

March 12, 2014 Community Kick-Off Meeting Verbatim Response Document

Table	Parameter	Value	Suggestions/Comments
	<i>highlighted items = added parameter</i>		
1	Diversity Policy		
1	Eliminate Satellite Areas	L-M	Use same language for satellite and island
1	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	L	Hoover is closing, so keep it viable until it closes by allowing grandfathering for these students
1	Move the fewest number of students	H	
1	Support Safety	H	Don't make students walk across busy streets
1	Ensure decisions are fiscally and environmentally responsible	M	Prioritize where fiscal cuts are made (teachers and students come first)
1	Ensure equity in educational opportunities for all students	H	Equity doesn't mean fair...but we definitely agree the address of your school should not determine the education they should receive
1	Address immediate, short-term and long-term needs	M	
1	Keep communities of students together – schools serving neighborhoods	H	Sometimes 'neighborhoods' need to be kept together and with the Diversity Policy they may need to be divided. Community is important (neighborhood means different things)
1	Minimize student disruptions	H	Make sure the same group of students are not impacted each time there is a boundary decision. Special Education programs and students.
1	Minimize busing	H	Prioritize students living within the 2 mile radius of keeping them within their neighborhood school
1	Consider natural boundaries	L	
1	Consider projections of future enrollment and residential growth potential	H	
1	Do not allow schools to become too large or too small	H	HIGH priority for being 'too big' but a LOW priority for 'too small'
2	Diversity Policy	H	Creates multiple moves for some children because it doesn't follow natural long term plan/timeline. Feel it's important to be equitable.
2	Eliminate Satellite Areas	M	
2	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	M	Would want 11th graders to stay/be able to choose
2	Move the fewest number of students	L	
2	Support Safety	H	
2	Ensure decisions are fiscally and environmentally responsible	H	

Table	Parameter	Value	Suggestions/Comments
2	Ensure equity in educational opportunities for all students		Too vague - needed to move on!
2	Address immediate, short-term and long-term needs	H	Iowa City, Coralville, Hills, and North Liberty need more seats - need to work with developers and cities to figure out needs years from now! Zoning with affordable housing.
2	Keep communities of students together – schools serving neighborhoods	H	
2	Minimize student disruptions	H	
2	Minimize busing	M	
2	Consider natural boundaries	L	
2	Consider projections of future enrollment and residential growth potential	H	
2	Do not allow schools to become too large or too small	H	
3	Diversity Policy	M	
3	Eliminate Satellite Areas	M	Inferred because of policy
3	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	H	Allowing for open enrolling in is an issue when living elsewhere in the city/community. Primary for 12th graders only (8th for linear). Not as important for 6th or 8th.
3	Move the fewest number of students	M	More important to make the correct decision - move more if reduces the need to rezone
3	Support Safety	H	Obvious - important
3	Ensure decisions are fiscally and environmentally responsible	H	Have to meet budgets
3	Ensure equity in educational opportunities for all students	H	No excuse for all students to have an equitable education opportunity. High value on students who are required to be in portable classrooms.
3	Address immediate, short-term and long-term needs	H	Goal should be long-term. Don't ask double or triple questions.
3	Keep communities of students together – schools serving neighborhoods	M	Communities - people bought into neighborhood because of school - strong consideration for those people.
3	Minimize student disruptions	M	Get it right the first time. Numerous schools already have a lot of the disruptions we identify with diversity policy.
3	Minimize busing	M	No crossing multiple school boundaries
3	Consider natural boundaries	M-L	Would be nice, but neighborhoods more important

Table	Parameter	Value	Suggestions/Comments
3	Consider projections of future enrollment and residential growth potential	H	Important because of future likelihood of rezoning again
3	Do not allow schools to become too large or too small	M-L	Don't see as an issue
4	Diversity Policy	L	Have other approaches been considered like moving teachers or other resources instead of/before moving students? Other parameters are in opposition to policy.
4	Eliminate Satellite Areas	M	Would lower busing costs
4	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	M	
4	Move the fewest number of students	H	
4	Support Safety	H	
4	Ensure decisions are fiscally and environmentally responsible	H	
4	Ensure equity in educational opportunities for all students	H	The District should do everything to be sure resources and class sizes are equal in all schools - schools in need could have smaller class sizes to equal out.
4	Address immediate, short-term and long-term needs	M	We would prefer long-term solutions so we are not facing redistricting over and over
4	Keep communities of students together – schools serving neighborhoods	H	What is definition of neighborhood school? Feeder schools should all stay in same schools.
4	Minimize student disruptions	H	Would like to make sure students only have to change school once
4	Minimize busing	H	Fiscally not sound to bus students that can walk. Students may not be able to participate in after-school activities if they can't walk home. Environmentally harmful to have more buses. Extends school day for students to ride further.
4	Consider natural boundaries	L	Other things are more important to consider
4	Consider projections of future enrollment and residential growth potential	M	Prevents future redistricting
4	Do not allow schools to become too large or too small	M	
4	Students should attend the school closest to their home		
5	Diversity Policy	M-H	Eliminate stigma of what school they attend
5	Eliminate Satellite Areas	L	Ties in with busing
5	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	L	

Table	Parameter	Value	Suggestions/Comments
5	Move the fewest number of students	H	
5	Support Safety	H	
5	Ensure decisions are fiscally and environmentally responsible	H	Separate these items, fiscal responsibility is High priority, environment responsibility is Low.
5	Ensure equity in educational opportunities for all students	H	Do not move students to balance test scores
5	Address immediate, short-term and long-term needs	H	Willing to re-address later if needed
5	Keep communities of students together – schools serving neighborhoods	H	
5	Minimize student disruptions	M	
5	Minimize busing	H-M	If you are going to increase busing to make neighborhoods go to schools further away, then this is rated high
5	Consider natural boundaries	M-L	Consider safety for walkers
5	Consider projections of future enrollment and residential growth potential	H	
5	Do not allow schools to become too large or too small	M	
6	Diversity Policy	M	Be flexible, somewhat, on the percentages
6	Eliminate Satellite Areas	M	
6	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	H	Additionally, allow grandfathering in, but also consider students in an entire family so as not to split up a family composition
6	Move the fewest number of students	H	Consider moving a reasonable amount of students together, not just 2 homes, etc.
6	Support Safety	H	
6	Ensure decisions are fiscally and environmentally responsible	H	
6	Ensure equity in educational opportunities for all students	H	
6	Address immediate, short-term and long-term needs	H	
6	Keep communities of students together – schools serving neighborhoods	M	

Table	Parameter	Value	Suggestions/Comments
6	Minimize student disruptions	H	
6	Minimize busing	H	
6	Consider natural boundaries	H	
6	Consider projections of future enrollment and residential growth potential	M	Good luck!
6	Do not allow schools to become too large or too small	M	Keep balanced for class size, curriculum learning
7	Diversity Policy	L	Diversity policy will not solve educational problems. After school activities may be limited. Budget issues.
7	Eliminate Satellite Areas	L	Why move kids for no reason
7	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	M	
7	Move the fewest number of students	H	
7	Support Safety	H	
7	Ensure decisions are fiscally and environmentally responsible	M-H	Medium: Environment responsibility, High: Fiscal responsibility
7	Ensure equity in educational opportunities for all students	H	All schools have right to same opportunities
7	Address immediate, short-term and long-term needs	H	Long-term important
7	Keep communities of students together – schools serving neighborhoods	H	
7	Minimize student disruptions	H	
7	Minimize busing	H	
7	Consider natural boundaries	H	
7	Consider projections of future enrollment and residential growth potential	H	Build something that can be added on
7	Do not allow schools to become too large or too small	H-M	
8	Diversity Policy	L	

Table	Parameter	Value	Suggestions/Comments
8	Eliminate Satellite Areas	M	If eliminating a satellite doesn't change any existing policies, then it should be left alone to minimize disruption
8	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	H	In order to establish the rule from the beginning and not revisit over and over
8	Move the fewest number of students	L	Better to minimize student disruptions
8	Support Safety	H	Duh!
8	Ensure decisions are fiscally and environmentally responsible	M	We should be money-conscious, but not let money drive our decisions
8	Ensure equity in educational opportunities for all students		This is assuming that there are actual inequitable educational opportunities in our district which we reject. From a facilities equity standpoint, we would choose differently.
8	Address immediate, short-term and long-term needs	H	
8	Keep communities of students together – schools serving neighborhoods	H	Once we define "neighborhood"
8	Minimize student disruptions	H	
8	Minimize busing	M	
8	Consider natural boundaries	H	As it relates to establishing neighborhoods
8	Consider projections of future enrollment and residential growth potential	H	
8	Do not allow schools to become too large or too small	H	
8	Minimize disruptions to students in Special Education Programs	M	We feel that kids that require a consistent and stable environment for academic success should not be disrupted
8	Linear feeder system	H	
8			We feel that the parameters rated as H are all intertwined and should be considered as one parameter
9	Diversity Policy	M	We find it interesting that the discussion on diversity is purely economic. Diversity = high value, but diversity based just on economics is less valuable.
9	Eliminate Satellite Areas	H	High, but not at the expense of losing cultural diversity (see our additional parameter)
9	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	H-M	Except when you have siblings - consider younger kids stay in the same school as their siblings who are 6th, 8th, 12th graders at the same school
9	Move the fewest number of students	M	Important to start with a well-planned policy to attempt to ensure as little future movement as possible

Table	Parameter	Value	Suggestions/Comments
9	Support Safety	L	Safety is of course a priority, but with redistricting, there are ways to keep the kids safe without making busy streets the boundaries - be creative.
9	Ensure decisions are fiscally and environmentally responsible	M	
9	Ensure equity in educational opportunities for all students	H	Size of classrooms is important and we believe there is value in focusing on that. Continued movement of students to ensure equity is disruptive.
9	Address immediate, short-term and long-term needs	H	Focus on minimizing the movement of students
9	Keep communities of students together – schools serving neighborhoods	H	Keeping communities together in elementary, junior high, and high school is important. Communities of students is important.
9	Minimize student disruptions	H	
9	Minimize busing	M	The kids in this District won't bus far. There is concern over poorer neighborhoods' children sitting on buses when more affluent neighborhoods' children do not (parents drive them)
9	Consider natural boundaries	L	
9	Consider projections of future enrollment and residential growth potential	M-H	Can we work on zoning so this is less of a problem
9	Do not allow schools to become too large or too small	H	
9	Diversity vs. Diversity Policy	M-H	Social, Cultural, Linguistic/ESL, Special Needs, and Economic All agree - 6% FRL at one school and 80% FRL at another is NOT OKAY. Need to make a change in this direction. Will it be difficult to maintain this policy and other parameters?
13	Diversity Policy	M-H	How the policy plays out long-term as mobility and demographic shifts occur? The way
13	Eliminate Satellite Areas	L	If it helps the diversity policy without moving several students, not high priority
13	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	H	Family choice / no busing
13	Move the fewest number of students	M	If possible - great!
13	Support Safety	H	
13	Ensure decisions are fiscally and environmentally responsible	M	Is highly important, however, not at the expense of not busing when safety, etc. is a concern
13	Ensure equity in educational opportunities for all students	H	Define equity / fair is not equal
13	Address immediate, short-term and long-term needs		This parameter seems all encompassing. Long-term planning is valued.
13	Keep communities of students together – schools serving neighborhoods	H	

Table	Parameter	Value	Suggestions/Comments
13	Minimize student disruptions	L	Limit number of moves per family
13	Minimize busing	M	Be fiscally responsible
13	Consider natural boundaries	L	
13	Consider projections of future enrollment and residential growth potential	L	
13	Do not allow schools to become too large or too small	M-H	
13	IDEA - continuous special education services		
14	Diversity Policy	M	We all agree on equity but not everyone agreed the policy was the right tool
14	Eliminate Satellite Areas	M	Is it possible to eliminate all of these and still comply with the diversity policy?
14	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	H	We all agree
14	Move the fewest number of students	H	
14	Support Safety	H	
14	Ensure decisions are fiscally and environmentally responsible	M	
14	Ensure equity in educational opportunities for all students	H	Equity of facilities, too
14	Address immediate, short-term and long-term needs	L	Too large
14	Keep communities of students together – schools serving neighborhoods	H	
14	Minimize student disruptions	H	
14	Minimize busing	M	
14	Consider natural boundaries	M	
14	Consider projections of future enrollment and residential growth potential	H	So we don't have to make multiple redistricting changes
14	Do not allow schools to become too large or too small	M	If redistricting is done correctly, should not be a problem

Table	Parameter	Value	Suggestions/Comments
15	Diversity Policy	H	Modify the definition of the policy or parameters with regard to %, trending timeframe (some more flexibility) and remove capacity from policy
15	Eliminate Satellite Areas	M	Proximity is important, however, our group doesn't see an issue as long as the satellite isn't too far away
15	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	M	Consider grandfathering 6th and 12th siblings
15	Move the fewest number of students	H	
15	Support Safety	H	
15	Ensure decisions are fiscally and environmentally responsible	H	If spending more money can resolve our issues above, we would consider
15	Ensure equity in educational opportunities for all students	H	As long as equity refers to equal access
15	Address immediate, short-term and long-term needs	M	
15	Keep communities of students together – schools serving neighborhoods	M	Keep community together. Define as students staying together when moved.
15	Minimize student disruptions	L	Define disruptions
15	Minimize busing	H	
15	Consider natural boundaries	L	
15	Consider projections of future enrollment and residential growth potential	M	
15	Do not allow schools to become too large or too small	H	Becomes expensive
15	Clean feeder		We think that the mandate to eliminate islands is less important than the overall goals. High - as much as it can be accomplished along with facility changes, including relaxing timelines.
16	Diversity Policy	H	
16	Eliminate Satellite Areas	L	We are concerned that the mandate to eliminate islands could affect other more important parameters
16	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	M	
16	Move the fewest number of students	H	
16	Support Safety	H	

Table	Parameter	Value	Suggestions/Comments
16	Ensure decisions are fiscally and environmentally responsible	M	
16	Ensure equity in educational opportunities for all students	H	
16	Address immediate, short-term and long-term needs	M	Hard to predict
16	Keep communities of students together – schools serving neighborhoods	H	
16	Minimize student disruptions	H	We strongly recommend not moving the same neighborhood more than once. Moving a larger number of students is not good but would be preferable to double moves.
16	Minimize busing	H	
16	Consider natural boundaries	L	With a reasonable expectation of safety - can the schools and cities work together to ensure safe crossings or streets, etc.?
16	Consider projections of future enrollment and residential growth potential	M	
16	Do not allow schools to become too large or too small	H	But language is vague! We are concerned about the extreme range.
17	Diversity Policy	M-H	Flexibility with diversity with the numbers applied with Free & Reduced Lunch
17	Eliminate Satellite Areas	H	
17	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	H	Allow younger students to remain with their older student (if possible) until they move group together
17	Move the fewest number of students	M	
17	Support Safety	H	
17	Ensure decisions are fiscally and environmentally responsible	M-H	
17	Ensure equity in educational opportunities for all students	H	
17	Address immediate, short-term and long-term needs	H	Areas of growth are important
17	Keep communities of students together – schools serving neighborhoods	H	
17	Minimize student disruptions	H	Allow siblings to stay in the same school as the same 5, 6, 8, and high school
17	Minimize busing	M	

Table	Parameter	Value	Suggestions/Comments
17	Consider natural boundaries	L	
17	Consider projections of future enrollment and residential growth potential	H	
17	Do not allow schools to become too large or too small	H	Responsible for making sure the schools run properly. Consider lunch times as well.
18	Diversity Policy	H	We understand that there are some schools that need more resources, but don't want it to negatively impact our children
18	Eliminate Satellite Areas	M	We would like more information on eliminating satellite areas
18	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	M	Exceptions or thoughtful considerations for certain circumstances shouldn't be totally ruled out
18	Move the fewest number of students	H	
18	Support Safety	H	Walkability and safety of route to school
18	Ensure decisions are fiscally and environmentally responsible	H	Maximize existing capacity
18	Ensure equity in educational opportunities for all students	H	
18	Address immediate, short-term and long-term needs	H	
18	Keep communities of students together – schools serving neighborhoods	H	#1 Important
18	Minimize student disruptions	H	
18	Minimize busing	H	
18	Consider natural boundaries	M	
18	Consider projections of future enrollment and residential growth potential	H	
18	Do not allow schools to become too large or too small	L	As long as the school has adequate resources, the size shouldn't matter
19	Diversity Policy	M	Make sure that the parameters of complying with the diversity policy are in line with the opening of new schools. Making sure equity in education is more important here.
19	Eliminate Satellite Areas	H	A problem that should be fixed. Fix it now to avoid a bigger problem later.
19	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	H-L	High priority on the exception for kids to finish at their current school with a choice to go to the new school. Low priority for the provisions on other students.

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19	Move the fewest number of students	L	If you have to move a large number once, do it right. Be mindful of buildings that will be affected by two moves.
19	Support Safety	H	Safety is very important. This should be considered a high priority always. Closing schools is not ideal. Personal attachment to school affects the whole District vision. Others feel that keeping a school open and putting money into those schools will take away from everyone else.
19	Ensure decisions are fiscally and environmentally responsible	M	
19	Ensure equity in educational opportunities for all students	H	All students should have the opportunity to have an equitable education. This should be the goal.
19	Address immediate, short-term and long-term needs	H	Change wording to address critical needs and then focus on long-term
19	Keep communities of students together – schools serving neighborhoods	H	Keeping neighborhoods together to keep friends together. With the knowledge that there may be hard decisions on where those boundary lines will define neighborhoods.
19	Minimize student disruptions	H	Be mindful of any schools who will be affected by new school openings
19	Minimize busing	M	Less time on buses for students is important. Other changes/parameters are more important and may affect this as a result of those decisions.
19	Consider natural boundaries	L	Other factors are more important and natural boundaries are hard to define
19	Consider projections of future enrollment and residential growth potential	H	When haven't been good at this in the past, but need to be mindful of new developments throwing off these numbers
19	Do not allow schools to become too large or too small	M	More concerned about schools getting too large vs. too small. With that being said, schools that become too small and fiscally irresponsible are bad.
20	Diversity Policy	M	Concern for resources and how to divide. No consensus - long term planning.
20	Eliminate Satellite Areas	M-L	Satellite areas has to make sense. Wait until new schools open.
20	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	H	
20	Move the fewest number of students	L-M	As few changes as possible
20	Support Safety	M	Crossing major intersections. Common sense.
20	Ensure decisions are fiscally and environmentally responsible	M	Fiscally responsible does not equal cheap. Define environmental - building updates.
20	Ensure equity in educational opportunities for all students	H	
20	Address immediate, short-term and long-term needs	H	Facility needs? What is short-term? Long-term needs - decisions that would last 5-7 years (minimize student disruptions)
20	Keep communities of students together – schools serving neighborhoods	H	

Table	Parameter	Value	Suggestions/Comments
20	Minimize student disruptions	M	Define disruptions. Number of disruptions.
20	Minimize busing	H	38% already bused. Reduce amount of busing. Minimize number of students/distance bused.
20	Consider natural boundaries	M	Safety
20	Consider projections of future enrollment and residential growth potential	M	Long-term planning
20	Do not allow schools to become too large or too small	M	Long-term planning needs to be considered
21	Diversity Policy	M	This is important, but want to minimize disruption. Would like to see a natural progression moving kids more when a new school opens.
21	Eliminate Satellite Areas	M	Examine purpose of islands
21	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	H	Feel good compromise
21	Move the fewest number of students	L	Move kids as needed to get it done right. Fewest number of moves vs. number of kids moved.
21	Support Safety	M	We assume this will happen no matter what
21	Ensure decisions are fiscally and environmentally responsible	H	May not be fiscally responsible to have small schools. How can we fill small schools?
21	Ensure equity in educational opportunities for all students	H	That't the point! Lose resources (Title I Teachers) if our schools are lower than 40% FRL. All of the resources don't get us to the same as equality. Don't just put a band-aid on. Do what is needed to really accomplish something. Do this when we have natural transition time to really accomplish redistricting (new schools).
21	Address immediate, short-term and long-term needs	H	
21	Keep communities of students together – schools serving neighborhoods	H	Move neighborhoods together. Have a clean feeder system.
21	Minimize student disruptions	M	We assume this will happen
21	Minimize busing	H	"Fiscally responsible"
21	Consider natural boundaries	H	Makes sense
21	Consider projections of future enrollment and residential growth potential	H	Helps with long-term implication
21	Do not allow schools to become too large or too small	H	Fiscally responsible
22	Diversity Policy	H	

Table	Parameter	Value	Suggestions/Comments
22	Eliminate Satellite Areas		
22	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)		
22	Move the fewest number of students		
22	Support Safety		
22	Ensure decisions are fiscally and environmentally responsible	H	
22	Ensure equity in educational opportunities for all students	H	
22	Address immediate, short-term and long-term needs		
22	Keep communities of students together – schools serving neighborhoods		
22	Minimize student disruptions		
22	Minimize busing		
22	Consider natural boundaries		
22	Consider projections of future enrollment and residential growth potential	H	
22	Do not allow schools to become too large or too small		
23	Diversity Policy	L	Like idea of groups being mixed. Don't feel that this policy and timeline are the right way to do it. Students should be moved as new buildings are built to <u>prevent multiple moves.</u>
23	Eliminate Satellite Areas	H	They don't make sense to have
23	Allow no provision for grandfathering (exception for 6 th , 8 th , and 12 th graders)	L	We feel they should allow the option of grandfathering. Especially if a neighborhood may be moved multiple times (diversity policy, then new buildings).
23	Move the fewest number of students	H	Don't move unless necessary
23	Support Safety	H	<u>More important than diversity.</u> Avoid high school students having to drive on interstate to get to a farther school.
23	Ensure decisions are fiscally and environmentally responsible	M	
23	Ensure equity in educational opportunities for all students	H	All students/schools have equal opportunity and access to resources (technology, etc.)

Table	Parameter	Value	Suggestions/Comments
23	Address immediate, short-term and long-term needs	H	Avoid portable/temporary classrooms. Keep up with our needs (proactive).
23	Keep communities of students together – schools serving neighborhoods	H	Extremely important for our students social development. Affects learning.
23	Minimize student disruptions	H	Creates anxiety for some students. Challenging for teachers getting so many new-to-building students.
23	Minimize busing	M	Some busing okay to help improve diversity - <u>should be by choice though</u> . Too much of a strain on children's time. Wasteful economically.
23	Consider natural boundaries	H	Makes sense
23	Consider projections of future enrollment and residential growth potential	H	This is what has gone wrong in North Liberty
23	Do not allow schools to become too large or too small	M	Try to keep schools more equitable. Sad to see some so crowded.