

INTRODUCTIONS

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Representing the Community Coalition

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Objectives

- To share the feedback that has been received and analyzed through individual feedback, the community coalition, SIAC, and survey results.
- To provide objective data to the board and community, allowing for more informed voting and decision making.



INTERMEDIATE MODEL

FEEDER PATTERN COHERENCE & GEOGRAPHIC PROXIMITY

Option 1

AREA	ELEM. (PK-4)	INTER. (5-6)	MIDDLE (7-8)	HIGH (9-12)
1	Erskine, Grant Wood, Trailside, Kenwood, Johnson	Franklin	McKinley	Washington
2	West Willow, Hoover, Van Buren, Grant	Wilson	Taft	Jefferson
3	Maple Grove, Hiawatha, Harrison, Viola Gibson	Roosevelt	Harding	Kennedy

Schools Closed: Wright, CRA, Cleveland, Nixon, Pierce, Truman

Option 2

AREA	ELEM. (PK-4)	INTER. (5-6)	MIDDLE (7-8)	HIGH (9-12)
1	Erskine, Grant Wood, Trailside, Kenwood, Johnson	Franklin	McKinley	Washington
2	West Willow, Hoover, Van Buren, Wilson (ES)	Roosevelt	Taft	Jefferson
3	Hiawatha, Harrison, Maple Grove, Pierce	Viola Gibson	Harding	Kennedy

Schools Closed: Wright, CRA, Cleveland, Grant, Nixon, Truman

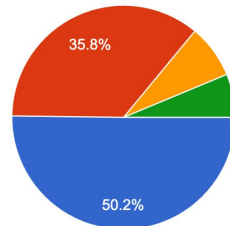
SUMMARY:

This has a very strong feeder pattern with a perceived preference to the option 2. There are some considerations such as: Proximity to students homes, upgrades to existing buildings, and grade level appropriate equipment.

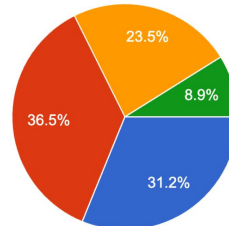
SURVEY DATA: Effectiveness in establishing a clear 'feeder pattern' from PK-12th grade

- Extremely Effective
- Somewhat Effective
- Not at all Effective
- Unsure

STAFF



COMMUNITY



Advantages

- Strong feeder coherence
- 86% of staff support & 68 % of families say it's an effective feeder pattern
- Option 2 would be closer for familiar in their neighborhood (not SW kids)
- Option 2: 46.3 % Staff & 54 % Community
- Before and After Care

Considerations

- Option 1 has more travel on south CR
- Option 2 for SW kids everyone is getting bused
 - Question: Would staggered start times be needed?
- Transportation logistics for families & district
- Middle level capacities can impact HS capacities

FINANCIAL IMPACT & RETURN ON CHANGE

SUMMARY:

This model delivers significant projected savings but draws mixed confidence about long-term financial stability and preserving community school structures. Key uncertainties include facility upgrade costs, transportation expenses, and the future use of closed buildings.

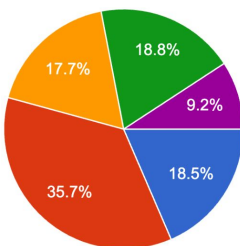
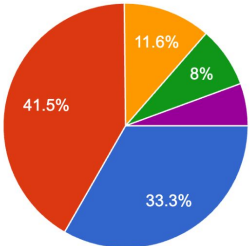
SURVEY DATA:

How well does the model stabilize the District for long-term financial stability?

- Extremely Well
- Somewhat Well
- Unsure/Need more information
- Not Very Well
- Not at All

STAFF

COMMUNITY

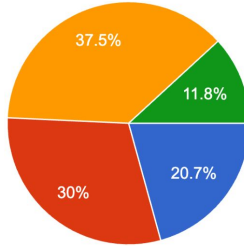
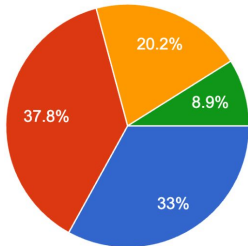


Does it strike the right balance between achieving financial stability and maintaining community school structures?

- Yes
- Mostly
- No
- Unsure/need more information

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Advantages

- \$6 mil savings

Considerations

- Option 2: What would be the cost to upgrade Wilson - convert Gibson
- What will be the bussing budget? Increased?
- Add playground equipment - expenses
- What happens to closed buildings?

STUDENT ACCESS, OPPORTUNITIES & EXPERIENCES

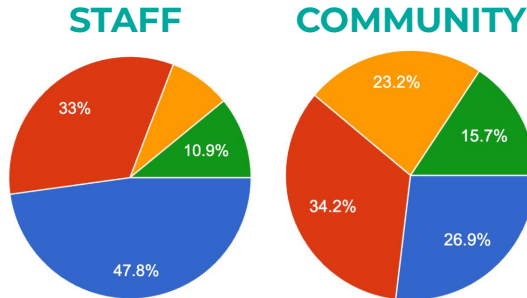
SUMMARY:

This model expands access to fine arts, specialists, athletics, and intramurals, with staff viewing it as more effective. While it supports same-age grouping and broader opportunities, concerns remain around athletic logistics, transitions, and family involvement.

SURVEY DATA:

Effectiveness in improving student success and access to full-time specialists, fine arts, athletics, and clubs?

- Extremely Effective
- Somewhat Effective
- Not at all Effective
- Unsure



Advantages

- Fine Arts can be expanded down
- Full time specials
- Preschool accessible
- Equity of access - for Option 2 disagree
- Athletic teams will be more available
- 5-6 intramurals
- Same-age grouping
- Another year for childhood - Playbase

Considerations

- Athletics and parents attending/transporting
- Less students who will be able to play on A team/fine arts extracurricular
- Transition & trusted adults
- PTA involvement
- Potential decrease of opportunities for athletic competition

WORKFORCE & COMMUNITY STABILITY

SUMMARY:

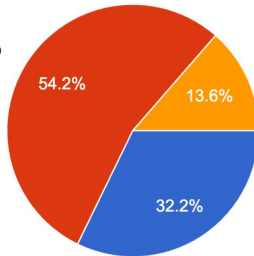
This model shows mixed support, with limited impact on staff retention and some risk of staff and family attrition. Staffing licensure remains a key concern.

SURVEY DATA:

STAFF

If the board chooses to implement this model, how would it affect staff recruitment and retention?

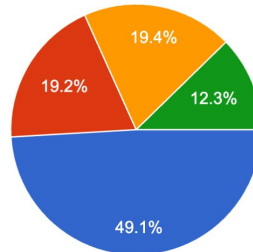
- It would encourage me to stay and recruit colleagues to work here
- No impact
- It would encourage me to leave CRCSD for other employment



COMMUNITY

If the board chooses to implement this model, how likely are you to enroll your child in a school district other than CRCSD?

- Not likely to leave
- Somewhat likely to leave
- Highly likely to leave
- I do not have children in the district



Advantages

- Provides community legacy and allegiance
- Licensure of teachers work
- Number of teachers on grade alike teams

Considerations

- Licensure (staffing) - 6th grade teacher leaving 7-8 schools to 5-6 ones



5-8 MODEL

FEEDER PATTERN COHERENCE & GEOGRAPHIC PROXIMITY

AREA	ELEM. (PK-4)	MIDDLE (5-8)	HIGH (9-12)
1	Trailside Kenwood Grant Wood Erskine Johnson	Franklin McKinley	Washington
2	West Willow Hoover Van Buren Grant	Taft Wilson	Jefferson
3	Viola Gibson Hiawatha Maple Grove Harrison	Harding Roosevelt	Kennedy

SUMMARY:

A 5th–8th grade middle school model offers advantages such as strong feeder pattern coherence and minimal disruption for families and staff. However, considerations include the need to closely review building capacity and the potential for ripple effects on high school capacity if enrollment shifts occur.

Advantages

- Strong feeder coherence
- Least amount of change to families and staff
- Maintains overall geographic proximity for grades 5-12

Considerations

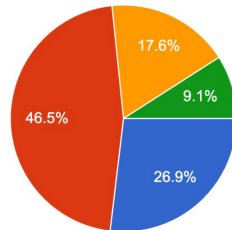
- Double-check on capacity is needed
- 5-8 capacities could impact high school capacities
- Review boundaries for equity and diversity

SURVEY DATA:

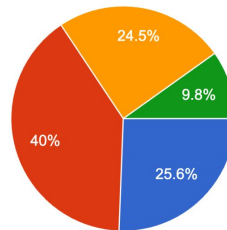
Effectiveness in establishing a clear 'feeder pattern' from PK-12th grade



STAFF



COMMUNITY



FINANCIAL IMPACT & RETURN ON CHANGE

SUMMARY:

The model would generate approximately \$6 million in savings, largely due to closed elementaries. It also reduces transportation costs from maintaining neighborhood schools. However, a small amount of these savings would need to be offset by the purchase of additional playground equipment.

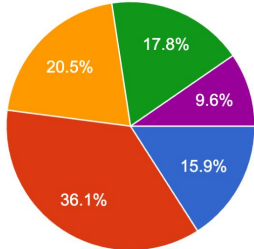
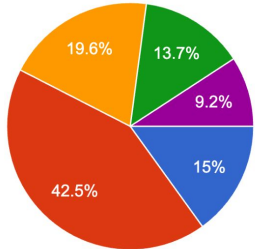
SURVEY DATA:

How well does the model stabilize the District for long-term financial stability?

- Extremely Well
- Somewhat Well
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- Not at All

STAFF

COMMUNITY

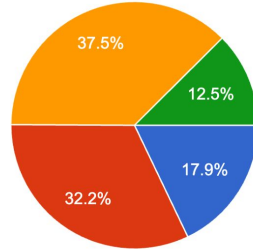
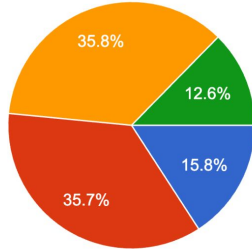


Does it strike the right balance between achieving financial stability and maintaining community school structures?

- Yes
- Mostly
- No
- Unsure/need more information

STAFF

COMMUNITY



Advantages

- \$6 million dollar savings
- Fewer transportation costs with neighborhood schools

Considerations

- Playground equipment

STUDENT ACCESS, OPPORTUNITIES & EXPERIENCES

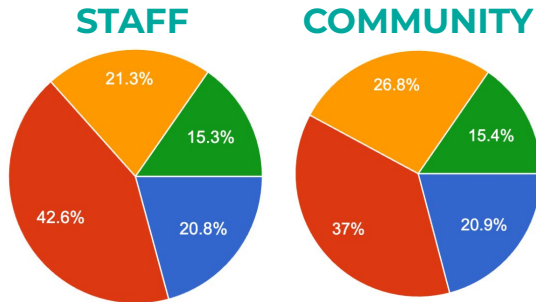
SUMMARY:

The 5th–8th grade model supports continuity through trusted adult relationships, fewer school transitions, and consistent services for subgroups, while expanding access to music, full-time specials, preschool, advanced and intervention curriculum, and a broader range of athletic and intramural opportunities. Key considerations include ensuring equitable access to special education services across multiple buildings, managing intervention and cross-grade scheduling, and meeting state requirements specific to 5th grade programming.

SURVEY DATA:

Effectiveness in improving student success and access to full-time specialists, fine arts, athletics, and clubs?

- Extremely Effective
- Somewhat Effective
- Not at all Effective
- Unsure



Advantages

- Trusted adults and stability during preadolescence
- Fewer transitions
- Consistency for special populations
- Music ensembles start in 5th grade
- Full time specials
- Preschool accessible in each elementary
- Athletic team flexibility ensuring greatest participation
- 5-6 intramurals
- 7-8 sports as Junior (Warriors, J-Hawks, Cougars)
- Mentoring opportunities 5-8
- Access to advanced/intervention curriculum

Considerations

- Special Ed services with 2 buildings in each area
- Scheduling (Intervention)
- Crossing grade levels in building
- State requirements for 5th grade
- Transportation if a team is combined with matching school

WORKFORCE & COMMUNITY STABILITY

SUMMARY:

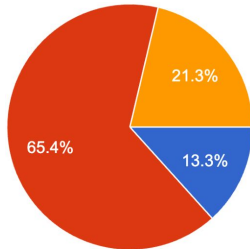
This model would provide a high retention rate of staff and students per the survey result. The majority of teachers would be able to remain in current positions pK-12 and would require minimal student and staff transitions to different buildings. Careful attention would need to be paid to 5th grade transition to a middle school, structure to account for developmental differences, and state requirements for hours and accessibility of content.

SURVEY DATA:

STAFF

If the board chooses to implement this model, how would it affect staff recruitment and retention?

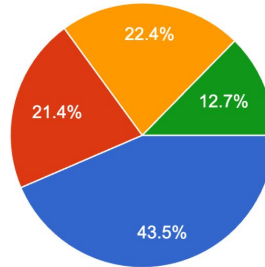
- It would encourage me to stay and recruit colleagues to work here
- No impact
- It would encourage me to leave CRCSD for other employment



COMMUNITY

If the board chooses to implement this model, how likely are you to enroll your child in a school district other than CRCSD?

- Not likely to leave
- Somewhat likely to leave
- Highly likely to leave
- I do not have children in the district



Advantages	Considerations
<ul style="list-style-type: none"> ● Provides community legacy and allegiance ● Fewest number of staff required to move buildings ● Encourages parent involvement ● Teacher licensure ● Access to content specialist 5-8 ● Choice between departmentalized classes or sustained classrooms ● PTA Involvement / stability 	<ul style="list-style-type: none"> ● Perceptions of middle schools ● Teacher licensure ● Requirements for hours + accessibility of content ● Buildings need to consider how grades interact with each other

2 HIGH SCHOOL MODEL

FEEDER PATTERN COHERENCE & GEOGRAPHIC PROXIMITY

AREA	ELEMENTARY (PK-4)	INTERMEDIATE (5-6)	MIDDLE SCHOOL (7-9)	HIGH SCHOOL (10-12)
East	Viola Gibson, JSA Grant Wood Erskine, Trailside Kenwood Hiawatha	Harding	Kennedy	Washington
West	West Willow Hoover Van Buren	Maple Grove	Taft	Jefferson
	CRA Grant Harrison	Wilson	Roosevelt	

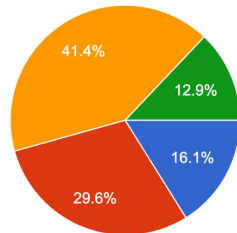
SUMMARY:

This model creates a clear East/West PK-12 pathway anchored by two comprehensive 10-12 high schools. Feeder patterns are easier to explain and follow, with a greater possibility of balancing community subgroups.

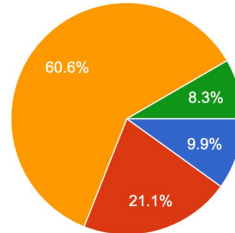
SURVEY DATA: Effectiveness in establishing a clear 'feeder pattern' from PK-12th grade



STAFF



COMMUNITY



Advantages

- Clear, consistent East/West feeder pattern from elementary through high school
- More predictable transitions for families (fewer boundary changes year to year)
- Simplifies communication and long-term planning for families and staff

Considerations

- Significant boundary changes going from 3 areas to 2
- Transportation routing may be longer and more complex
- Must ensure equitable access to specialized programs across both high schools
- Imbalance of feeder schools between east/west side, but could be adjusted

FINANCIAL IMPACT & RETURN ON CHANGE

SUMMARY:

This model provides highest recurring savings (\$8+M) by consolidating at all levels and reducing resources across three areas. The biggest financial risk is potential enrollment decline if families choose to leave the district due to the magnitude of change.

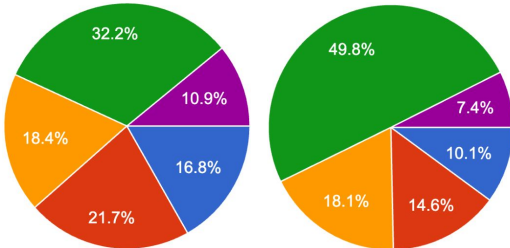
SURVEY DATA:

How well does the model stabilize the District for long-term financial stability?

- Extremely Well
- Somewhat Well
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STAFF

COMMUNITY

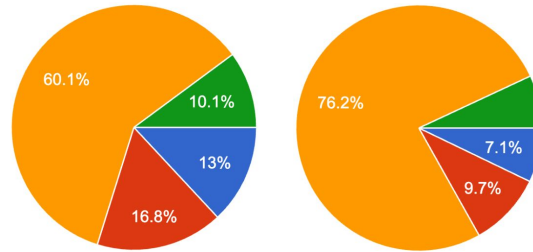


Does it strike the right balance between achieving financial stability and maintaining community school structures?

- Yes
- Mostly
- No
- Unsure/need more information

STAFF

COMMUNITY



Advantages

- Estimated recurring savings of about \$8M
- Reduces duplication in staffing, programming, operations, and building costs
- Creates clearer long-term budget stability compared to smaller adjustments
- Savings can be reinvested into student supports, academics, and activities

Considerations

- Highest risk of enrollment decline (loss of students reduces projected savings)
- One-time transition costs (moves, rebranding, logistics, scheduling)
- Community pushback could impact support for future funding measures
- Savings depend on final staffing model and how buildings are repurposed/closed

STUDENT ACCESS, OPPORTUNITIES & EXPERIENCES

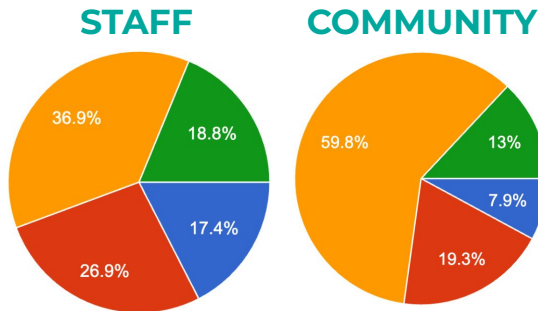
SUMMARY:

With two larger comprehensive high schools, students can gain broader access to courses and experiences (AP, fine arts, athletics, clubs) through increased enrollment and “critical mass.” The key challenge is ensuring continued participation and access, while encouraging equity across both schools.

SURVEY DATA:

Effectiveness in improving student success and access to full-time specialists, fine arts, athletics, and clubs?

- Extremely Effective
- Somewhat Effective
- Not at all Effective
- Unsure



Advantages

- More competition and opportunity in fine arts, athletics, and extracurriculars
- Larger student base supports more course sections and higher AP enrollment
- More staffing capacity for specialists and expanded programming
- Positions CRCSD more like comparable Iowa districts of similar size
- Differentiates from nearby options with comprehensive offerings

Considerations

- Buildings operating near capacity can limit growth and flexibility
- Participation may decline if students face longer travel or feel less connected
- Risk of socio-economic imbalance between the two schools if boundaries are not designed carefully
- Must intentionally ensure equitable access to advanced coursework and activities

WORKFORCE & COMMUNITY STABILITY

SUMMARY:

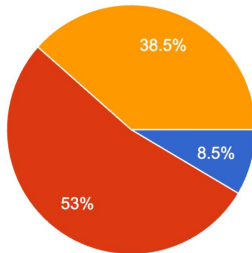
This is the most significant community identity shift because it changes long-standing school structures. It may improve long-term staffing stability if the plan is clear and consistent, but it also carries the greatest risk of family departure and staff uncertainty during the transition.

SURVEY DATA:

STAFF

If the board chooses to implement this model, how would it affect staff recruitment and retention?

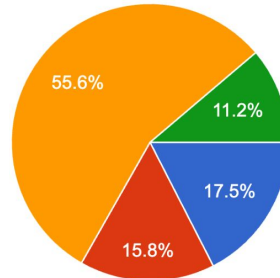
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COMMUNITY

If the board chooses to implement this model, how likely are you to enroll your child in a school district other than CRCSD?

- Not likely to leave
- Somewhat likely to leave
- Highly likely to leave
- I do not have children in the district



Advantages

- Clear direction can stabilize staffing and reduce uncertainty
- Larger comprehensive schools can expand roles, collaboration, and program stability
- A defined long-term plan can support recruitment and retention over time
- Keeps staff employed through reassignment even if buildings change

Considerations

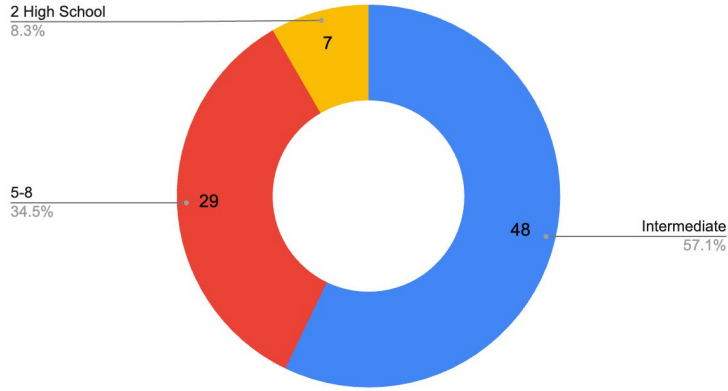
- Most drastic community change, with a loss of a HS
- Families will leave the district, especially if they feel disconnected from the new structure
- Staff may split either with reconfiguration with 9th grade or repurposing HS
- Closing or repurposing long-standing buildings can create strong community resistance

Key Learnings

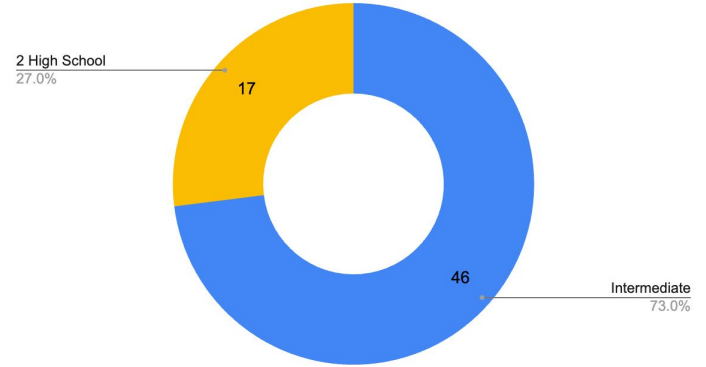
- Will need a strong transition plan regardless of the model
- Boundaries and equity are a major community concern
- Long-term sustainability of the district
 - What is the readiness for each model?
 - Will we have to revisit this conversation in 5-7 years?
 - Current enrollment trends
 - Declining birth rates
 - Political atmosphere changing
- Concerns of current survey representation - equity
- Need to rethink how information is distributed to the community and families
 - Information is not currently easily accessible
 - Multiple survey questions with 300-500 'Unsure' votes
- Need for marketing and PR shift to combat declining enrollment

Feedback Summary

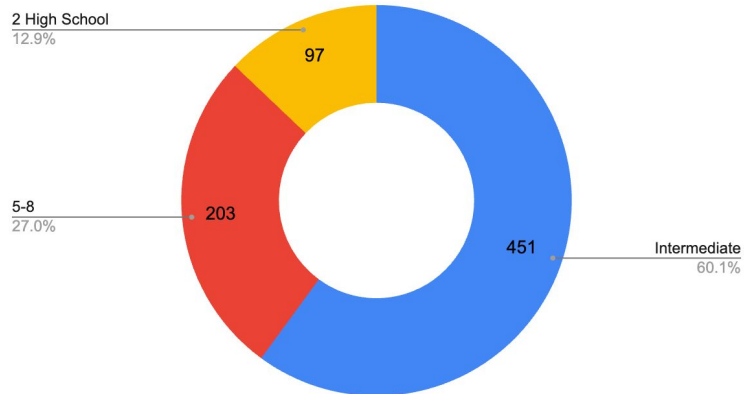
Community Coalition



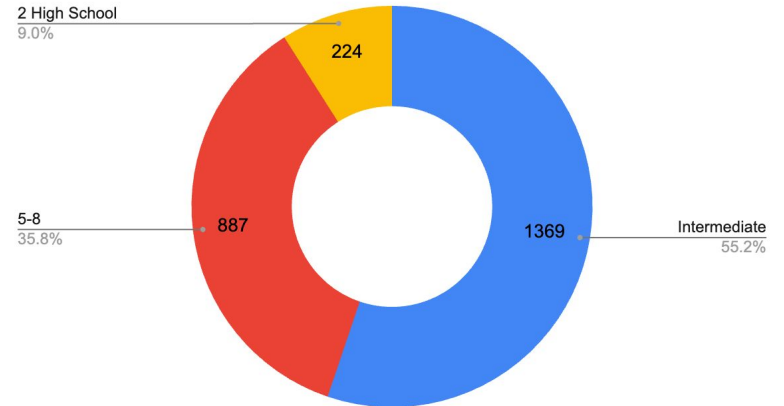
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Staff



Family





**Cedar Rapids
Community School District**

Every Learner. Future Ready.

Option 1

Intermediate Model

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Option 2

AREA	ELEM. (PK-4)	INTER. (5-6)	MIDDLE (7-8)	HIGH (9-12)
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Schools Closed: Wright, CRA, Cleveland, Grant, Nixon, Truman

2 High School Model

AREA	ELEMENTARY (PK-4)	INTERMEDIATE (5-6)	MIDDLE SCHOOL (7-9)	HIGH SCHOOL (10-12)
East	Viola Gibson, JSA Grant Wood, Erskine, Trailside, Kenwood, Hiawatha	Harding	Kennedy	Washington
West	West Willow, Hoover, Van Buren	Maple Grove	Taft	Jefferson
	CRA, Grant, Harrison	Wilson	Roosevelt	

5-8 Model

AREA	ELEM. (PK-4)	MIDDLE (5-8)	HIGH (9-12)
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2	West Willow, Hoover, Van Buren, Grant	Taft, Wilson	Jefferson
3	Viola Gibson, Hiawatha, Maple Grove, Harrison	Harding, Roosevelt	Kennedy