



EXECUTIVE SUMMARY
AS A RESULT OF THE
SMALL GROUP WORK ACTIVITY
ATTENDANCE AREA DEVELOPMENT
COMMUNITY KICK-OFF MEETING
MARCH 12, 2014 • 6 – 8 P.M.
NORTHWEST JUNIOR HIGH SCHOOL

TASK #1: ADDITIONS TO LIST OF PARAMETERS

Review the list of parameters in Column 1. If your group would like to add one or more parameters at the end of the list use the space(s) provided.

TASK #2: ASSIGNING A VALUE TO EACH PARAMETER

Column 2—Use the box next to each parameter to assign your group’s value for that parameter. Your group should come to consensus regarding the “value” level the group places on each parameter. Place an “H” for High Value, an “M” for Medium Value or an “L” for Low Value.

The following words or phrases help define the concept of “Value”—relative worth or importance, magnitude or degree of importance, desirability, high regard.

TASK #3: SUGGESTIONS/COMMENTS

Column 3—In the space provided indicate your group’s consensus suggestions, comments or recommendations regarding how each parameter should be applied in developing zone scenarios.

Estimated attendance at the March 12 Attendance Area Development Kick-Off meeting was over 100. Using a PowerPoint presentation (copy was given to all attendees) the Superintendent Steve Murley provided background information regarding the purpose of the meeting, including the process and timeline for Attendance Area Development. Following his presentation Dr. Bill Rebore, a representative from St. Louis University who has extensive background and experience in school redistricting presented a series of parameters that must be considered in establishing school attendance areas—issues common to all school districts going through such a process. Participants then worked in 20 small groups (approximately 4 to 6 people per group) to complete a worksheet responding to three tasks (see above).

Following is a listing of the parameters and the frequency the groups assigned a “High Value” to the parameter. A few *randomly* selected verbatim statements from the “suggestions/comments” section for each of the parameters is also provided.

Parameter/Number of Groups Assigning A “High” Value

Ensure equity in educational opportunities for all students/18

“Equity doesn’t mean fair...but we definitely agree the address of your school should not determine the education they should receive.”

“All schools have the right to same opportunities”

“All students/schools have equal opportunity and access to resources (technology, etc.)”

Support safety/16

“Don’t make students walk across busy streets”

“Obvious – important”

“More important than diversity. Avoid high school students having to drive on interstate to get to a farther school”

Keep communities of students together – schools serving neighborhoods/16

“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)”

“What is definition of neighborhood school? Feeder schools should all stay in same schools”

“Move neighborhoods together...have a clean feeder system”

Address immediate, short-term and long-term needs/13

“Goal should be long-term”

“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)”

“Avoid portable/temporary classrooms...keep up with needs (proactive)”

Minimize student disruptions/13

“Would like to make sure students only have to change school once”

“We feel that kids that require a consistent and stable environment for academic success should not be disrupted”

“Get it right the first time...numerous schools already have a lot of the disruptions we identify with diversity policy”

Consider projections of future enrollment and residential growth potential/13

“So we don’t have to make multiple redistricting changes”

“Long-term planning”

“When haven’t been good at this in the past, but need to be mindful of new developments throwing off these numbers”

Move the fewest number of students/10

“Consider moving a reasonable amount of students together, not just 2 homes, etc.”

“Move kids as needed to get it done right. Fewest number of moves vs. number of kids moved”

“Important to start with a well-planned policy to attempt to ensure as little future movement as possible”

Minimize busing/9

“Prioritize students living within the 2 mile radius of keeping them within their neighborhood school”

“38% already bused...reduce amount of busing...minimize number of students/distance bused”

“Fiscally responsible”

Ensure decisions are fiscally and environmentally responsible/9

“Separate these—fiscal responsibility is High priority, environment responsibility is Low”

“If spending more money can solve our issues above, we would consider”

“We should be money-conscious, but not let money drive our decisions”

Allow no provision for grandfathering (exception for 6th, 8th and 12th graders)/8

“Primary for 12th graders only (8th for linear). Not as important for 6th or 8th”

“Family choice/no busing”

“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”

Do not allow schools to become too large or too small/8

“Becomes expensive”

“As long as the school has adequate resources, the size shouldn’t matter”

“If redistricting is done correctly, should not be a problem”

Diversity Policy/5

“We think the mandate to eliminate islands is less important than the overall goals”

“Be flexible, somewhat, on the percentages”

“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 prevent multiple moves”

Consider natural boundaries/5

“Other factors are more important and natural boundaries are hard to define”

“Would be nice, but neighborhoods more important”

“Consider safety for walkers”

Eliminate Satellite Areas/4

“High, but not at the expense of losing cultural diversity”

“A problem that should be fixed. Fix it now to avoid a bigger problem later”

“Is it possible to eliminate all these and still comply with the diversity policy”

Other parameters suggested for consideration by a few groups included the following: Students should attend school closest to their home; Minimize disruptions to students in Special Education programs; Linear Feeder System; IDEA – Continuous special education services; and, Clean Feeder.

**For a complete listing of all responses
see the March 12, 2014 Community Kick-Off Meeting Verbatim Response Document**