

DISTRICTWIDE PARENT' ORGANIZATION MEETING

At Van Allen Elementary in North Liberty

IOWA CITY COMMUNITY SCHOOL DISTRICT

http://www.edline.net/pages/ICCSd/parents/District_Parents_Organization

Meeting Minutes

September 12, 2018

Attendees Included:

Miriam Timmer-Hackert (NW, Central, DPO), Cynthia Crosett-Powell (Central, DPO), Charlie Eastham (CWJ) Cynthia Aloe (Wickham), Ben Brozene (Shimek), Eric Johnson (SEJH, DPO), Angela Pitkin (NCJH), Michael Nolan (Lucas), Laurel Faga (Kirkwood, NCJH, Liberty), Lisa Hall (Kirkwood), Liz Firmstone (Lemme), Noor Miller (Borlaug), Jamie Shaw (Coralville Central), Whitney Fraga (Hoover), Amber Capps (Hoover), Katie Iverson (Twain), Shawn Eyestone (ICCSd Board), Katy Herbold (Borlaug), Amy Kortemeyer (ESC), Michael Tilly (Lucas), Janet Godwin (ICCSd Board), Kerri Goers (Weber), Denise Seabold (Wickham), Mazahir Salih (CWJ), Rafael Morataya (CWJ), Tess Knickerbocker (CWJ), Marissa West (Garner), Marla Swesey (Transitions), Stevie Toomey (Lincoln), Matt Degner (ESC), Jackie Maruardt (NCJH, Van Allen), Bruce Teague (City Council Candidate), Mary Murphy (SEJH, City, DPO) Susan Brennan (ICCSd Foundation), Desiree Espinoza (Garner), Amy Kraber (Wickham), Leah Ayna (Twain), Traci Olsen (Central), ? (Borlaug), Brad Kelly (SEJH, DPO), Julie Eisele (City High), Ellen Sweet (Penn), Hope Spragg (Lemme), DeeAnn Grove (Kirkwood), MK Pilcher Hayek (Hoover), Tea Ho (Lincoln), Ashley Shields (Mann), Jenni Mettemeyer (Shimek, SEJH, DPO)

Representing (bolded if present & on sign in sheet or known):

ICCSd Elementaries: Alexander, **Borlaug, Coralville Central, Garner, Horn, Kirkwood, Lincoln, Hoover, Lemme, Twain, Hills, Shimek, Longfellow, Penn, Weber, Wickham**

ICCSd Junior Highs: **North Central (NCJH), Northwest (NWJH), and Southeast Junior (SEJH)**

ICCSd High Schools: **City, Liberty, West**, and Tate

Other Groups: **ESC (Executive Services Center), ICCSD Board of Directors, ICCSD Foundation, Transitions/CAPSTO, Center for Worker's Justice, Equity**

- I. **Gathering time (an opportunity to socialize) 11:30 a.m.** - Attendees started gathering and socializing at 11:30 am at the Transitional School House (new Hoover) in Iowa City.

II. Call to Order at 6:15 p.m.

- A. **Principal Welcome** – Lincoln Principal Ann Langenfeld and Mann Principal Julie Robinson welcomed the DPO to the building they are sharing this year. Ann is excited to be hosting the first meeting of the year, and is proud of the shared ownership between Lincoln and Mann. PTO's are working together and will walk together in the City High Homecoming Parade. They have shared assemblies (e.g. on PBIS), the PTO donated t-shirts to all students. They have some shared staff. They are extremely proud of the collaboration between parents and staff. Principal Robinson is thankful for the bond and said it was fun to go through Longfellow.
- B. Miriam Timmer- Hackert and Eric Johnson, this school year's DPO Co-presidents welcomed everyone. Miriam mentioned having a nominating committee for co-presidents elect made up of schools without representation on the board if no one volunteers to serve as DPO co-presidents elect (because no takers last May at election time). Eric stated the DPO Co-president position is a three year term--DPO co-president elect, co-president, and co-past president (the latter coordinate the scholarship reception). It's okay to come to a meeting a bring a child. We prefer that over not coming at all. Please feel free to bring friends. There is no need to RSVP. Miriam reminded everyone it is okay to talk to candidates about legislative priorities.
- C. Jenni Mettemeyer, co-DPO secretary, asked everyone to complete the DPO representative forms and for approval of the May 2018 minutes. Following a motion, which was seconded, the attendees approved the May minutes.
- D. Mary Murphy, the other DPO co-secretary, reminded everyone that there were index cards on the table if anyone had questions to submit and also that we would welcome any volunteers for the DPO co-president elect positions, including newcomers.
- E. Cynthia Crossett-Powell, DPO treasurer, stated that more dues added, the more for the DPO scholarship. Dues are \$40. Please take a form if you have not already sent in dues.

- I. Matt Degner, Assistant Superintendent reported the facilities upgrades are tremendous. At Liberty High, there is a “real community at football.” West High has a new cafe. There is a strong equity focus. They engage more students at a higher level. There is a 200% increase in underrepresented youth in AP. They are using AVID. All high school principals went through an AVID conference. It’s supported by the Foundation and ACT. Laura Cottrell is the Director of Cultural Responsiveness. The district is still posting for an equity director. There are new opportunities for online learning. The district is looking at an online programming option to help prevent parents and students from open enrolling out, for example, to Connections and Clayton Ridge.
- J. Shawn Eyestone put a plug in for the DPO president elect position, which he once had.

III. Presentation by ICCSD Board member Shawn Eyestone who presented on the topic of “Attendance Area Development.” He stated the topic could be “Boundaries,” or really “school integration.”



Slide (above) “What are we doing here and why? What should our schools look like?”

Slide (above) is the “Purpose Statement.” “Balance, integration and equity are all “important.” “We are currently failing kids by the environment we are putting them in.”

“Diversity Makes Us Stronger”



Five decades of research suggest that a socioeconomically and racially diverse educational environment provides better educational opportunities for school children than economically and racially segregated schooling.

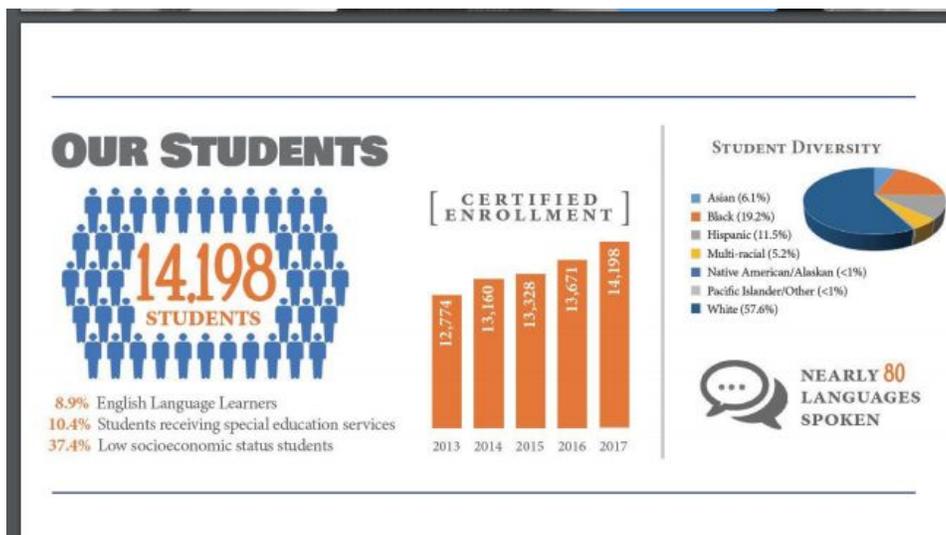
This research finds two distinct benefits of integrated schools:

- All students benefit from the exchange of ideas and learning that comes in a racially and economically integrated school
- Low-income students, in particular, benefit from avoiding the harms associated with concentrated school poverty



Source: The Century Foundation

Slide (above) “Diversity Makes Us Stronger.” Board member Eyestone stated that soon as you get started about talking about change, including integration, people start talking. “Integration raises everybody up.” They [board] are “not pitting one group against another.” They [board] hope it raises test scores for some subgroups.



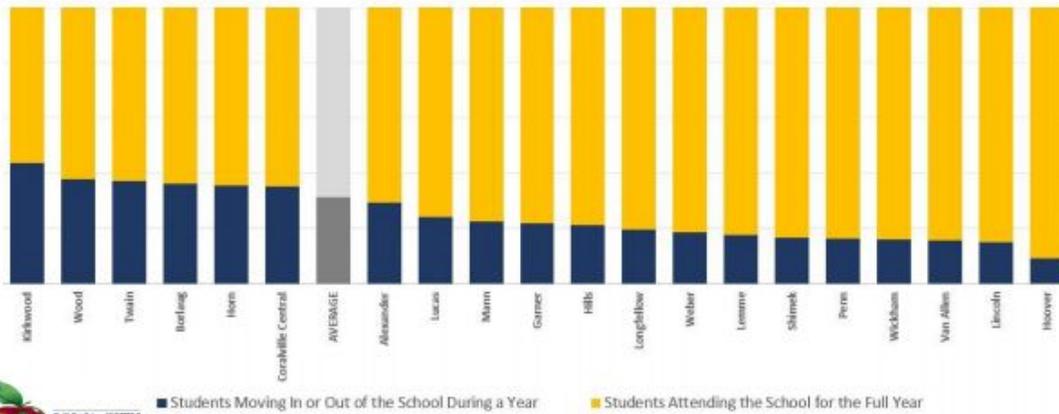
Shawn reported that nearly 80 languages are spoken and the district’s percentage of low socioeconomic status students is 37.45%.



Shawn next showed low SES by school [see slide entitled “**Where are We Now Socio-Economic Status**” above--unsure whether actual presentation included second slide above with goal--Shawn attached board’s full presentation to follow-up email to DPO but not actual slides used--full board presentation included many more slides.] The board does not look at the SES percentages as a “terrible disparity” but as “great opportunities.” Some schools that are close geographically have a wide disparity. The “municipalities built housing. We’re stuck with it.” Shawn states the board is not telling the municipalities where/how to build housing but that someone [e.g. school district] has to make the first step.

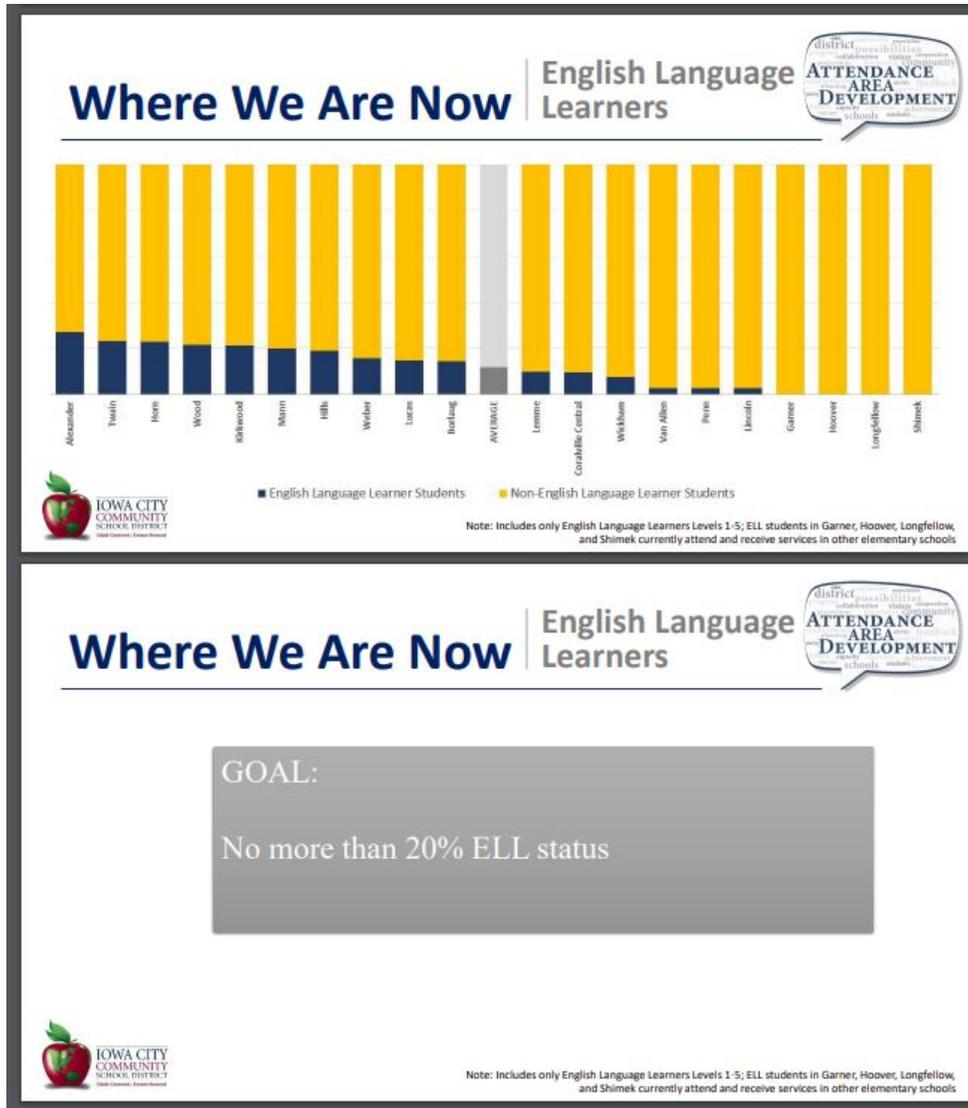
Where We Are Now

Mobility

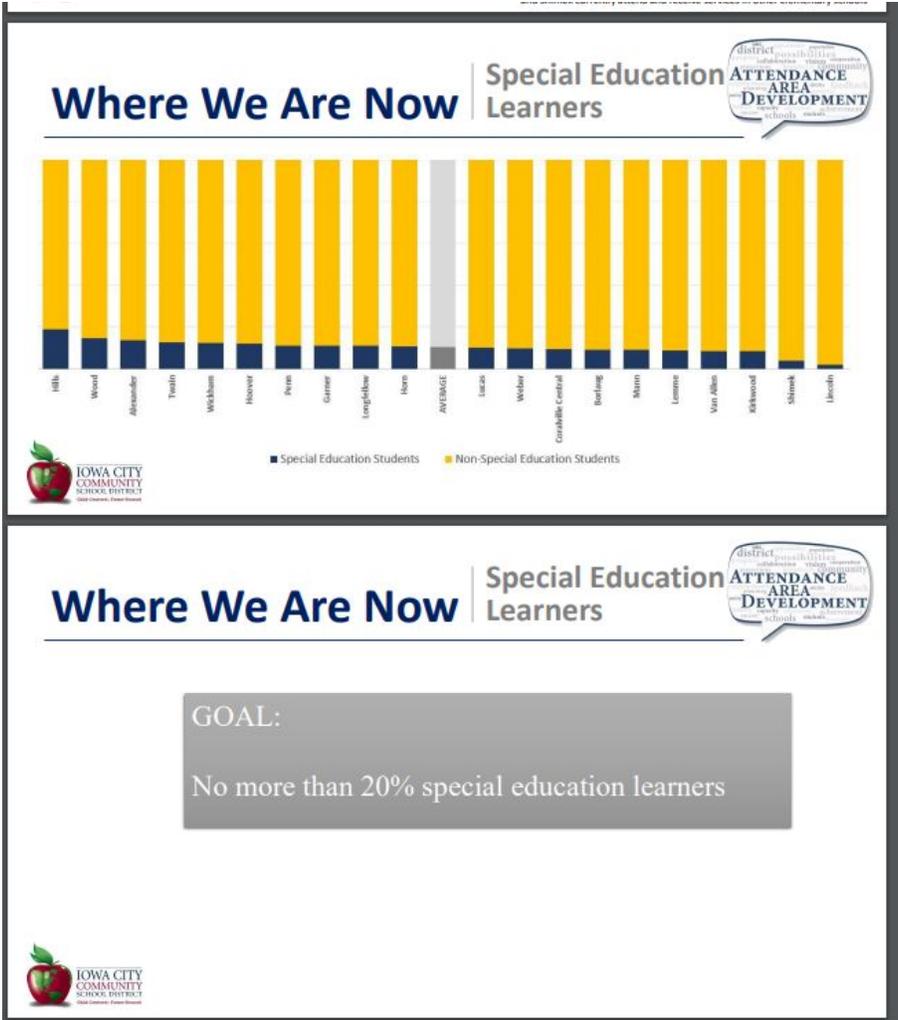


■ Students Moving In or Out of the School During a Year ■ Students Attending the School for the Full Year

Shawn reported that **mobility** is another hurdle to creating an “equitable learning environment.”



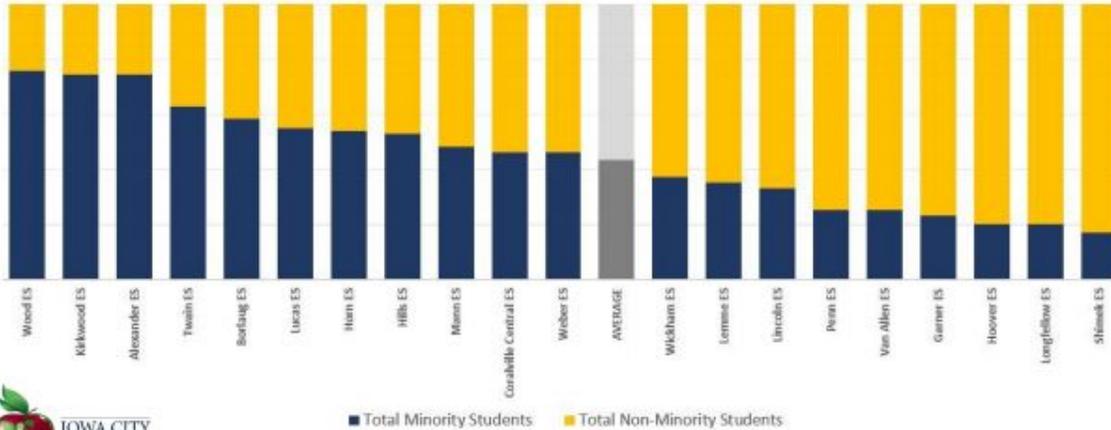
“Where are We Now English Language Learners” slide shown.] All schools have ELL programs now making it easier to identify ELL learners. Before it was a hurdle if families weren’t willing to send students to farther schools with ELL programs, which some schools used not to have [unsure whether second slide with goal was part of Shawn’s actual presentation but was in full slideshow he sent to DPO after meeting].



[“Where Are We Now Special Education Learners” slide shown.]

Where We Are Now

Race/Ethnicity



District Supports in Place



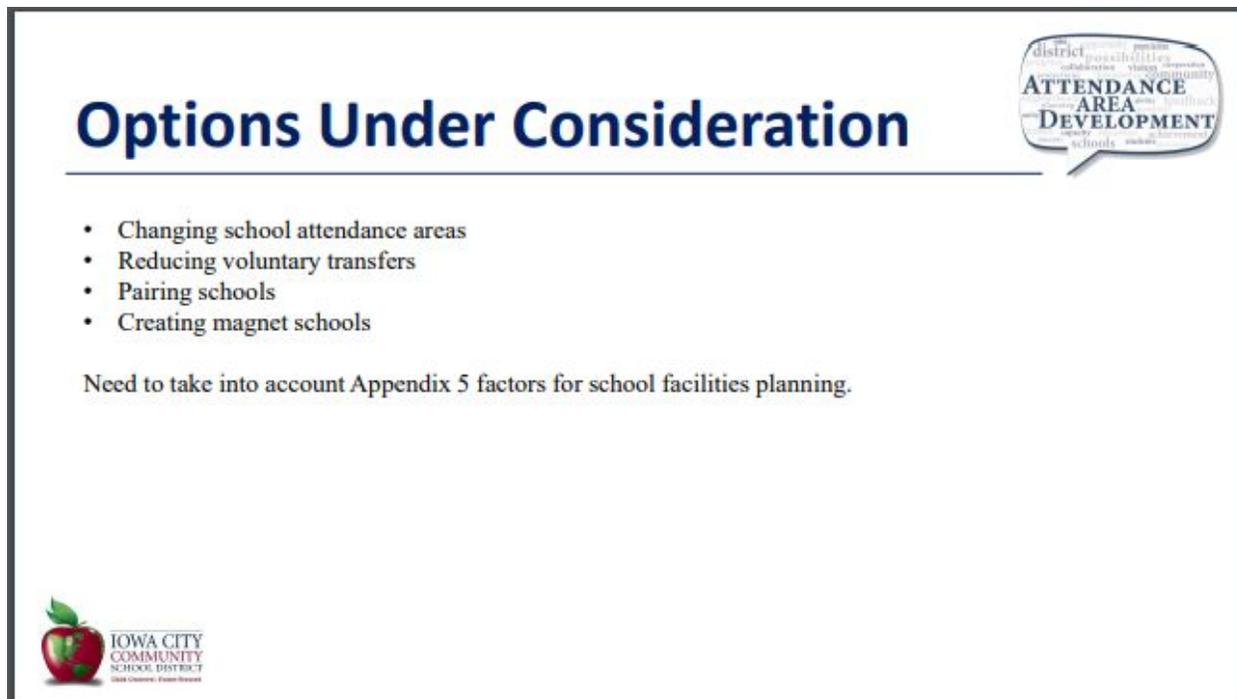
- Weighted Resource Allocation Model (WRAM)
- School Administration Managers (SAMs)
- Title 1 Reading and Math Teachers
- Reading Corps Tutors
- English Language Learner Teachers
- Special Education Teachers
- Behavior Interventionists
- Advancement Via Individual Determination (AVID)
- 21st Century Community Learning Centers
- Continued Administrator/ Teacher/ Support Staff Professional Development



[“Where Are We Now Race/Ethnicity” slide shown above.]

[“District Supports in Place” slide shown above.] Shawn reported that district supports include AVID, which helps kids with soft skills like speaking in front of a bunch of people, which Shawn states he didn’t have, for after the kids are done with school. Four elementaries have AVID, and the high schools are implementing AVID next year.

Shawn further reports that WRAM (weighted resource allocation model) requires more resources, more teachers and that it is “not sustainable long term without more money.” There are a lot of things [on the slide] that are very targeted to schools, and the board wants to make some of them less necessary.



Options Under Consideration

- Changing school attendance areas
- Reducing voluntary transfers
- Pairing schools
- Creating magnet schools

Need to take into account Appendix 5 factors for school facilities planning.



Shawn reported “**Options Under Consideration**” include “changing school attendance areas.” The boundaries are set to change in 2019, the same year Hoover [presently serving as a transition school] and Christine Grant are opening. Some options include:

- “Reducing voluntary transfers”
- Pairing schools
- Creating magnet schools

Shawn states the board will need to take into account **Appendix 5** for facilities’ planning purposes [see slide below].

Appendix 5



1. Base decisions on available data
2. Promote safety
3. Provide opportunity for stakeholder input
4. Optimize the relationship between facilities and enhanced student learning
5. Ensure equity in educational opportunities for all students
6. Address immediate, short-term and long-term needs
7. Design for physical accessibility
8. Utilize current capacity
9. Keep communities of students together – schools serving neighborhoods
10. Minimize student disruptions
11. Consider projections of future enrollment and residential growth potential
12. Plan for locations of special education programs
13. Do not allow schools to become too large or too small
14. Plan and design for flexibility to accommodate changes in mission, programs and instructional strategies
15. Plan and design to accommodate changes in technology
16. Ensure decisions are fiscally and environmentally responsible
17. Balance socio-economic demographics
18. Balance ethnicity demographics
19. Minimize transportation distance, time, and cost
20. Consider geographic barriers
21. Plan and design for partnerships and community use of facilities



Shawn, with school pairing, the idea is to combine two school populations and split them by age so that both schools have the same demographics. The board wants to create demographic balance because “we need the money.” The board has spent eight work sessions on this. The board has also heard from parents “what happen if everyone voluntarily transfers out?” So voluntary transfers are under consideration.

The board has also isolated schools they can’t carve out and are looking at magnet schools farther down the road. Magnet schools are not something you can put in place without lots of money.

Shawn mentioned concern about kids suffering inequitable environments now. He and the board want to get it right for twenty years from now. Everybody wants specifics but he doesn’t want us to lose sight--it’s hard now but think 3 or 4 years down the road.

Shawn: “Some in district in opposition.” “Sometimes you have to pick and choose.” When he served on the boundary committee for Christine Grant, the committee picked factors specific for Christine Grant. But on the board, balancing SES demographics--everyone’s a priority. “This is where we want to get, this is where we are at, and a whole lot of space between.” “If we pair two schools, look at existing boundaries and bussing, might decide to move a piece [of boundary] around--it could result in other schools being moved around.”

Shawn: “We [board] need help in dispelling rumors.” Integration is a good thing and it’s on the board to look for solutions. Balance socio economic populations, integration...-- what we all want. So if we can take a look at pairing schools, it’s a way to get there.

Shawn: Last note, twenty Longfellow staff at meeting before, “Fantastic.” If I talk to non-Longfellow and Twain regarding pairing, most people say okay, but it’s hard when it impacts people personally. He then shared a personal anecdote about Longfellow.

Mazahir added: The presentation needs to be in different languages.

Shawn: Moving schools is challenging. There are real problems he acknowledges. The board recognizes “fear and discomfort through process.” They [board members] want to make sure it’s positive.

Questions and Answers slide

Mary Kate Pilcher Hayak stated she wants the presentation made to the PTAs. She had a second question about Longfellow and Twain. “Is it 2019 boundaries--is it for efficiency reason for pairing or for integration or both?” She said she thought the focus on integration “perfect” but if it’s for “efficiency,” she wants to know more. Shawn replied that Shimek and Mann is more about efficiency than balance after the boundary changes, and pairing Longfellow and Twain would be for integration. Both of these pairings rise to the top because they have the best opportunities.

A second parent stated: Yesterday, tried to make a case for Shimek & Mann--easier to pair for socioeconomics than integration.

A third parent from Twain stated Coralville Central and Mann at about 50/50 now. How is it going?

A fourth parent, Ben Brozene stated, “You [Shawn] did a lot of salesmanship, asked for our help--tell us what you’re going to do.” He wants to know the “what.” He stated he doesn’t question the motives but the conclusions. He needs to know how it will effect him before he can decide if he will help or fight.

Shawn doesn’t dismiss the “what” but it’s counter to the idea of what they are going to do (e.g. integration).

Mary Kate Pilcher Hayak spoke: What has to be done should be done right and then we will support it. Ben agrees with the goal.

A fifth parent, Michael Tilley, appreciates the presentation. He understands integration but what about the implicit considerations? Why long term is the board not discussing Wickham and Kirkwood? Shawn: They also need to take under consideration other things like geography, curriculum content, implicit bias, etc.

A sixth parent stated “all people are scared.” Give idea to parents of six schools in the paper so parents know what is going on. [Here’s a link to the Press-Citizen articles--
<https://www.press-citizen.com/search/school%20pairing/>]

Shawn, 1) not everyone can decide where their house is going to be, 2) the schools in the paper were based on 1 slide [in the full presentation], 3) there is no specific timeframe but a gut feeling (“feeling kind of squishy”) if we change any boundaries we will make decisions around November of this year for 2019 school year and pairing maybe 2020 at earliest.

Eric Johnson reminded the group that they are welcome to attend the Board Work Sessions where these discussions are happening.

IV. The meeting adjourned around 1:10 p.m.

Respectfully submitted,

By Jenni Mettemeyer and Mary Murphy, DPO Co-Secretaries

Co-Presidents: Tara Sterba*Brad Kelly

Co-Presidents Elect: Miriam Timmer-Hackert*Eric Johnson

Past Co-Presidents: Mary Kate Pilcher-Hayek*Tea Ho

Co-Secretaries: Jenni Mettemeyer*Mary Murphy

Treasurer: Cynthia Crossett-Powell

Future Meetings: October 10, 2018 Longfellow Elementary, Topic -Math Curriculum

November 14th at North Central Junior High, Topic - Sports Panel

- Approve October Meeting Minutes

