

Redding Consortium Member Combined Feedback

Feedback Activity on April 11, 2024

	Zone of Comfort	Zone of Opportunity	Zone of Danger
<p>Section 1: <i>Immediate Support for Wilmington Students in the Christina School District</i></p>	<p>Christina should be removed from the City, putting forward an interim plan that keeps them in the City would keep us in a Zone of comfort and not create progress.</p> <p>Doing nothing to support CSD students puts us both in a zone of comfort and danger.</p>	<p>Overall, there is support for working with the WLC and other entities to tier support for Christina Schools in Wilmington to support students, educators, families, and the community.</p> <p>Major questions related to:</p> <ul style="list-style-type: none"> - The transition for CSD schools (potentially becoming RCCSD schools in a two-district approach) - Timeframe for this support and shift - Understanding what districts think about this shift and how much are they willing to take on - The education and economic impacts - Will WLC have greater decision-making power authority - The need for districts to retain ownership of personnel and students in a way that reflects shared decision-making 	<p>Major concerns related to:</p> <ul style="list-style-type: none"> - The WLC having the operational capacity and authority to provide immediate support for the affected students - Staff exodus may be an unintentional effect as schools and the system are destabilized - There is not enough information about this and the process is moving too quickly - The WLC MOU has not been submitted and all three boards are required to change the MOU - Providing careful consideration to what will be the most effective transition for students - Recommendations coming from the New Teacher Project (TNTP) report - Recommendations for the funding needed for this step or the process to determine that

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<p>Section 2: <i>Development of a Two-District Approach</i></p>	<p>The modified River Plan is more palatable than the original river plan.</p>	<p>A two-district approach could:</p> <ul style="list-style-type: none"> - Provide a better busing and transportation option for high school students - Foster dialogue - Provide neighborhood-type schooling with a “personal touch.” <ul style="list-style-type: none"> - Could work on WLC on this, especially around parent engagement <p>Other approaches:</p> <ul style="list-style-type: none"> - Need to look at the City of Wilmington as a whole and not through the lens of feeder pattern boundaries - Need to determine what approach makes the most sense for residents of Wilmington - Need to determine what approach most effectively reduces student transition - Red Clay be the sole City district and also remove Brandywine from the City - Reconsider a Wilmington district 	<p>Type of Approach:</p> <ul style="list-style-type: none"> - Are there 2 districts under the current model willing to serve the city of Wilmington? - The two-district model conclusion is premature - Is the two-district model minimally disruptive - The County Plan can be more supportive; living in one district and working in another can be complicated for both the guardian and the student - Exploring a new district hasn’t been discussed <p>District Impacts:</p> <ul style="list-style-type: none"> - RCCSD does not feel consulted enough; this issue could create unseen ripple effects - BSD students and buildings will be heavily impacted - Unsure of the impacts to NCCVT <p>Funding:</p>

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		<p>Further questions related to:</p> <ul style="list-style-type: none"> - How to address the educator shortage - Continuity of neighborhoods was better provided for in the original plan - Need to review feeder patterns - Need to analyze the impact of school choice 	<ul style="list-style-type: none"> - Funding implications still need to be addressed. Students who live in the city and still attend schools outside of the city or in charters should be factored into the redesign - Financial analysis is happening too late in the proposed process - Determine if the Port of Wilmington is a taxed or tax-exempt entity <p>Outcomes:</p> <ul style="list-style-type: none"> - How will we work to lessen the effect of social and economic issues that remain in the feeder patterns/buildings regardless of the governance of the schools? <ul style="list-style-type: none"> - The proposed plan does not address the fact that the schools being inherited by Red Clay are and will remain "high poverty," "high needs," and "high minority. - Need data or evidence that district consolidation will improve transparency and accountability at the district/school level <p>Engagement:</p> <ul style="list-style-type: none"> - Lack of input from Consortium

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			<p>members, districts, educators, impacted community members, school families, and organizations that support the schools</p> <ul style="list-style-type: none"> - The Consortium did not follow its defined process for coming to a consensus around a two-district approach
<p>Section 3: A Process Timeline for Final Plan Development and Stakeholder Engagement</p>		<p>Timeline:</p> <ul style="list-style-type: none"> - This timeline is doable, related to answering the 13 stipulations, remaining questions, and providing opportunities for feedback <ul style="list-style-type: none"> - 2026 is far away - A plan that addresses the 13 Stipulation in June 2024; October 2025 we need a fiscal plan; the final plan can then be submitted in June 2026 <p>Financial Impact:</p> <ul style="list-style-type: none"> - It is key for the financial impact to be addressed - The financial impact needs to address the City and County - Gives 9 months to put a financial plan together 	<p>Engagement:</p> <ul style="list-style-type: none"> - Input from affected individuals is not being asked for until parts of the plan have been developed/submitted <p>Financial Impact:</p> <ul style="list-style-type: none"> - Overall, the financial impact analysis is happening too late in the process. A plan without a fiscal proposal will not be moved forward due to the expense - Will reassessment data be available? - DDOE currently has an RFP looking at proposals to assess the components of the existing Equalization funding formula and to develop a new allocation methodology for LEAs

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		<ul style="list-style-type: none"> - School taxes would be impacted - what does this look like for taxpayers and districts? <p>Engagement:</p> <ul style="list-style-type: none"> - Periodic updates allow for timely and effective feedback - The new Governor has to be a part of the process - This process can buy in time for feedback from parents/guardians, students, schools, district administrators, and communities. - Stakeholder engagement is lagging and needs to get on track - This timeline depends on answering concerns from the Red Clay community <p>Getting the Work Done:</p> <ul style="list-style-type: none"> - Create an Educator Advisory or Panel - Immediate formation of a fiscal impact work group (District CFOs) 	

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<p>Section 4: <i>Further Recommendations for Action</i></p>		<p>Support for the final plan to include recommendations for action related to:</p> <ul style="list-style-type: none"> - City High School - Funding - Educator recruitment and retention (teachers, school leaders, related personnel) - Early learning - Community resource (asset mapping) - Referendum reform - Evaluation of the NCC Tax district - Wraparound grants (Enhanced Wraparound Services that are outside of the scope of districts) - Engaging with Charter schools - Educator supports - Specialized programs (STEM, Arts, IB) for primary grades through high school - Special education 	<p>Systemic/system-wide effects:</p> <ul style="list-style-type: none"> - What will actually drive change? - Need to address effects of school choice and charter schools - State equalization formula and reassessment may make us reconsider the plan, and it impacts all 3 counties <p>Approach:</p> <ul style="list-style-type: none"> - Concern that the two-district model will not be “minimally disruptive” - A county district might be viable and has been previously vetted. This could be done and would require a lot of work. <p>Programs:</p> <ul style="list-style-type: none"> - What are the specialized programs mentioned in this section? Do these programs require state investment?

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		<p>Timeline:</p> <ul style="list-style-type: none"> - What is the date for these recommendations to support transitional activities? Will they be included in the final recommendations? (Revenue policies) - What is the recommended timeframe for these investments to address inequities for students in these schools? (State Investment in Impacted Schools/Districts; Charter and Choice Reform) <p>Getting the Work Done:</p> <ul style="list-style-type: none"> - Smaller leadership meetings should be held with DSEA to determine best approach for educator engagement and support - Focus groups to hear directly from educators working in high-need schools 	

Member of the Public Combined Feedback

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Section 1: <i>Immediate Support for Wilmington Students in the Christina School District</i>	Is the neighborhood schools act whether in a 4 or 2 district format limiting solutions?	<p>Is the neighborhood schools act whether in a 4 or 2 district format limiting solutions?</p> <p>How will technically being under a different district, but still attending the same schools change anything for CSD city students K-8?</p> <p>How many RCSD or BSD students will be moved into “city” schools? How does that work?</p> <p>So all Colonial students within city limits will be redistricted and at new to them schools?</p>	Is the neighborhood schools act whether in a 4 or 2 district format limiting solutions?
Section 2: <i>Development of a Two-District Approach</i>			<p>Will district staff be forced to change districts in the Two-District Approach or will they have the opportunity to transfer schools and stay in their current district?</p> <p>Will students attending a Colonial or Christina High school be forced to change</p>

			schools or will they be provided bussing to finish their education in the High School they started in, if they so choose?
Section 3: A Process Timeline for Final Plan Development and Stakeholder Engagement			
Section 4: Further Recommendations for Action			Students and families need additional resources now; how does redistricting in the future help the students now?