



EXECUTIVE SUMMARY
COMPLETED BY UNICOM ARC
 AS A RESULT OF THE SMALL GROUP WORK ACTIVITY
ATTENDANCE AREA DEVELOPMENT
CLUSTER #1 MEETING
MARCH 24, 2014 • 6 – 8 P.M.
NORTH CENTRAL JUNIOR HIGH SCHOOL

TASK: Rank the below Parameter Expectations 1 – 7; 1 being the most important

- Ensure equity in educational opportunities for all students
- Support safety
- Keep communities of students together
- Address immediate, short-term and long-term needs
- Minimize student disruptions
- Consider projections of future enrollment
- Move fewest number of students
- Other

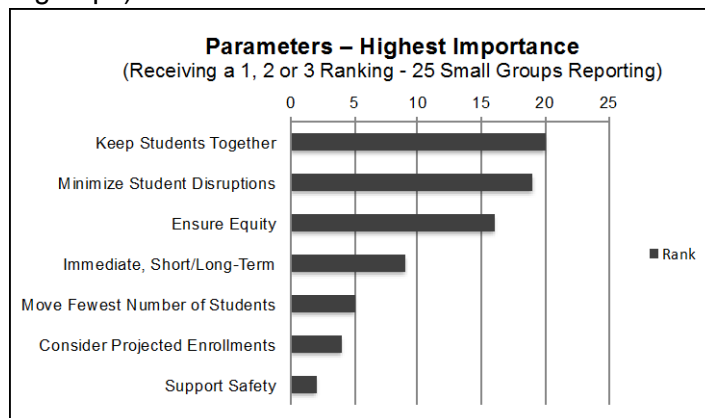
Estimated attendance at the March 24 Attendance Area Development Cluster #1 meeting was 216. Superintendent Steve Murley opened the meeting providing background information regarding the purpose of the meeting, including the process and timeline for Attendance Area Development. He then presented a series of parameters that must be considered in establishing school attendance areas. Some were labeled “mandates” established by Board policy and legal restrictions. Others were labeled “expectations”—noted in the list above. Participants then worked in 25 small groups (approximately 8 people per group) to complete a worksheet responding to the task listed above.

Following is a listing of the parameters and the frequency ranking the groups assigned to the parameter.

Parameter	High Importance				Low Importance		
	1	2	3	4	5	6	7
Ensure Equity	6	4	6	3	3	1	3
Support safety	0	2	0	2	1	5	7
Keep Students Together	8	9	3	2	3	0	0
Address short/long term needs	0	4	5	5	5	4	1
Minimize student disruptions	7	5	7	3	2	1	0
Consider enrollment projections	0	2	2	4	6	6	4
Move fewest number students	0	2	3	4	4	5	6
Other (see comments page 2)							

The following parameters were noted as having the *highest importance* receiving a 1, 2 or 3 ranking.

- Keep students together (80% of the table groups gave this parameter a 1, 2 or 3 ranking)
- Minimize student disruptions (19 of the groups)
- Ensure equity (16 of the groups)



The following parameters were noted as having the *lowest importance* receiving a 5, 6 or 7 ranking.

Consider enrollment projections (16 of the groups)

Move fewest number of students (15 groups)

Support safety (13 groups)—some of the groups gave this a low importance ranking noting that this was a “given” and perhaps should not even be listed as a parameter.

Participants also had the opportunity to list “other” information to be considered in developing attendance areas. Two of the most frequently items mentioned in this section were the Diversity Policy and the timing for development and implementation of the attendance area project. Here were some of the verbatim comments provided by the groups.

“defer the decision until new facilities are built”

“defer until 2019”

“defer to 2019”

“defer until 2019—all of these are very tightly grouped...not a good choice between them”

“delay the implementation of Diversity Program”

“defer Diversity Policy implementation to 2-4 years till the new schools are constructed, then the other above expectations can be over-layed or accomplished”

“we want the Diversity Policy implemented...however, if it can be implemented to correspond to the creation of new space and schools that would be best”

“concerns that policy % not tied to education goals”

“no movement until 2019”

“recognize that no expectations can effectively be addressed, given the currently mandated Diversity Policy”

“defer till 2019”

Other verbatim comments from the group worksheets included the following:

“keep students together—feeder system”

“linear feeder system”

“clean feeder system for elementary, junior high and high school”

“maximize walkers”

“clean feeder system”

“no alignment to facilities planning process”

“consider grandfathering at secondary level”

“how to re-evaluate ?????, no moving yearly”