

# BOUNDARY OPTION FEEDBACK

## FOCUS GROUPS, APRIL 2, 3 and 4

### SOUTH OMAHA ELEMENTARY/MIDDLE SCHOOLS

Focus groups were asked to: 1) Evaluate the benefits and challenges of the boundary options and 2) Make suggestions on how the Student Assignment Plan Leadership Committee could improve the maps before being presented during the open community meetings. References to green, red and yellow refer to the utilization percentages on the charts located next to the maps.

<b>COMMUNITY MEMBERS</b>	
<b>OPTION 1</b>	
<b>BENFITS</b>	<b>CHALLENGES</b>
<ul style="list-style-type: none"> <li>• 100% Movement from elementary schools to middle school</li> <li>• Balanced utilization</li> </ul>	<ul style="list-style-type: none"> <li>• Unit zones close to Castelar assigned to new 10<sup>th</sup> and Pine Street elementary</li> <li>• Crossing interstate</li> <li>• Too many kids changing attendance zone</li> <li>• 100 % capacity on day one for new middle school</li> </ul>
<b>OPTION 2</b>	
<ul style="list-style-type: none"> <li>• Castelar geography</li> <li>• Lower new middle school population</li> <li>• Less K-5 moving</li> <li>• Low % age going to different middle school</li> </ul>	<ul style="list-style-type: none"> <li>• Castelar capacity</li> <li>• Bancroft and new middle school crossing I-80</li> </ul>
<b>OPTION 3</b>	
<ul style="list-style-type: none"> <li>• Utilization is good</li> </ul>	<ul style="list-style-type: none"> <li>• Geography for Castelar, Bancroft, Lothrop and new 10<sup>th</sup> and Pine Street elementary</li> <li>• Chandler View students having to cross Highway 75 and low utilization</li> <li>• Middle school boundaries are overly complex</li> <li>• More K-5 students moving</li> </ul>

<b>FIRST PARENT GROUP</b>	
<b>OPTION 1</b>	
<b>BENEFITS</b>	<b>CHALLENGES</b>
<ul style="list-style-type: none"> <li>• Current Pawnee east of 48<sup>th</sup> Street move to Gilder</li> <li>• Current Chandler View east of Highway 75 move to new Ft. Crook Road elementary</li> </ul>	<ul style="list-style-type: none"> <li>• Need to identify more major streets</li> <li>• Boundaries should limit having to cross railroad tracks and Interstates</li> <li>• Limits diversity not only in schools, but also in Dual Language and magnet schools</li> </ul>

<ul style="list-style-type: none"> <li>Boundaries would allow students to walk a fair amount to school</li> </ul>	<ul style="list-style-type: none"> <li>Need to create boundaries where students west of Highway 75 can have access to Dual Language and magnet schools with option of transportation</li> <li>New Ft. Crook Road elementary could be Dual Language school to provide opportunities for students west of Highway 75?</li> <li>Part of Pawnee boundaries should belong to Papillion-La Vista (Eagle Ridge Subdivision)</li> <li>Avoid students walking over train tracks west of new Ft. Crook Road elementary</li> </ul>
<b>OPTION 2</b>	
<ul style="list-style-type: none"> <li>Three elementary to middle schools promotes opportunity for diversity</li> <li>Home attendance areas would be less affected</li> </ul>	<ul style="list-style-type: none"> <li>Students would have to cross railroad track to get to new Ft. Crook Road elementary</li> <li>Identify MAT Bus stops (migrant/refugee student bus passes)</li> <li>Numeric color code blocks would help</li> <li>Castelar remains greater than 100%</li> <li>High percent in middle schools</li> <li>Identify railroads</li> </ul>
<b>OPTION 3</b>	
<ul style="list-style-type: none"> <li>None of schools are above 100%</li> <li>Affects less middle school students with transportation</li> <li>Middle schools are not at capacity</li> </ul>	<ul style="list-style-type: none"> <li>Crossing Highway 75 or railroad tracks to get to school</li> <li>Crossing major streets, L, Q, 42<sup>nd</sup>, 14<sup>th</sup>, Mission Ave. and 36<sup>th</sup></li> <li>Identify major streets, numeric color code blocks, current bus stops or (OPS) average distance to bus stops</li> </ul>
<b>SECOND PARENT GROUP</b>	
<b>OPTION 1</b>	
<b>BENEFITS</b>	<b>CHALLENGES</b>
<ul style="list-style-type: none"> <li>Easier transitions for student</li> <li>Easier for busing</li> </ul>	<ul style="list-style-type: none"> <li>Class size per room</li> <li>Crossing railroad tracks</li> <li>More buses</li> <li>Dual Language and other special programs</li> <li>Free/reduced lunch</li> </ul>
<b>OPTION 2</b>	
<ul style="list-style-type: none"> <li>Big changes for the better for some</li> <li>Equitable</li> </ul>	<ul style="list-style-type: none"> <li>Red zone</li> <li>Two yellows</li> <li>Castelar at red</li> <li>Not helping Pawnee – 877% #1</li> <li>Bryan Middle at 89%</li> </ul>

<b>OPTION 3</b>	
<ul style="list-style-type: none"> <li>• Lower significant percentage (no red)</li> </ul>	<ul style="list-style-type: none"> <li>• Three elementary schools split</li> </ul>

<b>FIRST STAFF GROUP</b>	
<b>OPTION 1</b>	
<b>BENEFITS</b>	<b>CHALLENGES</b>
<ul style="list-style-type: none"> <li>• Ashland Park all at new middle school</li> </ul>	<ul style="list-style-type: none"> <li>• Marrs Middle and new middle school being at capacity right from the start</li> </ul>
<b>OPTION 2</b>	
<ul style="list-style-type: none"> <li>• Middle school utilization</li> <li>• Zones look different but less impact</li> <li>• Nice to have scale</li> </ul>	<ul style="list-style-type: none"> <li>• Good drop in utilization at Castelar, but still over capacity</li> <li>• Couple of 'islands' created</li> <li>• Big gap Castelar Elementary</li> </ul>
<b>OPTION 3</b>	
<ul style="list-style-type: none"> <li>• No red zones</li> <li>• No islands</li> </ul>	<ul style="list-style-type: none"> <li>• Number one parent concern - transportation</li> </ul>
<b>SECOND STAFF GROUP</b>	
<b>OPTION 1</b>	
<b>BENEFITS</b>	<b>CHALLENGES</b>
<ul style="list-style-type: none"> <li>• No elementary splits</li> <li>• No red zones</li> <li>• No equal utilization</li> </ul>	<ul style="list-style-type: none"> <li>• New middle school is opening at almost 100% utilization</li> <li>• Timeline of when sixth grade will leave and fifth grade will come back</li> <li>• Current live-in numbers often change in south Omaha</li> </ul>
<b>OPTION 2</b>	
<ul style="list-style-type: none"> <li>• Castelar down from 131%</li> <li>• New middle school is at 89.5%</li> <li>• All middle schools come down Bryan/Marrs/Norris to yellow</li> <li>• Elementary splits are positive</li> <li>• Still get in middle school</li> </ul>	<ul style="list-style-type: none"> <li>• Castelar at 101% utilization</li> <li>• Middle schools – only one in green</li> <li>• Elementary splits is negative in the way it splits</li> <li>• Busing, Partner Zones?</li> </ul>
<b>OPTION 3</b>	
<ul style="list-style-type: none"> <li>• Castelar utilization comes down</li> <li>• No reds</li> <li>• All come down</li> <li>• Spring Lake – green utilization</li> </ul>	<ul style="list-style-type: none"> <li>• Split schools and new Ft. Crook Road elementary opens at 95% utilization</li> <li>• Transportation</li> </ul>

<b>FIRST STUDENT GROUP</b>	
<b>OPTION 1</b>	
<b>BENEFITS</b>	<b>CHALLENGES</b>
<ul style="list-style-type: none"> <li>• Keeps elementary schools together when moving to middle school</li> <li>• Like feeder patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Balance at Spring Lake is a challenge, but utilization is lower than currently</li> </ul>

<b>OPTION 2</b>	
<ul style="list-style-type: none"> <li>Group was split on whether balance and feeder patterns were a benefit or a challenge</li> </ul>	
<b>OPTION 3</b>	
<ul style="list-style-type: none"> <li>If elementary schools are going to split, like this option for balance</li> </ul>	
<b>SECOND STUDENT GROUP</b>	
<b>OPTION 1</b>	
<b>BENEFITS</b>	<b>CHALLENGES</b>
<ul style="list-style-type: none"> <li>Balance is okay at elementary level</li> <li>Bryan and Norris have good student counts</li> </ul>	<ul style="list-style-type: none"> <li>Utilization could be balanced better at middle school</li> <li>Too many students at Marris Middle School</li> </ul>
<b>OPTION 2</b>	
<ul style="list-style-type: none"> <li>Castelar is more of a neighborhood school</li> <li>Balanced middle schools</li> <li>Keeps the new middle school smaller</li> <li>Splitting elementary schools at middle school is not a big deal</li> </ul>	<ul style="list-style-type: none"> <li>Castelar if over 100% capacity</li> </ul>
<b>OPTION 3</b>	
<ul style="list-style-type: none"> <li>Splits from elementary to middle is not an issue</li> <li>Harrison Street split at Highland is okay, they are already okay with it</li> </ul>	<ul style="list-style-type: none"> <li>A lot of splits between elementary and middle schools</li> </ul>

**BOUNDARY OPTION FEEDBACK  
OPEN COMMUNITY MEETING, APRIL 16  
SOUTH OMAHA ELEMENTARY/MIDDLE SCHOOLS**

Open community group meeting participants were given the option provide individual feedback on white forms, work together and provide group feedback on pink forms, or work with a translator as a group and provide group feedback green forms. Although there is repetition of some answers, we wanted to make certain that everyone’s response was included on the charts and their voice heard.

<b>WHITE FORM – INDIVIDUAL RESPONSE</b>	
<b>OPTION 1</b>	
<b>BENEFITS</b>	<b>CHALLENGES</b>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>My neighborhood school doesn’t have Dual Language</li> <li>Parking</li> <li>Bus traffic and parking</li> </ul>

**PINK FORM – GROUP RESPONSES**

**OPTION 1**

<b>BENEFITS</b>	<b>CHALLENGES</b>
<ul style="list-style-type: none"> <li>• It looks like this would balance live-in utilization</li> <li>• This plan’s alignment from elementary school to middle school makes a lot of sense</li> <li>• Great foresight to allow room to grow</li> <li>• More balanced live-in</li> <li>• All elementary schools feed into one middle school</li> <li>• Less crowded schools</li> <li>• With how many students opt in to non-neighborhood attendance schools, having all elementary feed into a single middle school seems most important</li> <li>• Keeping all Ashland Park/Robbins kids at one middle school</li> <li>• Any plan that allows for smaller class sizes</li> <li>• We like this one</li> <li>• Add pedestrian bridges</li> <li>• Elementary schools feed 100% into one middle school</li> <li>• Best proposed live-in utilization</li> <li>• There will be room available for students not matter where they choose to go</li> <li>• The boundaries are pretty close to what they were except a few area</li> <li>• Boundaries ae more evened out – less driving for middle schools</li> <li>• Most elementary schools are under 90%</li> <li>• Elementary school middle school alignment</li> </ul>	<ul style="list-style-type: none"> <li>• Make certain Dual Language program remains viable</li> <li>• Traffic flow, especially with new apartments being built</li> <li>• Can the roads handle the increased traffic as is?</li> <li>• Possible transportation challenges: how will busing be same/different, will ‘zones’ stay the same, many students opt in for transportation?</li> <li>• For the homes that may be affected due to construction/road work that needs to be done, how far in advance will homeowners that most likely to be affected get notified. Will notification be via mail, phone call or email, personal visit? (My concern is for new middle school near Gateway Elementary.)</li> <li>• Most school change</li> <li>• Didn’t leave room for Ashland Park/Robbins to grow</li> <li>• I-80 going through Bancroft</li> <li>• Railroad tracks near new 10<sup>th</sup> and Pine elementary – no way to stop the trains</li> <li>• Over 1,30 and 1,234 students will have to change their home school</li> <li>• Half of middles schools are at 100%</li> </ul>

**OPTION 2**

<ul style="list-style-type: none"> <li>• Fewer students having to be moved</li> <li>• Impacts less students</li> <li>• Students will be able to attend the school they like</li> <li>• Moves less students</li> <li>• Most families stay in their current area</li> <li>• Fewer students move</li> <li>• More balanced middle school population</li> <li>• Middle schools more balanced</li> </ul>	<ul style="list-style-type: none"> <li>• Split elementary school boundaries as they are going into middle school</li> <li>• Middle schools closer to capacity</li> <li>• Elementary split – less consistency for students</li> <li>• Chandler View capacity will be very low</li> <li>• Extreme difference from 101% to 53.3%, more issues later because some schools will be at capacity</li> </ul>
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	<ul style="list-style-type: none"> <li>• All middle schools are getting close to 100% mark</li> <li>• Splitting into three middle schools</li> <li>• Less balanced elementary school live-in</li> <li>• Elementary school split to middle school</li> <li>• Consider transportation for children across Harrison (busy roads)</li> <li>• Chandler View low home attendance</li> <li>• One school over 100%</li> </ul>
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**OPTION 3**

<ul style="list-style-type: none"> <li>• Middle schools more balanced population</li> <li>• Less change for current students is a benefit</li> <li>• Every school has room for growth – even if it is only 2:1</li> <li>• Castelar and Spring Lake will have room to grow</li> <li>• Good balance but...</li> <li>• New school has the most extra room</li> </ul>	<ul style="list-style-type: none"> <li>• It splits three elementary schools into middle schools</li> <li>• Traffic pattern</li> <li>• Narrow streets</li> <li>• Splits elementary school boundaries</li> <li>• Chandler View low home attendance</li> <li>• Elementary school split</li> <li>• Chandler View low live-in utilization</li> <li>• # of elementary schools in the high level live-in utilization</li> <li>• All middle school above 90% live-in utilization, might have to get another new middle school</li> <li>• No room to grow</li> <li>• Three middle schools over 90%</li> <li>• Two elementary schools over 95%</li> </ul>
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**GREEN FORM - SPANISH**

**OPTION 1**

<b>BENEFITS</b>	<b>CHALLENGES</b>
<ul style="list-style-type: none"> <li>• Seems appropriate distribution</li> <li>• Gomez students would go to new building – will this school have similar programming?</li> <li>• Bryan Middle School has smaller zones for feeder school</li> <li>• Ashland Park/Robbins students can attend the same middle school</li> <li>• It's fine</li> <li>• Smaller class sizes/fewer students in schools</li> <li>• My son stays with the same friends</li> <li>• Positive curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Spring Lake has no room to grow</li> <li>• Spring Lake students would move to Bancroft where programming is not the same – existing building not new</li> <li>• Chandler View zone affected significantly</li> <li>• Families in Dual Language want to see Dual Language programming in the new schools and we may want to consider adding to Bancroft because of the changes to the boundaries for existing families</li> </ul>

**OPTION 2**

- Gateway gain space with student going to Gilder
- It's fine
- It's okay to divide elementary students into different middle schools. It's the same education

- New Ft. Crook Road elementary school divides students between Bryan and Marrs Magnet Middle
- Spring Lake Magnet – although smaller zone, same capacity issues
- Bancroft boundaries change drastically
- Some Ashland Park/Robbins students go to Norris, others to new middle school
- Castelar still over capacity
- The middle school is not in the boundaries that we would like
- The middle school will be far away and my son will not be able to stay with his friends

**OPTION 3**

- It's fine, the students will have a school to attend. It's the same education.
- No elementary above 100%
- All Gomez students can attend Marrs
- Spring Lake Magnet and Gomez boundary changes allow students to go b/w schools – school changes but same program options
- Spring Lake Magnet capacity leaves room to grow

- Border for Indian Hill students changes – are these South Terrace housing?