



K-5 Boundaries Design Round 1 Public Feedback

Owatonna Public Schools - Round 1 Feedback on Models 2B, 2C-AB1
January 27, 2024

Model 2B ~ Summarized Themes

<u>Strengths</u>	<u>Concerns</u>
<ul style="list-style-type: none"> ● Impact on Students and Communities: <ul style="list-style-type: none"> ○ Concerns about the impact on the child's expected walk and commute. ○ Reduction in class sizes for Lincoln is appreciated. ○ Varying degrees of impact on students, with some preferring fewer disruptions. ○ Focus on minimizing the number of students affected by the boundary changes. ● Geographic Considerations: <ul style="list-style-type: none"> ○ Critique of the impact on city kids versus rural kids. ○ Emphasis on keeping neighborhoods together and maintaining clear boundaries. ● Efficiency and Logistics: <ul style="list-style-type: none"> ○ Positive comments on straightforward boundary lines reducing confusion. ○ Mention of potential benefits such as improved busing and proximity to schools. ○ Preference for students to attend schools closer to their homes. ● Administrative and Systematic Aspects: <ul style="list-style-type: none"> ○ Some express difficulty in finding strengths in the proposed changes. ○ Concerns about the rationale behind changing boundaries and the lack of perceived benefits. ○ Emphasis on the need for a clear and minimal disruption approach. ● Specific School Considerations: <ul style="list-style-type: none"> ○ Recognition of the strengths of reducing the rural area to Lincoln. ○ Consideration of current student numbers at Wilson for balancing purposes. 	<ul style="list-style-type: none"> ● Concerns about Commute and Transportation: <ul style="list-style-type: none"> ○ Heavy traffic and excess expense for commuting or bussing. ○ Impact on rural families with longer bus rides and increased travel time. ○ Disruption to established childcare solutions tailored to current school locations. ● Impact on Families and Students: <ul style="list-style-type: none"> ○ Displeasure with children having to switch schools, particularly after several years at the same school. ○ Emotional impact on families and children who have been attending a specific school for generations. ○ Displacement of special needs children from their established structured environments and IEP teams. ● Specific Geographical Concerns: <ul style="list-style-type: none"> ○ Disapproval of the model affecting specific neighborhoods, with requests to include certain areas within specific boundaries. ○ Displacement of country kids, leading to longer bus rides and potential issues with after-school care. ○ Inconsistencies in the mapping. ● School Capacity and Growth Considerations: <ul style="list-style-type: none"> ○ Concerns about the overpopulation of Lincoln school and the need for a more balanced distribution of students. ○ Predictions of overgrowth at McKinley and potential imbalances in school enrollment in the coming years. ○ Questions about the accuracy of future projections and development planning in specific areas. ● Socioeconomic and Diversity Issues: <ul style="list-style-type: none"> ○ Questions regarding the impact on socioeconomic populations and the potential creation of balanced median household incomes at each school.

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| <ul style="list-style-type: none">○ Acknowledgment that changing elementary schools can be a difficult experience.● Community Preferences:<ul style="list-style-type: none">○ Preference for maintaining existing boundaries.○ Desire for keeping families closer to their current school locations.○ Opposition to changes that result in more families being uprooted.● Quantitative Impact:<ul style="list-style-type: none">○ Emphasis on the numerical aspects, such as the number of students impacted.○ Positive responses to plans that affect the fewest number of students.● Communication and Clarity:<ul style="list-style-type: none">○ Appreciation for clear communication through definitive boundary lines.○ Reference to supporting documents (letter H in guiding change document) indicating a preference for minimal disruption.● Criticisms and Disagreements:<ul style="list-style-type: none">○ Various instances of disagreement or opposition to proposed changes.○ Some express dissatisfaction with the lack of positive aspects identified.● Aesthetic and Visual Considerations:<ul style="list-style-type: none">○ Desire for high-quality and readable maps for better understanding. | <ul style="list-style-type: none">○ Suggestions for a lottery system to address socioeconomic disparities, but concerns about its feasibility and consequences.● Parental Involvement and Preferences:<ul style="list-style-type: none">○ Requests to clear open-enrolled (referring to in-district transfer) kids from Lincoln and prioritize local residents within the attendance area.○ Opposition to the 2B model and suggestions to start with removing open-enrolled (referring to in-district transfer) students from Lincoln.● Distance and Travel Considerations:<ul style="list-style-type: none">○ Opposition to models that significantly increase travel distances for rural families.○ Concerns about the distance from home to potential elementary schools, especially for rural areas.● Safety Concerns:<ul style="list-style-type: none">○ Safety concerns regarding young children crossing busy roads, particularly in the absence of sidewalks.○ Advocacy for bussing in areas with high traffic and congestion for the safety of kindergarten students.● Future Growth Planning:<ul style="list-style-type: none">○ Concerns about the potential impact on Wilson school due to the large geographic size of boundaries and future growth in specific areas. |
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Model 2B ~ Summarized Themes

Ideas to Improve

- Transportation Solutions:
 - Suggestions to bus all students to eliminate congestion during parent drop-offs.
 - Consideration of choices that allow children to safely walk to school.
- Long-Term Planning and School Population Trends:
 - Concerns about potential declining numbers at Lincoln and rapid growth at McKinley affecting future boundary decisions.
 - Calls for a comprehensive assessment of enrollment numbers and school capacity.
- Rural Area Concerns:
 - Advocacy to leave rural areas as is due to perceived concerns about travel time and childcare arrangements.
 - Proposals to revise rural boundaries to decrease travel time for students.
- Addressing Enrollment Irregularities:
 - Concerns about residents enrolling in non-attendance boundary schools through questionable addresses, suggesting a need for addressing enrollment verification.
- Boundary Adjustments and Proposals:
 - Proposals to adjust Washington's boundary.
 - Suggestions to extend Washington's area to allow for shifts in Lincoln's and Wilson's areas, minimizing displacement of families.
 - Consideration of alternative boundary lines such as County Rd 45.
- Concerns about Student Displacement:
 - Empathy for families facing school changes and suggestions for proper planning, events, and staff support during transitions.
 - Opposition to displacing special needs students and a desire for careful consideration in future planning.
- Thoughts on Proposed Models:
 - Support for models that do not directly impact certain families but express concern for those affected.
 - Suggestions to expand Washington's space to allow for shifts in Lincoln's and Wilson's areas.
- Safety Prioritization:
 - Emphasis on safety concerns, particularly for young children crossing busy roads, and a call for bussing in unsafe areas.
- Requests for Opportunities and Planning:
 - Requests for opportunities to shadow a day at the new school and organize events for students and families to become familiar with the new environment.
 - Opposition and requests to reconsider specific proposed models.

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Model 2B ~ Summarized Themes

- **Consideration of Geographic Impact:**
 - Calls to revise interior city limits to have less geographic impact while still affecting student distribution.
- **Suggestions for Boundary Changes:**
 - Proposals to move boundary lines to specific roads like County Rd 45 and County Rd 218.
 - Consideration of a clockwise shift in boundary lines and extending Lincoln boundaries farther west.
- **Safety-First Approach:**
 - Advocacy for prioritizing safety, especially for rural kids, and providing bussing for students living in potentially hazardous areas.

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Model 2C-AB1 ~ Summarized Themes	
<u>Strengths</u>	<u>Concerns</u>
<ul style="list-style-type: none"> ● Proximity and Geographic Logic: <ul style="list-style-type: none"> ○ Positive remarks about the model being more logical from a proximity standpoint. ○ Recognition that boundaries make more sense visually and geographically. ○ Consideration of school proximity from residents. ● Positive Outlook for Future Distribution: <ul style="list-style-type: none"> ○ Positive comments about the potential for better future distribution of students with this model. ○ Belief that this option will result in a better distribution of students. ● Impact on Rural Communities: <ul style="list-style-type: none"> ○ Concerns about the impact on rural communities and a preference for options that minimize negative effects on rural areas. ○ Preference for keeping rural communities southeast of Owatonna at Lincoln instead of bussing them to Wilson. ● Special Needs Children Considerations: <ul style="list-style-type: none"> ○ Concerns about displacement of special needs children in one model compared to the other. ○ Appreciation for keeping special needs children in their established environment with the same IEP team. ● Preference for Minimal Disruption: <ul style="list-style-type: none"> ○ Preference for models that keep things as they are to avoid changes in travel time and maintain the current geographic layout. ○ Opposition to frequent changes and a plea to leave things alone. 	<ul style="list-style-type: none"> ● Traffic and Congestion: <ul style="list-style-type: none"> ○ Concerns about heavy traffic, especially during parent drop-offs, and potential congestion due to buses in a multi-school area. ○ Observations that redrawing boundaries may lead to more time spent driving across town for families. ● Student Counts and Impact: <ul style="list-style-type: none"> ○ Feedback expressing that the changes won't significantly impact student counts or may affect more students. ○ Concerns about the number of students being impacted and the potential for resistance from affected families. ● Community Disruption: <ul style="list-style-type: none"> ○ Concerns about disruptions to kids and families, with specific emphasis on the potential negative impacts on diversity and Free and Reduced Lunch (FRL) numbers. ○ Opposition to models that disrupt many kids and families, and a preference for options that minimize disruption. ● Future Growth and Capacity: <ul style="list-style-type: none"> ○ Concerns about the ability of the chosen model to allow for growth in Washington. ○ Questions about the consideration of future developments, especially in areas not currently accounted for in projections. ● Socioeconomic Equality: <ul style="list-style-type: none"> ○ Considerations about the unbalanced socioeconomic populations at different schools. ○ Questions about whether the school board will address this issue and if there is a goal to create similar median household incomes at each school.

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Model 2C-AB1 ~ Summarized Themes

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| <ul style="list-style-type: none"> ● Positive Remarks on Specific Model Features: <ul style="list-style-type: none"> ○ Positive feedback on specific features, such as boundaries in line with neighborhoods adjacent to schools and less disruption to rural boundaries. ○ Appreciation for the model's clarity and visual appeal. ● Community Unity and Neighborhoods: <ul style="list-style-type: none"> ○ Support for keeping neighborhoods together and maintaining community unity. ○ Belief that this model keeps kids where they are supposed to be, right next to the school they live by. ● Distribution of New Development Areas: <ul style="list-style-type: none"> ○ Recognition of equal dispersal of new development areas in the chosen model. ○ Positive comments on the equal distribution of new development areas. ● Concerns About Model 2B: <ul style="list-style-type: none"> ○ Confusion and lack of understanding about the benefits of model 2B. ○ Specific concerns about sending children to a school that requires bus transportation when they can walk to their current school. ● Consideration for Country Families: <ul style="list-style-type: none"> ○ Positive remarks about the model being better for country families and rural boundaries making more sense distance-wise. ● Square Mile Distribution and Acreage: <ul style="list-style-type: none"> ○ Positive feedback on evenly distributed square miles and more proportioned acreage of school zones. ● Interest in Model Origins: <ul style="list-style-type: none"> ○ Curiosity about how the different model versions were developed and by whom. | <ul style="list-style-type: none"> ● Facility Utilization Numbers: <ul style="list-style-type: none"> ○ Questions about facility utilization numbers at Lincoln without the use of portable classrooms for each option. ● Concerns About Moving Existing Students: <ul style="list-style-type: none"> ○ Concerns about the negative effects of switching schools, especially for children who are already enrolled and established in their current schools. ● Preference for Specific Model: <ul style="list-style-type: none"> ○ Explicit preferences for a specific model and requests for it to be chosen. ○ Positive comments about a particular model being considered the best option. ● Safety and Bus Routes: <ul style="list-style-type: none"> ○ Suggestions to prioritize safety by first finding safe routes for children and providing bussing, especially in areas with busy streets. ○ Concerns about the safety of children walking to school, particularly when crossing major roads. ● Rural Communities Impact: <ul style="list-style-type: none"> ○ Noting that rural communities are impacted greatly, with concerns about increased travel time for rural families. ○ A preference for models that are less disruptive to rural families currently at Lincoln. ● Consideration for Existing Families: <ul style="list-style-type: none"> ○ Concerns about the impact on existing families, with suggestions to implement changes only for new students in the district. ● Specific Model Critiques: <ul style="list-style-type: none"> ○ Critiques of specific model features, such as jagged boundaries, transitions, and unclear delineations. ○ Concerns about the potential negative effects of specific boundary changes, such as hindering growth in certain areas. |
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Model 2C-AB1 ~ Summarized Themes

- Future Overcrowding Concerns:
 - Concerns about the potential for future overcrowding at Lincoln, with suggestions that there is sufficient acreage for families to move into without overloading the school.
- Emphasis on Safety First:
 - Strong emphasis on prioritizing safety in the decision-making process, especially concerning bus routes and potential traffic hazards.
- Desire for Clarity and Transparency:
 - Requests for clear and delineated boundary lines, as well as a desire for transparency in the decision-making process.

Ideas to Improve

- Emphasis on Safe Passage:
 - Strong emphasis on making choices that ensure safe passage to school, either through walking or by providing buses without fees.
 - Concerns about dangerous roads for small children, particularly Mineral Springs and St. Paul roads.
- Suggested Boundary Changes:
 - Suggestions to use major roads like Cedar for the Lincoln/Wilson boundary on the south side.
 - Proposal to shift the Havana road boundary to 218 for the Lincoln/Washington boundary.
 - Consideration of using Cedar and Rose streets as boundary lines to split the town north and south and east and west.
- Acceptance of Both Versions:
 - Some respondents express acceptance of both versions, trusting that the school board is making the correct changes to the district.
- Desire for Transparency and Information:
 - Requests for information on what the numbers would look like using Cedar to split the town north and south and Rose Street to split the city east and west.
 - A desire for transparency in the decision-making process and understanding the potential impacts of suggested changes.
- Concerns about Specific Roads:
 - Specific concerns raised about the danger of Mineral Springs and St. Paul roads for small children crossing to get to Washington and the middle school.
- Requests to Stop In-District Transfers:
 - Suggestions to stop open enrollment (referring to in-district transfers) to other non-boundary area schools and make parents keep their kids in the school closest to their houses.

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Model 2C-AB1 ~ Summarized Themes

- A preference for allowing families in rural areas to choose which school (Lincoln or Wilson) they'd like to attend.
- Suggestions for Lincoln's Boundaries:
 - Suggestions to shift Lincoln's boundaries drastically west, with concerns raised about the impact on farming families south of town.
- Concerns about Walking Routes:
 - Concerns about children, especially kindergarteners, walking across busy roads like St. Paul and Mineral Springs without sidewalks.
 - Calls for providing bussing in areas with major congestion, particularly if children need to cross busy intersections during peak traffic times.
- Safety First Perspective:
 - Strong emphasis on prioritizing safety, especially for young children crossing busy roads, and calls for budgeting for bussing in areas with safety concerns.