



SERIES I WORKSHOPS - VERBATIM DOCUMENT

- Saturday, January 20, 2018 • 9-11 a.m.**
Hazelwood East Early Childhood Center
- Tuesday, January 23, 2018 • 6-8 p.m.**
Hazelwood Central High School
- Wednesday, February 7, 2018 • 6-8 p.m.**
Hazelwood East High School
- Wednesday, February 28, 2018 • 6-8 p.m.**
Hazelwood West High School

**VERBATIM DOCUMENT
Hazelwood School District
Community Engagement Workshops
Series I - Planning Parameters**

TASK #1: IDENTIFYING THE PARAMETERS

In the space provided below indicate your group's "Planning Parameters" that should be considered in developing attendance areas for the future. A parameter could be a characteristic, a factor, a condition or descriptor that would be important in defining school attendance areas.

Here are a couple of sample parameters:

- Move the fewest number of students
- Ensure equity in educational opportunities for all students
- Students should not cross major traffic arteries

TASK #2: RANKING THE PARAMETERS

After completing your list of parameters, use the column on the right to rank the parameters relative to their degree of importance or value. Place a "1" in the parameter that is the most important, place a "2" in the second most important parameter and so forth. If you listed ten parameters, then rank them 1 to 10. Use each ranking number only once - **there should only be one #1, only one #2, only one #3** etc.

(Please Print/Write Legibly)

TABLE #	SESSION	PARAMETER	RANK
		WORKSHOP SATURDAY, JANUARY 20, 2018	
#2	1/20	Consider a Grandfather Clause in moving students	2
#2	1/20	Every school is equitable according to class size	1
#2	1/20	Consider racial balance	
#2	1/20	The entire Elementary School goes to the same Middle School	

TABLE #	SESSION	PARAMETER	RANK
#2	1/20	Keep neighborhood school	
#2	1/20	Give consideration to students with special needs	
#2	1/20	Ensuring students are safe traveling	3
#2	1/20	Ensure siblings go to the same school	
#2	1/20	Equity in population of schools	
#2	1/20	Equitable distribution of resources between schools.	
#3	1/20	Neighborhood schools - schools close to residents	1
#3	1/20	Immigration -equal opportunities	
#3	1/20	Minimize students that are required to change schools	2
#3	1/20	Narrowing academic gap amongst different ethnic backgrounds	
#4	1/20	Move the fewest number of students	1
#4	1/20	Equal enrollment numbers across schools	4
#4	1/20	Students should not cross major traffic arteries	2
#4	1/20	Clear Feeder patterns	3
#5	1/20	Child already in high school continue in that school	1
#5	1/20	Class size per space for number of children	2
#5	1/20	Researching and using best practices for school in assigning schools	2
#5	1/20	Creating class sizes that are below DESE average	4
#5	1/20	Better transportation services for students to increase school attendance	5
#5	1/20	Increasing diversity & decreasing area segregation in Haz.	6
#6	1/20	How will we determine the number of students/families moving into the areas development? "Grandfather Clause"	2

TABLE #	SESSION	PARAMETER	RANK
#6	1/20	The diversity "racial diversity" "Grandfather clause"	1
#7	1/20	Equality and equity in class size	1
#7	1/20	Move the fewest number of students in order to create more balance across the schools	2
#7	1/20	Keep kids on the same pathway from elementary to middle to high, to eliminate the splits for elementary	3
#7	1/20	To consider special needs and their requirements	4
#7	1/20	Open to repurposing buildings for STEM, gifted, etc.	5
#7	1/20	How will it affect transportation (for children) and their costs?	6
#7	1/20	Students should not have to cross major roads	7
#7	1/20	Consider the buildings - are all the elementary needed? - Consider the age/conditions of the buildings - Does enrollment need this many buildings	8
#7	1/20	Look at ideal class size to be more even across the district	9
#7	1/20	Offer grandfathering clause	10
#8	1/20	Grandfather clause	1
#8	1/20	School capacity & enrollment	4
#8	1/20	Natural boundaries/Physical barriers	6
#8	1/20	Neighborhood population - Size of residential buildings	5
#8	1/20	Sibling enrollment at schools	7
#8	1/20	Census tract and geo code data	8
#8	1/20	Existing student feeder patterns	9
#8	1/20	District capital plan - school related facilities and capital expenditures	10
#8	1/20	Race, Ethnicity, Socio Economic status	3

TABLE #	SESSION	PARAMETER	RANK
#8	1/20	Student/Teacher Ratios	2
#9	1/20	Moving/splitting H.S. students in Jr-Sr. year is too disruptive	2
#9	1/20	Keep kids/Brothers & Sisters together - assuming they're close in age.	4
#9	1/20	Ensure equity in educational opportunities for all students/class size/social opportunities	1
#9	1/20	If moving students, move more than one segment - for example 8 and 3 is preferred over 11 and 1	3
#9	1/20	Would there be a choice if a parent provided transportation?	5
#9	1/20	Reduction of cost - What are costs to consider?	
#10	1/20	Equity in the number of students at each school	?
#10	1/20	Bus stop locations; students shouldn't cross hwys	?
#10	1/20	Consider apartment populations (transitional)	?
#10	1/20	MAP data & Academic data	?
#11	1/20	Ensure class sizing is equitable	1
#11	1/20	Bus routing - longer rides - safety	2
#11	1/20	Moving the least amount of students	3
#11	1/20	Not splitting neighborhoods/subdivisions	4
#11	1/20	Behavior of "New" students	5
#11	1/20	Grandfathering process	6
#11	1/20	Needs of the community	7
		WORKSHOP TUESDAY, JANUARY 23, 2018	

TABLE #	SESSION	PARAMETER	RANK
#1	1/23	Even out Teacher: Student Ration	1
#1	1/23	Equal distribution of students	2
#2	1/23	Create the greatest savings to enable more Academic Opportunities	1
#2	1/23	Grandfathering options for Grades 5/8/12 special circumstances (don't split families)	3
#2	1/23	Grandfathering if proposed school is <u>underperforming</u> relative to old school (must fix in next 2 years)	2
#2	1/23	Impact minimal travel time	4
#2	1/23	Impact fewest # of students	5
#3	1/23	Busing distance	6
#3	1/23	Busing expenditures	7
#3	1/23	"Grandfather" options	4
#3	1/23	Neighborhood/Subdivision fragmenting	5
#3	1/23	Diversity vs. Segregation / Balance - One district image	1
#3	1/23	Class sizes - equitable	3
#3	1/23	Repurposed schools have balance geographically	2
#4	1/23	ACE educational opportunities equal to all	1
#4	1/23	Change staff only as needed (locations)	4
#4	1/23	No neighborhood students passing a school to attend another	2
#4	1/23	Balance & utilize all schools. Smaller class sizes	3
#5? (not labeled)	1/23	Student to teacher ratio	1

TABLE #	SESSION	PARAMETER	RANK
#5? (not labeled)	1/23	Overall discipline	2
#5? (not labeled)	1/23	Grandfathering	3
#5? (not labeled)	1/23	Transportation costs	4
#6	1/23	Grandfather high schoolers/Don't split families	2
#6	1/23	Contact City/County Planners for New Industry and developments	6
#6	1/23	Keep safety of walkers w/ boundaries (1 mile rule) in mind	1
#6	1/23	How will thematic schools affect this?	5
#6	1/23	Take capacity schools were built for into consideration	3
#6	1/23	Take bus schedules/ length of ride into consideration	4
#6	1/23	Don't split schools	1.5
#7	1/23	Don't move seniors, grandfather them in	2
#7	1/23	Add transitional year (make change in 4th year instead of 3rd year)	3
#7	1/23	Don't move forward with redistricting	1
#8	1/23	No long Bus Rides - exceptions for kids to movie, i.e. Seniors, Grandfather Clause, case by case	
#8	1/23	Option staffing support for buildings regardless of enrollment	
#8	1/23	Priority for students in last years of HS	
#8	1/23	Keep Community informed regarding schools & enrollment	3
#8	1/23	Extenuating circumstances for siblings to have choice	
#8	1/23	Students should attend school closest to them	2

TABLE #	SESSION	PARAMETER	RANK
#8	1/23	Equity resources in every school	1
#9 (not labeled)	1/23	Would the redistricting affect property values?	1
#9 (not labeled)	1/23	Making sure the streets are not divided, example: people attend different schools while just one street away?	2
#9 (not labeled)	1/23	Making sure the students who have special needs can get the help they need.	3
#10	1/23	Proximity to the school from home (20 min max per bus ride)	2
#10	1/23	Ensure equity in educational opportunities for all students Consider special programs Equal class sizes (teacher/student ratio)	1
#10	1/23	Complete school attending (if parent requests) ? Could this be phased in over 2 years? Example.	4
#10	1/23	Should not cross major traffic areas ? Could middle schools become and elementary school (or vice versa)	3
#10	1/23	Consider special programs	
#11	1/23	Balance the number of students moving from elementary to middle school to prevent overcrowding	1
#11	1/23	Ensure equity in educational opportunities for all students; equal student : teacher ratios	2
#11	1/23	Ensure there are enough buses so students are not standing due to overcrowding	3
#11	1/23	Make sure senior students do not have to change schools	4
#12	1/23	Grandfather established residence	2
#12	1/23	Students attend schools w/in closest proximity	4
#12	1/23	Keep feeder schools consistent to keep students together Entire elementary feeds M.S. - all middle school feeds High School	5

TABLE #	SESSION	PARAMETER	RANK
#12	1/23	Consistency of students within same subdivision	3
#12	1/23	Address negative stereotypes regarding predominantly black schools & emphasize that those schools are a safe learning environment that offers a quality education	1
#13	1/23	Students attend neighborhood schools	2
#13	1/23	Ensure equity of education opportunities for all students	3
#13	1/23	Consideration given to seniors/upper classmen in implementation (special considerations: i.e. 5th gd.)	5
#13	1/23	Safety in all of our communities be equitable	4
#13	1/23	Address overpopulation	1
#14	1/23	Move the fewest # of students moved	3
#14	1/23	Even distribution of programs/staff	1
#14	1/23	Equal Educational Opportunities	
#14	1/23	Grandfathering for High School Students	4
#15	1/23	Grandfather student in al any transitional grade (5th, 8th, 12th)	1
#15	1/23	Teacher qualifications distributed across the three areas (West, Central, East)	2
#16	1/23	Grandfather Existing Students	1
#16	1/23	Transparency on who's going where	2
#16	1/23	Comparable Curriculum, classroom sizes, & extra-curricular	3
#16	1/23	Ensure students aren't forced to go a further distance	4
#16	1/23	Move fewest students possible	5
#17	1/23	Classroom Sizes - discipline	2
#17	1/23	Ensure equity in educational opportunities for all students	1

TABLE #	SESSION	PARAMETER	RANK
#17	1/23	Balance staff adequately	3
#17	1/23	Balance financial burden	4
#17	1/23	Increase attractiveness in HSD community	5
#18	1/23	Keep number moved to a minimum	1
#18	1/23	Not break up neighborhoods	2
#18	1/23	Minimize travel distance/costs/safety	3
#18	1/23	Grandfather students for change year	4
#18	1/23	Alleviate overcrowding	5
#18	1/23	Control class sizes/ maintain high standards	6
#18	1/23	Utilize buildings equally	7
		WORKSHOP WEDNESDAY, FEBRUARY 7, 2018	
#3	2/7	Overcrowding/Providing equal balance	
#3	2/7	Insure equity in educational opportunities for all students	1
#3	2/7	HS not just about numbers but n'hood schools & housing prices	2
#3	2/7	Keep schools that are succeeding	
#3	2/7	Keep high schoolers in the same school for 10-12 grades	
#3	2/7	Distance from elementary school should be kept under 1 mile.	
#3	2/7	Keep Learning Communities (cohorts) together	
#3	2/7	Side/safety should be considered	

TABLE #	SESSION	PARAMETER	RANK
#4	2/7	Will consideration be given to students in pivotal years (6-12 grade)?	1
#4	2/7	Consideration for moving to/from the school?	2
#5	2/7	Equity - Resources are matching to the needs of the student population.	2
#5	2/7	Access to special programming	
#5	2/7	Safety	1
#5	2/7	Staffing	
#6	2/7	Level building enrollment	1
#6	2/7	Educational equity (resources, opportunities)	2
#6	2/7	Smaller class size	3
#7	2/7	Equity of school resources	2
#7	2/7	Are demographics, socioeconomic, and cultural factors taken into account?	3
#7	2/7	Overcrowded schools/Compacting	1
#7	2/7	Students to attend school closest to home	4
#7	2/7	Student school not cross major traffic arteries	
#8	2/7	Lessen collateral damage - Neighbors/Families separate	1
#8	2/7	Equity in Education E/W	2
#8	2/7	Property value based funding	3
#8	2/7	Long term effects of redist.	
#12	2/7	Possibility of closing schools effect on retirement (teachers)	
#12	2/7	Effect on class size	3
#12	2/7	Ensure equity in educational opportunities for all students	1

TABLE #	SESSION	PARAMETER	RANK
#12	2/7	Transportation	2
#13	2/7	Not changing school districts	1
#13	2/7	Changing school/social concerns	2
#13	2/7	Economic equity	3
#13	2/7	School/classroom population	4
#13	2/7	Seniors grandfathered in current school	5
#13	2/7	Students playing sports & transfer school	6
		WORKSHOP WEDNESDAY, FEBRUARY 28, 2018	
#3	2/28	Seniors should be grandfathered into their current high school	1
#3	2/28	Coldwater Creek contamination issue	4
#3	2/28	Overcrowding should be addressed to smaller class sizes	3
#3	2/28	Fewest number of students should be impacted	2
#4	2/28	What are current and past boundaries	1
#4	2/28	Do a better in identifying residency	2
#4	2/28	Are we considering closing any schools (elementary)	3
#5	2/28	Having 5, 8, 12 graders not switch schools	
#5	2/28	Student population to fit school size	
#5	2/28	Keeping them to close to their home school, keeping neighborhoods together	2
#5	2/28	Garret Elementary needs to be looked at in 3 areas	

TABLE #	SESSION	PARAMETER	RANK
#5	2/28	Keep grades same in each building – Elementary K-5, Middle 6-8, High 9-12	
#5	2/28	Set student/staff-teacher ratio for classroom teacher before redistricting	1
#6	2/28	Will seniors be grandfather in?	1
#6	2/28	If they are grandfathered in will the district provide transportation for seniors?	2
#6	2/28	Will diversity be taken in consideration?	3
#6	2/28	Will students be assigned to neighborhood schools?	
#7	2/28	Moving students their last year (5th, 8th, 12th)	2
#7	2/28	Keeping community Schools	
#7	2/28	Class Size Matters (prevent overcrowding)	1
#7	2/28	Data available on website?	4
#7	2/28	What are staffing parameters/Low Ration	3
#7	2/28	Desired class sizes	
#8	2/28	Grandfather policy of HS students	1
#8	2/28	Siblings following a progression	4
#8	2/28	Ensure educational equity (courses/offerings)	3
#8	2/28	Even distribution of student/teacher ratios	2
#9	2/28	Use main streets & boundaries to create the new redistrict lines	1
#9	2/28	Senior status or last yr. of elementary and/or middle school - 1 transition	2
#11	2/28	Minimize distance traveling to a school	1
#11	2/28	Grandfather Seniors - who want to stay	2

TABLE #	SESSION	PARAMETER	RANK
#11	2/28	Minimize travel in high traffic area	4
#11	2/28	Minimize the number of students that would be moved	3
#12	2/28	1. Cost of Redistricting Process/Project transportation costs	1
#12	2/28	2. Loss of revenue to some Municipalities	2
#12	2/28	3. Infrastructure funding (Fed)	3
#12	2/28	4. How will the issues of Unemployment, Employment to all staff involved in the Education Process?	4
#12	2/28	5. What are the plans for vacant buildings	5
#12	2/28	6. Psychological/Impact on students	6
#12	2/28	7. Culture of school adaptation	7
#13	2/28	What is the plan for the teachers? Will they move with the students or be re-organized to other schools?	2
#13	2/28	Will Elementary schools split or will this re-districting increase/decrease class size?	3
#13	2/28	Will class sizes still be portioned?	1
#14	2/28	Move the least amount of students	1
#14	2/28	Do not move 2020 seniors	2
#14	2/28	Keep neighborhoods together	4
#14	2/28	Don't split elementary going to middle schools	3
#14	2/28	If accreditation becomes school based, not whole district based, consider getting ducks in a row so students leaving as a right, don't overflow accredited schools - ruining all this work	6
#14	2/28	Distance to school - as close as possible	5

TABLE #	SESSION	PARAMETER	RANK
#15	2/28	Grandfathering - A. Does that involve Juniors & Seniors B. Will students have a choice?	
#15	2/28	Transportation - School is in an appropriate proximity to the home/neighborhood	
#15	2/28	Communication - Something needed to communicate changes in an expeditious and clean fashion. Website/Social Media?	
#15	2/28	Concerns - Worried about the disparity or lack of consistency between schools in regards to Discipline, Education, and a Secure Environment.	
#17	2/28	Ensure Equity in Ed opportunities for all students	
#17	2/28	Transportation (Safety) of students	
#17	2/28	Equitable staffing for all schools	
#17	2/28	Grandfathering for students (Seniors)	
#18	2/28	Keep subdivisions intact to go to same school	3
#18	2/28	Home school students that would enter school system later - M. School	5
#18	2/28	Splitting elem into different M.S. but some come back to same H.S.	4
#18	2/28	Moving fewest # of students	1
#18	2/28	Not crossing major arteries	2
#23	2/28	Ensure that students attending high performing schools will not be shifted to a school that less ranking. Comparable transfers.	2
#23	2/28	<ul style="list-style-type: none"> • Commute/Distance - in relation to student's home and commute time/distance • Student/teacher ratio • Facility capacity/building condition 	1
#23	2/28	With the rezoning will there more accountability measures taken for student whereabouts? (Student ID scanning)	3

TABLE #	SESSION	PARAMETER	RANK
#23	2/28	Safety	

Task #3: Other Suggestions/Questions

Use the space below to provide any suggestions or questions that should be addressed during the process of developing attendance areas.

TABLE #	Suggestions/Questions
	WORKSHOP SATURDAY, JANUARY 20, 2018
#4	Based the current attendance areas some families purchased homes. How can families ensure their children attend the schools they selected?
#9	<ul style="list-style-type: none"> - Can a child remain in their existing high school if transportation is provided? (By the Parents) - Will the new tax plan help or harm us? - What are financial costs of redistricting? - How can we engage community – city council, mayor and childless residents?
Individual	Last Census 2010; Next 2020 Will the new tax plan help or harm us.
Individual	There is a major discrepancy because of transiency and how do you account/record.
Individual	Why redistrict if there is space in current schools to accommodate enrollment at equal teacher student ration?
Individual	<p>What is the reason the planning of redistricting has come about?</p> <p>What are specific complaints about the current attendance that brought about discussion (w/out community forum)?</p>
	WORKSHOP TUESDAY, JANUARY 23, 2018
#8	Deliver the Curriculum to all students regardless of demographic

TABLE #	Suggestions/Questions
#9? (not labeled)	Would the redistricting affect property values?
#14	What is the capacity of each school?
Individual	<ol style="list-style-type: none"> 1. Will a report card for all schools be provided so individuals can see performance history? 2. What will be done to GUARANTEE resources are equal across all schools? 3. What will be done to address class size? Focus needs to be on educating everyone equally with class sizes remaining relatively equal. Seems like focus is in wrong place!
Individual	When thinking of building capacities, be sure to include SSD classrooms that exist
Individual	<p>Consideration needs to include analysis of students/families who do not move but choose not to send students to the middle & high schools as well as students attending the wrong schools.</p> <p>Use major roads & not neighborhood roads.</p> <p>Consideration of transportation costs.</p>
Individual	How will this redistricting affect property values?
	WORKSHOP WEDNESDAY, FEBRUARY 7, 2018
#8	HSD - dist. funding not based on \$ received
Individual	<ul style="list-style-type: none"> • Where/which schools will be used for the Thematic Schools? • How are students selected to go those schools? • Transportation to and from Thematic Schools? • How will staff be chosen for those Thematic Schools? • Will staff/positions be lost? • What is the next step after this? When will that happen?

TABLE #	Suggestions/Questions
Individual	Parents should have the current districting/geography Schools should not be overcrowded.
Individual	How can economics and race "not" be a major factor?
Individual	How will we ensure enrollment is not overly high after data is gathered according to the boundaries?
	WORKSHOP WEDNESDAY, FEBRUARY 27, 2018
#8	Consideration of rental properties & how they are configured into the process.
Individual from Table #7	<ul style="list-style-type: none"> * Will the seniors going into the 2019-2020 year be able to stay at their current school (grandfathered-In) if their area is moved? * Will this data be available on the website
#23	What other parameters are being used to determining rezoning outside of student count? (Education access, shelter, etc.)
#23	What will be done about underperforming schools in reference to rezoning?
Individual from Table #13	<ol style="list-style-type: none"> 1. What is the estimated cost for transportation to move students to new/other schools that may not be as close? 2. In this re-districting, are we considering the students who attend HSD but live in Illinois? 3. Will additional counseling resources be made available to those who will have to go to another school? 4. Will racial population be factored in Redistricting? <ul style="list-style-type: none"> • How did the consulting company get chosen again if in the last re-districting they projected 22k students, we build new schools with an unbalanced budget. We now have a balanced budget but we have had to close East Middle and turn it into an awesome Opportunity Center. How can we trust these projections?
Individual	Coldwater Creek contamination?
Individual	Do they plan to address people w/false addresses

TABLE #	Suggestions/Questions
Individual	<ul style="list-style-type: none"> • KG entrance should remain @Aug 1 or is it changing? • Catholic schools next 2 yrs. are also redistricting from 11 to 6 schools and you may have influx if sts overflow – take this into consider.
Individual	It is likely that a school will close
Individual #4	Are re considering closing any schools
Individual #6	<ul style="list-style-type: none"> • Will students be assigned to neighborhood schools? • Will seniors be allow to stay at the school they are presently at? If so will the district provide transportation?
Individual #6	Metal detectors in school maybe?
Individual	How would redistrict reflect on 2020 Seniors
Individual #6	<ul style="list-style-type: none"> • How will this affect the class of 2020 • Will this Grandfather in the 2020 class • Are you planning on closing any schools?
Individual	<ul style="list-style-type: none"> • How can equity in educational opp. be ensured? • How many years have schools been diff. in #'s
Individual	<ul style="list-style-type: none"> • Will class sizes be proportioned not overcrowded? • Class sizes need to be evenly proportioned • Will Lawson be affected by having more students? My son is at Lawson. We live at Pelican Cove Apts off Howdershell. will he switching schools
Individual	Will the district be considered 3 different districts or one school district
Individual #7	<ul style="list-style-type: none"> - When will the data collected be available to the public? - Will you look at capacity for each grade level for middle school? - What are the staffing parameters? Desired class sized?