

Board Listening Post Community Feedback

Community Input	NL	CRVL	The Spot	IC Lib	Board Action/Response
Focus on Student Achievement	✓	✓	✓		-Leadership for Student Learning -Strategic Plan for Educational Mission
Concrete Steps towards optimal Learning Environment				✓	-Leadership for Student Learning -Strategic Plan for Educational Mission
Link to FMP	✓	✓			-Attendance Zone Master Plan linked to FMP -Retire "Cluster" language
Make Progress				✓	-Clarify decision making criteria -Finish current process
Comprehensive Plan				✓	-Strategic Plan for Education Mission -Clear linkage of plans to End State Vision
Determine End Goal				✓	-Clear linkage of plans to End State Vision
Spend \$ in the Classroom	✓	✓			-Support Resource Allocation Model
Need Based/Weighted Resource Allocation			✓	✓	-Support Resource Allocation Model: Clear Formula to allocate and explain "why"
No Islands	✓	✓			-No new islands
Parent Controlled Equitable Choice/Options			✓		-Future opportunity for Magnet Schools and allow Parent Choice where capacity allows
Walkable	✓	✓			-Future input to Attendance Zone Process
Accessible: Ability to get there			✓		-Future input to Attendance Zone Process
Sister Schools/Year Around		✓			-Research Sister Schools and Year Around via Hanover and benchmark vs. UEN
Magnet School: Ensure local school boundary/preference			✓		-Commission Magnet School Team
Accessibility to Information/Options			✓		-Future input to Attendance Zone Process

Overall Progress

Alexander attendance area determined (almost): Southeast Iowa City FRL balanced between Twain/Wood/Hills/Alexander
 Alexander enables urban planning in Southeast Iowa City
 Alexander allows Wood to operate at/under capacity (better learning environment)
 Hoover (new East) enables urban planning in East Iowa City
 Fully utilizing Hills capacity
 Twain Learning Environment Improvement (via FMP)
 Plans for to study Magnet at Twain: Lead Model for change via Parent Choice
 Resource Allocation Model
 Changes to Open Enrollment to incent attending Home School

Summary of Board Engagement Process

Community Input	Board Action
Focus on Student Achievement	-Leadership for Student Learning -Strategic Plan
Link to FMP/Determine End Goal	-Link to FMP timeline -End State Vision
Spend \$ in Classroom	-Weighted Funding/Resource Model
No Islands/Parent Options	-No new Islands -Investigating Magnet School
Walkable/Accessible	-Input to Attendance Zones
Alternative Options	-Investigating Magnet School -Research Sister Schools

Process/Timeline Proposal

Jan-Mar

- Admin/Board Collaboration & Work Sessions

April

- Public Engagement

May

- Converge on Recommendation
- Decision

Focus

Secondary Boundaries



Could impact
Elementary Boundaries



Define 2019 Vision (to
degree possible)

Appendix 5

PARAMETERS FOR SCHOOL FACILITIES PLANNING

The parameters listed below have been found helpful to the board and to the administration when setting school boundaries and developing comprehensive short- and long-term facilities plans. The first fifteen items are found in board policy. No attempt has been made to prioritize the remaining parameters and it is recognized that in some cases accomplishment of one objective might prohibit the accomplishment of another.

1. Base decisions on available data
2. Support 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 busing
20. Consider natural boundaries
21. Plan and design for partnerships and community use of facilities

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