promotion at school – will there be the same communication?
- Schedules will be disrupted bad management -a history with school.
- Negative impact-neighborhood abandoned building – homelessness
- Building could be used as another capacity.
- Welcoming schools being taken care of and given support.
- Focus on kids and their needs.
- Focus on the families and staff.
- Hard to end the school year when the school is possibly closing.
- Staffing – what is in place to ensure staffing.
- Changes will affect the transition.
- Educational plan will be affected.
- It would affect the study.
- Socially/friendship
- New teachers and learning programs.
- The support of the teachers they already know.
- Transportation
- I see it being very uncomfortable and inconsiderate as there are parents who can not take their children to school so they have to walk, and Payne was close to walk too for a lot of students. A lot of parents have to work, a lot of change will need made and children having to adapt to new school ways and policies so inconvenient
- I think it could affect the quality of life. It could make it harder for those with transportation issues. It creates bigger student to teacher ratios which are already too high. More teachers quitomg from being underpaid and overworked.
- Horribly this is a let down to Wichita do better!! The excuse of shutting down schools like Payne elementary due to the decreasing amount of students being enrolled over that full years is ridiculous! Especially since the crisis, our nation has faced over the last few years. The housing market is horrible. People/ seniors are afraid to sell their home allowing younger families with children to move into neighborhoods along with interest rate at its highest! My point being since this was one excuse presented at the meeting is the housing crisis will change once the schools are closed down. They're closed down permanently. Forever! Sounds like the easy way out just to allow for closure
- This is going to destroy this neighborhood. It's going to make this whole area look trashy & abandoned. Imagine driving through a neighborhood with bored up schools? What comes to your mind? Nothing good.

- This would make my community so ran down. It would make the area look trashy and Bad. It would cause home prices to go down and lots of other negative outcomes.
- Again, this is a low income area. A LOT of these students have to be walked to school, and now may not be able to make it. Crime is going to increase. Not one single thing good will come of this closure.
- To be completely honest I have been unhappy with the Wichita school district for about 10 years now! I have a drove my children 30 minutes away for a better education for 8 years. It has cost me a lot, but it has been worth it! Values I can only hope that Wichita would bring back! I will be save all of those complaints for another day. My complaint today we have made closing schools down a first option instead of the last! Trashing our community is your answer to fixing the money numbers!! Mr. superintend your plan of choosing schools based off of more numbers does not sit well with me. The true numbers that will be affected is our entire community!! the entire community will be affected by closing six more schools in Wichita! This was your first year trying to help solve the money problems and instead of this being your last choice, this is your first! I am afraid for what the future holds for Wichita! I didn't hear no plan on how to raise more money for schools in education. It was all talk on how to cut the numbers \$\$\$!! It is even sadder to see the number of people in our community who do not know about this situation, and who are not able to fight because of our country standing everybody is working, double shifts, double jobs, and unable to focus on what the leaders in our community are doing!! Another reason our country is heading in the direction that it is! We have to work so hard to survive there is no time left to stand up for what's right!! I hope the truth is spoken on these flyers and everyone's voice will be heard by the Board of Education on February 29!!!
- An empty building will bring vandalism to the neighborhood
- Para las personas en general pienso que también que pasaría con el edificio se puede vandalizar y afectar a las personas más cercanas. Y también, la sobrepoblación de niños en un edificio y salón en general.
 - *For people in general, I think that what would happen to the building, it could be vandalized and affect the people closest to it. And also, the overcrowding of children in a building and classroom in general.*
- if you guys close the schools, there would be lots of kids that live close that would struggle to get to wherever they are moved to.
- Muy Mal los niños necesitan educación no nomás por nosotros los padres pero también por maestros .
 - *Very badly, children need education not only for us parents but also for teachers.*
- Afectaría mucho a los niños el simple hecho de saber que cerraran su escuela e ir a otra con su autoestima y seguridad
 - *It would affect children a lot just to know that their school was closed and go to another one with their self-esteem and security*
- Me siento muy molesta y decepcionada ademas q yo vivo enfrente de la escuela y ahora tendremos q buscar una escuela donde mi pequena hija pueda estar
 - *I feel very upset and disappointed that I live across the street from the school and now we will have to look for a school where my little daughter can stay*
- Para mi familia, es quitar la emoción de que mis sobrinos pequeños completaran sus estudios ahí, el moverse a otra institución también es complicado para los pequeños podrían agregar también que no sería bonito ver el edificio desaparecer y no sentir nostalgia. Para el vecindario y comunidad sería difícil por que más movería el horario de muchas familias que tendrían que trasladarse a más distancia, y si el edificio se queda solo, con el tiempo sería vandalizado y un lugar para que vándalos puedan cometer crímenes, y o vivir. Si este fuera el caso sería muy inseguro para la comunidad.
 - *For my family, it is to take away the excitement of my little nephews completing their studies there, moving to another institution is also complicated for the little ones they could also add that it would not be nice to see the building disappear and not feel homesick. It would be difficult for the neighborhood and community because it would move the schedule of many families who would have to move farther away, and if the building is left alone, it would eventually be vandalized and a place for vandals to commit crimes, and or live. If this were the case, it would be very unsafe for the community.*
- En mi familia las concecuencias van a ser muy complicadas tanto para los niños como los papà tendran problemas con los horarios de trabajo debido a que la otra escuela eate mas lejos ,loa niños va hacer un cambio fuerte ya no veran ni a sua maestros ni sus compañeros el vecindario aumentara la delincuencia y el bandalismo debido a que quedara solo el edificio de la escuela y servira de refugio para las personas de la calle y drogadicotos y la comunidad se enfrentara a muchos desafios porque ya no habta movimiento en la comunidad
 - *For my family, it is to take away the excitement of my little nephews completing their studies there, moving to another institution is also complicated for the little ones they could also add that it would not be nice to see the building disappear and not feel homesick. It would be difficult for the neighborhood and community because it would move the schedule of many families who would have to move farther away, and if the building is left alone, it would eventually be vandalized and a place for vandals to commit crimes, and or live. If this were the case, it would be very unsafe for the community.*

QUESTION 3: LOOKING AHEAD, IF THE PROPOSAL IS APPROVED, WHAT MEASURES DO YOU BELIEVE ARE ESSENTIAL FOR ENSURING A SUCCESSFUL TRANSITION FOR STUDENTS, FAMILIES, AND STAFF?

THEMES IDENTIFIED BY ARTIFICIAL INTELLIGENCE ANALYSIS:

- Prompt dissemination of detailed updates and scheduling information
- Extensive introduction ceremonies to lessen angst derived from ambiguity
- Efficient application processing and hiring mechanisms for staff, coupled with compassionate recognition of mourning stages
- Careful maintenance of desirable qualities carried over from closing establishments to accepting sites
- Thoroughgoing assessment of facility suitability, accounting for factors ranging from traffic hazards to housing precarity
- Reinforcement of robust communication pathways capable of managing heightened demand spikes
- Psychological support frameworks geared towards coping with anticipated distress triggered by disruptive circumstances
- Fair redistribution protocols safeguarding employee rights and minimizing detriments accruing from altered workplace configurations

ALL COMMENTS TRANSCRIBED FROM STAKEHOLDER DIALOGUE NOTES:

- Doesn't feel supported.
- Parents forced to look at options.
- Considering moving.
- District letting us down, closing good schools.
- More transparency – numbers – why so dire.
- Access for families to check, confirm #'s being shared.
- Parents need more say – parents are.
- Funding/paying the bill, listen to families.
- Customer agency -current way – customers don't have agency.
- -3 weeks to respond – not enough time.
- Looking ahead, if the proposal is approved, what measures do you believe are essential for ensuring a successful transition for students, families, and staff?
- Cleaveland students – guaranteed another magnet.
- School placement!!! X3
- Visits to new buildings – meet staff and students.
- Prioritizing equity.
- More time – clear choices on other schools that are similar – information on surrounding schools.
- Clarity on “priority” placement in magnet schools.
- Staff need support on moving buildings.
- Truth on reality of decision making.
- If “approved” then reverse approval.
- We need facts on the money being saved.
- Supporting staff to address student needs.
- Supporting accelerated learners.
- When will I get answers as a magnet student? *Clarity for deadline.
- What if I don't get into my top 3 magnet choices? *More information as magnet.
- Looking at it as an opportunity.
- Focus on attitude.
- Open minded – communication.
- Student check-ins with new students.
- Support groups with familiar faces.
- Way to communicate with former teachers.

- Teachers find out open house nights to visit students – staggered open house.
- Ensure programs for/kids – K.O.S.P.
- Enough qualified Staff.
- Enough Counselors.
- Welcoming/closing schools meet.
- Listen to the students in terms of what they need – asking them.
- Hand holding our Spanish speaking families. Lower the reading level to which we are communicating, can't use "BIG" words.
- No more jargon.
- Parents are scared and then confused by the communication.
- Sped & ESOL plan needs to be moved up....in order for students to be able to transition.
- "I don't see it being successful".
- I am concerned about the staff in the welcoming buildings.
- Will there be enough support staff/CST.
- Will teachers who relied on supplements be able to make it?
- "I would love them to be more transparent and straight -forward and forthcoming about what will happen to
- Teachers
- Kids
- The building
- More on why this school
- How bad is it that we have to close these schools...what will the money saved do/impact.
- Details on transportation.
- WHY...again, why did this happen and how did we put in a playground over a lunchroom?
- If enrollment was so low, why was it still so hard to get in?
- Black and Isely are not listed as traditional magnets on the letter sent to parents. Why is this?
- If you didn't choose to close all 6, could the few kept open keep/take them?
- No guarantees. Nobody will know children's needs at new school.
- Additional staff. Consistent/Full time, not subs.
- Unrealistic to expect teachers to accept more students. Teachers will go elsewhere.
- Time to prepare/deal with transition.
- Open up the magnet tours again if parents can now choose magnets as an option.
- Celebration Closures!
- Payne is a very small school with small classes. I like that for the kids. Transition will make larger class sizes, right? How will kids get the attention they need. Maybe a small town school is not so bad. Worth considering. What will kids report about what they learned each day.
- For ensuring success, familiar faces, comfortable routines, keeping staff together, the least amount of change possible. Definitely will not be easy.
- No matter what happens, we agree the next few years will be very difficult for us especially for special need ... It would be best to pick-up the current whole environment and move it to a new place. They are a well balanced staff that work hard to meet the needs of kids.
- A big celebration of the transition and a time to manage the transition and a chance to learn about magnets in a short time. They should make guarantees for us to go where it works best for families. More time.
- Definitely second the open house idea are getting to know teachers and principal to sense who we will be dealing with.
- Giving the kids options to four different schools. Let them have a choice.
- If you move the kids, at least move teachers with them who know them.
- LOTS OF OPPORTUNITIES/TIME TO MAKE THE BEST TRANSITION FOR KIDS AND FAMILIES.
- DO NOT over-populate receiving schools.
- Find ways to keep buildings open.
- Asst. personnel find jobs and receiving schools close to their original feeding patterns.
- Asst. community members adjust to the new changes/transition (emotional logistics)
- Divide sending students equally.
- Hold teachers accountable and receiving schools if changes occur.
- Enough staff and receiving schools. (Emotional supports).
- Open house type of events for new students and their families @ receiving schools.
- Additional support staff.
- Successfully integrate students.
- How will we keep friendships as we move forward?
- Opportunities for family involvement.
- Partnering with families and their basic needs.

- Guarantee of where students get to go to school.
- Interviewing for jobs, where are there guaranteed jobs for teachers and staff? Are we just supposed to “Hope for the best?”
- If we want to go with our partners (teachers) that we teach with, there is no guarantee.
- ·We will end up in schools where we know no one – what if people don’t like me?
- Incentives for reading/opportunities to read – will they have these same opportunities at the new school?
- What if I am treated like I am “just a para?” at the new school?
- Do other schools stop bullying and deal with issues? – concerns for my future.
- Classroom sizes at new schools? Are classroom sizes going to get bigger? Are teachers prepared?
- Therapy for kids through this transition. Options for all day Pre-K
- Gangs/school safety
- Are there plans to have a new school with all day Pre-K?
- Do we just need to sell our house and move so we can go to the school we want to?
- Why not give us a year to plan/give feedback/adjust/observe new schools/visit new potential schools?
- More Spanish speaking staff/support in Spanish.
- More personalized attention.
- More belonging needed.
- What happens with empty buildings – south side negelected.
- How to adapt to new schools.
- Instructional structures.
- Who is telling kids at closing/welcome schools this? How to have conversation.
- We need to help students transition – that they feel good about where they are going. We can take what we have learned at Park, then we can take “our specialness” to the next place.
- I’m note as connected but I’m concerned about staff – what I hear is “classes will getting bigger.” Can the partnerships continue?
- DON’T LIE TO THE COMMUNITY! Why are you pretending to foster hope?!? You have lied – how will the community ever trust you again. We are NOT STUPID!
- Your process is concerning – how decisions have been rushed is questionable. Your comment “people over places” is cringey – which people?
- I hope our partnerships will continue to support.
- We need to allow parents/student are able to visit new schools.
- When is enough – enough w/continuous change.
- Not far enough for bus, but too close
- Too far to walk
- What will happen w/the state open enrollment policy?
- Not a good student/teacher ratio
- Larger class sizes
- \$\$ follows students who choose open enrollment?
- Transportation not provided, still too far to walk.
- Worried about losing the best teachers that have to reapply.
- Staff will have a job, current staff are priority.
- Ensuring a way to incorporate new staff, students & families.
- ·We must invest in our staff.
- How will families be able to afford clothes when we are currently USP uniforms.
- Uniforms in middle/vs non uniform schools.
- What happens to the bldg. when it supports high poverty areas (vacant bldg.)
- Honesty is important! Not the pretty P.R. honest, allows us to receive ALL the information. This helps decrease the fill-in the blank of making up of what’s going to happen and how to help us not just expect us to rally and be positive!
- Ensure where they go & how to make it be a positive & warm place!
- Ensure safety for walkers during this era. Re-look at the criteria!
- Allow staff to be re-distributed to welcoming schools.
- Fed accurate info, not just to get us to buy-in to the process. It is b/c of the area it’s in why these buildings are being chosen? Still lots of info not given & wondering where the savings are going to come from.
- Appreciate the securing of staff & their salaries & the work to re-shuffle!
- Race & economics is being seen as a factor. Ex. Why Riverside vs the other poor communities! Affluent vs. poor, very obvious & creating questions.
- Info out to family in a timely fashion & welcoming/closing activities! Open house to help with the fear of the unknown!
- To make the transition easier, it would be great if Park teachers and staff can be hired at the new schools to be a familiar face for the kids.

- The transition so far, is not as smooth as you think it is. It is overwhelming to apply (why??), interview, resumes etc. when we are grieving, and we still have to teach.
- Our colleagues at Marshall, Enders and others have been supportive for our grief.
- TRANSPORTATION FOR ALL THESE STUDENTS. Have you seen what is on those streets? Do you know there are homeless camps on Market? And other streets? How is this SAFE?
- Welcoming schools must be welcoming
- If school can provide a safe entry that will benefit students
- Safety has to be the priority
- Support group for social/emotional needs grief
- Transportation
- Teacher to student ratio needs to be addressed, keep it reasonable
- Ensure staffing levels are appropriate
- Carrying on programs from closing schools into welcoming schools (Pride day from Jardine)
- Spirit shirts, staff from Jardine to Mead
- Stuco, sport teams participation
- Welcome day at Mead
- Staff members from closing schools to welcoming schools
- Continue strong partnerships with community partners
- Treat all kids with love and kindness and respect
- Staff Diversity
- Clark – new playground installed, does not make sense
- Thankful to see admin @ welcoming schools in attendance
- Need strong communication
- Expect behavior increases both students and staff due to disruption
- Grace will be needed both students and staff
- Safe environment will be key to success
- Staff currently stressed
- Do not want to leave friends
- Sympathy
- Parent nights at various times to more parents can be involved
- Find people that you may know
- Help them feel safe
- Start school earlier to give transition and get to know the school
- Publication as soon as possible where staff are going
- Multiple orientations & formats
- Set our teachers up for success – ensure resources are there for ALL to thrive
- Keep our kids safe
- How to build relationships
- Keep our good teachers
- Future closures??
- More information sources make parents aware
- Voice counts
- More safety support
- Needs Transparency
- Need timely communication
- Humanize how we feel about being uprooted
- Help us understand how we will get our kids to school
- Take care of staff – they will be stressed w/transition & more kids
- Understanding why it makes sense
- Potential good outcomes
- Staff can be relocated-reallocated and hope to close the gaps
- Staff out of work
- Schools crowded & in crisis
- Connections w/staff lost
- Students – they should be able to be guaranteed a slot @ a magnet school
- Let's utilize the resources
- Crowded of classroom with the welcoming school
- Students don't feel like they have a home anymore – he is very sad and it's bad
- Allocation of staff and to find the best fit for the staff, for the benefit of students & staff

- “Keeping staff & students motivated to finish strong.”
- Opportunity to meet new school before the end of this year
- Information for parents to alleviate the stress of the parents. Provide transparent factual information for parents so that it can go as positively for everyone as possible
- Porch visits
- Potential for innovative ways to welcome the students
- Points of Pride to share with those impacted
- Closure is negative – having info is helpful – children don’t see it as that will be ok
- 700 to 900 sq ft makes a huge difference in how I saw it negative – I think if it is a long-term goal it will be the best thing to do
- Will have some places to shine
- Budget has to be balanced – BOE is committed to students and their welfare & want the best for the kids of our district
- Great solace in wanting things to be the best for kids as possible
- Need someone that can answer questions
- Welcoming schools opening other classrooms
- How will students on IEP’s be evaluated?
- Families new to be re-educated in new building
- When will parents know where they are going?
- Don’t want teachers to lose jobs
- Communicate to teachers that are displaced
- Stop talking negatively so that students feel confident w/changes
- Welcoming schools welcome student & families
- Look at it as an opportunity
- Support for families & students
- Welcoming schools actually welcoming
- Transparency & clarify for teachers so that they can help parents
- Visits to new schools
- Be positive with parents
- Open house for parents at welcoming schools
- Time to visit teachers
- Fun end of year events at closing schools
- Students don’t feel overwhelmed
- Don’t go do business as usual at welcoming schools
- Continuous checkins with students and families
- Allow grieving period for parents and students to
- Educate parents on magnet schools. What are qualifications?
- Make provisions for transportation even within the 2.5 mile radius
- Concerns about losing student like pandemic
- Behavior changes & increased suspensions
- Compression and communication of all changes
- Help with the language
- Trust with students and teachers
- Communication with families of the IEP etc. (plans of learning)
- Preparing of new students
- More information sources, make parents’ voice count
- More safety support
- Busing is my main concern as the children will have to cross meridian to get to Stanley alone with out their parents or guardian, and Safety what about the children's safety with walking the 1.5 to 2 miles with supervision and with pedophiles and human trafficking, kidnapping , getting hit crossing the street this are elementary age children whose lives you are disrupting. And there routines, some children are OCD , ADD ADHD they have a routine and change effects these kids.
- I think there needs to be a timeline presented to every guardian of each student. It needs to be verified that it has been seen by each guardian even if that means door to door discussion. Over communication is essential. A hotline for questions as parent have them. Send out back to school information earlier to prepare for any additional communication. Really need to focus on those with ESL and special needs. They will need a lot of hand holding. They may not understand what is happening. The child for special needs or an ilap should have a field trip to their new school or an open house should be hosted toward the end of school to be able to show these kids where they will go next year so they can start becoming familiar. Change can be extremely hard for these kids.
- I will say, without doubt the measures I will take! Which will be to be more involved with the decisions that take place that affects my community and the lifestyle of are children's future again I will say do better!!

- There isn't going to be any measures to make up for it. The closest school to me would be Stanley which is already a school with too many students. So adding more to this would be a nightmare. If Payne closes I'll drive my child out of the district to schools that actually care about their community.
- There isn't anything you guys could do for us if you close my children's school. That's the only school they've ever known. They have all their friends and favorite teachers. This would devastate our neighborhood and our children.
- I honestly don't know what, outside of guaranteed transportation, could even help.
- No veo nada de éxito en esto porque perderían empleos y de nuevo sería sobrepoblación, y un terrible impacto para los niños, maestros en general de las escuelas afectadas, hay niños que están ahí desde pequeños en la misma área y sería difícil este cambio repentino.
 - *I don't see any success in this because they would lose jobs and again it would be overcrowding, and a terrible impact on the children, teachers in general of the affected schools, there are children who are there from a young age in the same area and this sudden change would be difficult.*
- more teachers,
- No lose
- Considero que no sería una transición segura lo más seguro es que las escuelas sigan abiertas para todos por qué lo consideran su segundo hogar
 - *I don't think it would be a safe transition, the most likely thing is that schools will remain open for everyone because they consider it their second home*
- No hay transición feliz estoy es UN desastre emocional para las familias tal vez para los directores es pensar solo en El Dinero
 - *There's no happy transition, I'm living it's AN emotional disaster for families, maybe for directors it's just thinking about El Dinero*
- Tendría que haber más personal educativo y trabajadores para poner control y atender a los estudiantes por que habría un aumento de la población estudiantil muy rápido.
 - *There would have to be more educational staff and workers to control and attend to the students because there would be a very rapid increase in the student population.*
- Tendrían que aumentar más personal educativo ya que las escuelas que quedarían sobre pobladas por el aumento de niños contratar más personal para que atiendan las necesidades de los alumnos ya que con tanto niño no les darán la misma atención y la medida que yo considero es que no las cierren
 - *They would have to increase more educational staff since the schools that would be overpopulated by the increase in children would hire more staff to attend to the needs of the students since with each child they will not give them the same attention and the measure that I consider is that they do not close them*

QUESTION 4 (ONLINE ONLY): DO YOU HAVE ANY QUESTIONS THAT DIDN'T GET ANSWERED? IF YOU WANT A DIRECT REPLY, PLEASE LEAVE YOUR CONTACT INFORMATION AS WELL.

- Was the children's safety considered
- Was they even asked what they thought Isn't education for the children
Not making the school boards pockets fatter.
- How did funding run out? Is there another funding mechanism that could be utilized? Is this in the best interest of students and staff? Are we prioritizing our students and staff? I don't need the answers. These are questions to ask yourselves.
- What I heard was the exact opposite Mr. Kelly of your opening statement! Nothing about the people it was all about number crunching. Pretty scary when it hasn't been a full year and already wanting to close six schools. May want to get opinions on that budget plan from somebody not on payroll.
- How is this making Wichita better? This to me looks like a complete downfall, downgrade, burden on Wichita.
- I felt as if there was nothing but excuses at this meeting. You say there isn't enough kids in the area of pain elementary yet the districts are not the same size. My friends kids go to Stanley and have so many issues with that school and they have far too many students per classroom. If Payne is closed most of the kids would go to Stanley adding even more to the classroom sizes. I'd you want more kids to go to Payne then change the district sizes more evenly.
- Why are they focusing on low income schools?
- Preguntaría si los estudiantes pueden terminar en línea el grado escolar, pero de verdad es muy triste el cierre porque para mí pensar sería yo como inmigrante, pienso que así se sentiría los niños, lo digo porque tengo 3 hijos y los tres han estado en la misma escuela desde prekindergarten.

- *I would ask if students can finish the school grade online, but the closure is really very sad because for me to think it would be me as an immigrant, I think that is how the children would feel, I say this because I have 3 children and all three have been in the same school since prekindergarten.*
- No
- Habra posibilidad q no cieren las escuelas piensan en las familias no solo Dinero Dinero
 - *There will be a possibility that schools will not close, they will think about families, not just Money Money*