



**Licking Heights Boundary Planning Criteria
Community Feedback Results Report**

January 3, 2024



WOOLPERT



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Demographics

I am affiliated at the following schools (please select all that apply):	
Central Preschool	81
North Elementary	102
South Elementary	199
West Elementary	208
Central Intermediate	210
Licking Heights Middle School	186
Licking Heights High School	264
Private School	13
None- Future Licking Heights Local Schools Parent	9
None- Community Member	15

I am (please select all that apply):	
I am a Licking Heights Graduate	37
I am a Current or Former Staff Member	149

Other (please specify):

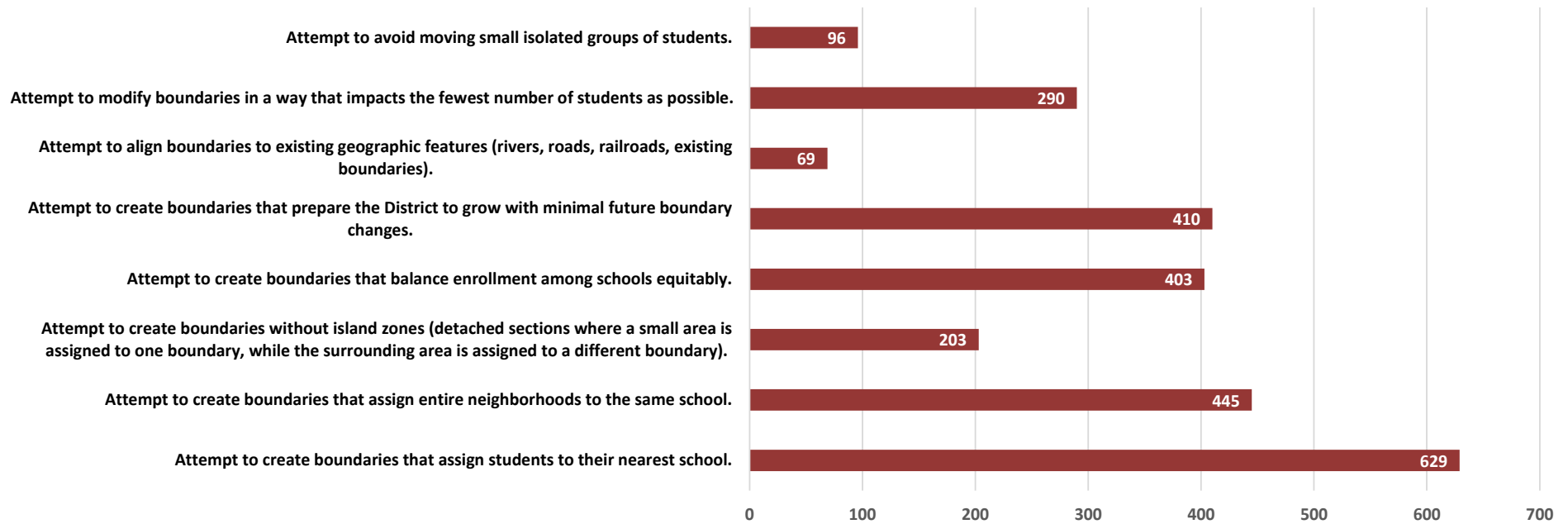
- 2024-2025 school year one would be in South and Central. We would live 2 minutes from the new elementary.
- Children graduated from LH
- Coached and volunteer in the district
- Community and staff member
- C-Tec
- CTEC student/LHHS
- Grandchildren starting Kindergarten next year
- Grandparent, also work for the school, and live in the area
- I have a grandchild at South Elementary
- I will have a daughter that would go to North and then South and I don't want South to change for her.
- Kindergarten student in 2024
- Parent of 2 students who graduated at LH
- Parent of 3 kids who graduated LH & 2 in the HS

- Parent of a 2026 kindergartener
- Parent of a 4th grader and a future kindergartner
- Parent of a future elementary student
- Parent of a future preschool student
- Parent of a preschool student
- Parent of a senior
- Parent of a student at West and one incoming at North
- Parent of a third child who will be enrolling into Kindergarten 24/25
- Parent of current students and a future kindergartner
- Parent of Graduate
- Will have a student in kindergarten in Fall 2024
- Will have another child starting at preschool next year



Boundary Planning Factors

Please select the top three (3) factors that are most important to you when redrawing boundaries.





Please share any additional thoughts you have around guiding principles to be used when redrawing boundaries.

- All school numbers should be equitable. One elementary should not have almost 200 students more than the other.
- Allow for equal classroom sizes among all 3 buildings.
- Are all the students with special needs or higher needs going to the same building? Will there be support for these students at all buildings?
- As a kid we lost so many community friends to redistricting and it's my hope we avoid this during this initiative when so many of the kids essentially grow up together. However, it will be more important to not isolate certain types of children but still allow the distance between home and school to be remain minimal.
- As a mother of children in the district and a staff member I feel having the children go to the school closest to their homes would be most appropriate. It would be counterproductive to have families drive past the school next to them to drive to an elementary school further away. This would also help with busing and getting students home in a more timely manner.
- As a parent that has my child in LHSD via open enrollment. Redrawing boundaries should be created so more families who care about their child's education have an equal opportunity to apply for their child's enrollment to LHSD with these new boundaries.
- As we are very near to the school, we are very happy to be South elementary.
- Assign few students in a class for better education.
- Assignment to the nearest school is important to us.
- Attempt to align based on equitable culture and a focus on academic achievement.
- Attempt to allow students to attend the school nearest to them geographically, while also attempting to keep as many students in their existing schools as possible...especially for those special needs students.
- Attempt to create boundaries to improve all kids' future in equal way or have equal time to guide all.
- Attempt to create more students.
- Attempt to distribute even populations of students that would aid the buildings in obtaining funding for programs such as Title. All buildings should have similar populations and comparable resources in staffing.
- Attempt to keep kids within same family as close to each other as possible. For example, families with elementary and middle school aged kids. Would be helpful to limit amount of time spent on buses for younger children as well as take into consideration those with multiple bus routes that may end up split between schools.
- Balance the schools in regard to socio economic, race, special populations.
- Be pragmatic. Geography and population density should be the driving factors, not replicating Boston in the 1970s.
- Being in the neighborhood across from Licking Heights South Elementary, it has been great to be able to walk to school. Hoping boundaries can maintain this.
- Blacklick needs its own school.
- Blacklick students should have their own school.
- Boundaries seem arbitrarily vague to the layman. There are elementary schools closer (less than 2-3 minutes drive; less than 4 miles away from the home address/zip code), and we are assigned to LHLS vs. Blacklick vs. Gahanna vs. Reynoldsburg.
- Boundaries should occur when schools become reach beyond 15 minutes of driving.
- Build boundaries that help cut down on fuel costs, bus route ride times and bus route efficiency. (No multiple busses coming to same area for separate schools, confusing families).
- Bus routes
- Bus routes need to be one of the main considerations when creating school boundaries. We need routes that will result in the fewest bus changes, splits, etc. on a daily basis. Some changes are to be expected, but daily interruptions



need to be a minimum.

- Bus routes should be factored into the boundaries.
- Busing is a big issue. It would be nice if the buses didn't have to go so many places to pick up students.
- By far the biggest factor is distance to school, as it minimizes travel times (whether on the bus or driving). However, I do think there's also value in not having a homogeneous student population.
- Class sizes are now too large for teachers to be able to successfully compete all that is required each school year.
- Closest location to the home is assigned.
- Closest school to home for easier balance at home and school.
- Closest schools to home = less wasted time on bus/ commute.
- Closest to neighborhood, less movement the better.
- Concerned that the new Elementary is not near most developments.
- Consider commute for parents.
- Consider transportation.
- Considerations for traffic and transport with the change in districts.
- Considerations of multiple bus stop times in the same area for the different levels of schools.
- Considerations of staffing for specific groups that may have a higher population based on how the boundaries are drawn.
- Continue to equitably distribute resources and staff in a way that allows all the schools in the district to grow.
- Decrease the number of students in class to improve the quality education.
- DEI is considered with every boundary.
- Development of the area.
- Diversity and income should be important considerations in how the district is

divided.

- Diversity is huge in our district. It needs to be represented in every elementary. If the boundaries are determined by neighborhood, certain populations would only be represented in one school.
- Diversity is important. Keeping K-4 on elementary.
- Diversity matters when any adjustment is implemented.
- Divide fairly so as not to oversaturate one school over others.
- Draw them in a way that makes busing most efficient.
- Enrollment and resources should be equitably allocated.
- Ensure parity in educational resources and opportunities amongst different schools.
- Ensure that amenities and educational offerings are the same at all schools so that there isn't a lower quality school than others.
- Equity should be our number 1 priority for our students.
- Existing students with special needs or 504s should be able to remain in their current school, regardless of boundary lines, until moving to Central.
- Expanding transportation to fit the routes required for the students.
- Expanding zoning would be great. Without interrupting anything for current students.
- Families that utilize in home daycare for before and after school are greatly impacted when redistricting. Imperative that neighborhoods stay together and neighborhoods in the same area stay together.
- Find change with minimal impact to children. Keep neighboring communities together where you can.
- For the convenience of parents, I think that students should be assigned to schools that are closest to their homes.
- Geographical locations that offer the quickest and easiest bus transportation solutions would be ideal.



- Go by distance.
- Good for safety for the students and the staff at the schools.
- Good to guide students.
- Have the redrawing make sense. Don't keep the kids on the buses longer than necessary. If there is an elementary school 5 minutes from their home, don't send them to the school that is 15 minutes away.
- Home schools are not that impressive to me with only one high school.
- I already feel that having two elementary schools divides the district. I wish the district would focus on building a larger community base between the schools instead of working to creating more barriers. Perhaps each school can hold grade levels instead of neighborhoods.
- I am hoping that my kids will not be assigned to a different school.
- I appreciate that my children attend a well-integrated school. They don't notice color. I believe this is partially due to our educational system! Thank you.
- I feel students should go to the school closest to their homes.
- I feel students should go to the closest school to them. It would not make too much sense for parents to drive past an elementary school to drive to one further away from there by 15 plus minutes when a building could be 5 minutes away. I would also try if at all possible, trying to pair each student with 1 other who did have class priorly together when redistricting the building. Some rely on familiar faces.
- I feel the impact to resources and educational tools should have the highest priority followed by location.
- I grew up in an island neighborhood and was always a black sheep by not attending with my neighborhood friends. I think that impacted my social structure growing up and always regretted it.
- I have been in districts that create new boundaries almost every year. That is an unpleasant experience for everyone involved.
- I honestly don't have a problem with any of the changes that will be made as long as there is proper communication and direction done. I trust in the school districts decisions.
- I honestly think whoever is closest to the nearest schools.
- I just don't my kids to have to go to new schools.
- I know we are growing, and change is inevitable, but my children have made close friends at their current schools. I don't want them to be separated from their friends.
- I like the "neighborhood" school concept of things - where kids go to school with the kids in their neighborhood. I think its supportive to the kids to have a community and their families to have each other to rely on in similar experiences, carpooling, etc.
- I think all the boundaries listed are very important to consider.
- I think assigning to the nearest school (within reason and space) makes the most sense. We love west; however, it wouldn't make sense for us to pass the new school and South to go all the way to the furthest school from us (West) and for other people to pass 2 schools to go to the new one.
- I think I selected the one that was more for having a DIVERSITY of students.
- I think it is important to maintain students in the schools they are currently enrolled in.
- I think it would be great for kids in the same neighborhood to go to the same school.
- I think it's good idea if the school growth needs space, so better to add another school...
- I think neighborhoods should be aligned to the same school along with trying to keep students closest to the school most near them.
- I think that it is important to consider how this may affect teacher cohorts. It is important that grade levels have the ability to collaborate effectively with one another to support best outcomes.
- I think that it is important to make sure that all buildings are balanced with diversity, economic backgrounds, abilities, and staff that meet the needs of all learners. Shuttling students to buildings because services are only provided in 1



or 2 of the buildings should not happen.

- I think that there should be a few influences against current situation if you consider redrawing boundaries.
- I think the district does an amazing job celebrating diversity. I would hate to see too many wacky district lines happen in order to appease the balance of diversity in the buildings. Parents are way more concerned about bus schedules and kids in different buildings getting home at such vastly different times. Keep it simple.
- I think the district should utilize the school closest to a family.
- I think the principles should be in on the redrawing boundaries.
- I thought it's a good idea for students and neighborhood.
- I understand that licking heights has become very diverse in the years since my own graduation, I would prefer to keep the elementary schools as diverse as possible to give students a chance to learn other cultures and ways of life.
- I want my kids to feel safe in the new school.
- I wish this school district would be one of the best school districts in Ohio.
- I would be pleased to see the boundaries made with the most effort of getting the kids to school and home with the quickest manner possible. The less time in a bus, the better. So much of the teaching time is wasted due to waiting on busses to arrive. The span of time to when the first student comes to when the last student arrives can be 30 minutes. Instruction is difficult to start when you're missing half your class. Also, pick up at the end of the day must start so early due to so many cars in the lot, that we also lose valuable instruction time then. Boundaries need to be made that will allow for the maximum amount of time with kids in the actual classroom. Our teaching time with kids actually in the classroom is the shortest in length it's ever been in my 19 years here.
- I would like my child to attend the same school with their same friends.
- I would like to avoid redistricting that would require my child(ren) to attend the school that is farthest and would prefer they attend the closest school to our home.
- I would like to see boundaries created that enable the district to create the most efficient bus routes.
- I would like to see boundaries that do not segregate our diverse populations into one school.
- I would love if the buildings could house K-4 again.
- I would prefer for my children to go to the closest school. It makes it easier for the whole family and for transportation.
- I would prefer that my children attend the elementary school that is closest to our home.
- I would think that that new school would catch the kids north of Mink street and any further housing development that will happen north of Mink with intel growth. This way you keep existing areas about the same or at the same school...good luck with this 😊
- If Blacklick would build their own school licking heights wouldn't be so overcrowded.
- If elementary boundaries could avoid railroad crossings, it would add safety and improve bus time, as trains can delay buses.
- If students are going to be entering the last year in their school after redistricting they should be grandfathered into the school they've always been attending.
- In general, I think the schools needs to be balanced in terms of size, demographics, and diversity. Please avoid having a Blacklick vs. Pataskala School, or a White vs. Black vs. Napoli vs. Somali school, or a poor vs. rich school. Our diversity is what makes our district outstanding, please honor it by making sure the buildings are each representative of our community.
- Increasing or decreasing boundaries only provides a short-term solution to the existing problems. If the school board is looking for a sustainable solution, come up the infrastructural development and planning. LHSD is growing because housing development is skyrocketing and occupancy is at 100% in the area. Solution: build more buildings
- It would be helpful to move kindergarten students in with elementary to avoid



multiple start times for families with young children.

- It would be ideal if students in the last grade (eg, 4th?) would have options to remain at their school if it's their last year. I know this is difficult with transportation. Also, minimize the time a student spends on the bus would be an additional priority.
- It's important that all schools are treated equitably, and redistricted in a way that makes them equitable, for example, not all the lower income students or ESL populations end up at one school and not the others. This diversity in experience is important for students to see.
- Just keeping the boundaries even as far as students within boundaries and not creating island zones.
- Just make it make sense. It is so bad currently. It should be whole neighborhoods within proximity of the nearest school.
- Just try to make the boundaries be as simple and easy to understand and make the boundaries make sense.
- Keep diversity in mind.
- Keep in mind the distance that has to be traveled for families to the school. If certain neighborhoods are closer to one particular school, keep that student enrolled at the closer school.
- Keep it as simple as possible.
- Keep kids from the same neighborhoods together to increase community within those neighborhoods. Minimize amount of switching between schools as children progress chronologically in school.
- Keep my child close to home.
- Keep neighbors in the same school to help with carpooling and parents that wait at bus stops with students. The lines now don't always provide for that.
- Keep the younger 1st and 2nd grade in mind as they are still learning to navigate school life in a bigger setting.
- Keeping neighborhoods together will provide the most familiar faces and least amount of stress on kids.
- Keeping the kids in the same routine as possible with their school.
- Kept neighborhoods together.
- Kids in the same neighborhood should attend the same school.
- Kids shouldn't have to pass a school to go to their assigned school.
- Kids shouldn't have to ride a bus for 1 hour to get to their school.
- Least impact as possible to the younger children.
- Licking Heights is full of beautiful culture and diversity. I hope that can be well represented within the new configuration.
- Long range planning for future growth. Boundaries that make sense, no islands, no splitting neighborhoods randomly. Lessening impact to children wherever possible. Moving entire neighborhoods, paying attention to grade levels shifting schools so that hopefully students will not feel that they are the only ones moving.
- Make it equitable for all ethnicities.
- Make sure it's convenient for parents as well.
- Make sure students are affected as least as possible.
- Make sure students that need bussing are able to bus no matter how close they live to school.
- Make sure the boundaries make sense.
- Make sure the existing schools have all the same resources and tools as the new school will and vice versa. Continue to grow the transportation team to ensure the right number of drivers and to include a plan for attrition in that field. Make sure the population chosen for each school is equally diverse as close as can be at least. Try your best to plan for demographic change.
- Making sure kids are not too far from their home.
- Many neighborhoods have split boundaries within Licking Heights as well as outside Licking Heights.
- Minimizing disruption to students should be the primary factor but balancing



that with equitable distribution based on each school buildings' capacity will be important as well.

- Mix of cultures and socioeconomics in each school. For families who may have to have students who require special assistance for learning purposes to have all children from that family attend the same school.
- Modifying boundaries that affect the fewest number of students is also important.
- More option to keep house owners close to all school cycles.
- My child has special needs and putting him in a new school environment mid school year will present challenges for us as a family and the school staff.
- My entire neighborhood going to the same school is the most important thing. Second is the school not being easily overcrowded.
- My main concern would be to ensure the redrawn boundaries are in the best interests of the students and their future and safety.
- Nearest school makes sense.
- Nearest School.
- Negative impacts should be considered when transitioning children with special needs to a new school. New teachers, environments, etc. may impact and or set a child's progress back.
- Neighborhood children should be attending school with those they see in their neighborhood after school.
- Our family has attended South with our eldest and our family would like the opportunity to remain at South as our family is familiar with our second child who will attend kindergarten in 2024. Is that possible?
- Our neighborhood is in the same neighborhood [Redacted] and we can walk there. Hopefully these students can remain in walking distance.
- Overcrowding too much stress/problems on resources and staff.
- Please account for and allow exceptions for parents with childcare in other districts.
- Please consider ethnic demographic groups. For example, large ethnic groups live in same geographical areas, and this puts the majority of those ethnic groups at the same elementary. Please spread out the ESL population so they're not all attending the same school and thus making that school need way more resources and taking attention away from those students who speak and understand English.
- Please consider starting elementary schools earlier.
- Please do not make this a socioeconomic, cultural, or racial decision!!!!
- Please don't create boundaries with isolated islands of students.
- Please don't keep changing boundaries.
- Please keep same area or neighborhood close to school because student know each other, don't try to spearhead the neighbor student.
- Please keep the district balanced financially speaking. I do not want schools that are the haves and have nots.
- Please make sure things are equitable when it comes to ELL needs specifically. It isn't fair to have one school have the bulk of the ELL students.
- Please remember the times of bus rides. My daughter lives in the [Redacted] zone of the district but has to go all the way to West.
- Please share any additional thoughts you have around guiding principles to be used when redrawing boundaries.
- Please use common sense when redistricting. If it doesn't seem to make sense, don't proceed down the path.
- Possibly putting some thought into how decisions might affect children moving to the intermediate school grades if at all.
- Proof of the student living at the address in the district and not just using a family member address.
- Proximity to the school is the largest factor for me. Right now, we walk from our neighborhood [Redacted] to South and we appreciate the convenience.
- Put the student Nearest to the school as far as possible.



- Redistricting changes schools but I would like to stick with the current school for my kids. Changes in school, teachers, and friends have negative effects on children.
- Redistricting should attempt to keep students in schools that are nearest to their homes.
- Reduce number of students moving to a new school in their final year of elementary school.
- Reducing class size.
- Reducing kids having to move schools and “start over” with making friends.
- Regardless of your approach, knowing what school and the time that those schools will be scheduled is very important to working parents. Please don’t wait until right before the school year to make the decision.
- Relationships students have made with teachers and fellow students.
- Safety of the students.
- Simply apply as much common sense as possible through the process. Not everyone can or will be happy about the final decision, but as long as it makes sense to the decision makers then people will live with the result.
- Special education students need to be with the best matched teacher for their success.
- Special needs students. Moving young children with autism or other needs after the year has started is not a good idea.
- Stay consistent.
- Stop letting newly built developments outside of the City’s limits enter into the school district.
- Students be placed in the location most equipped to fit their needs, specifically Spec Ed.
- Students have become familiar and comfortable with certain buildings, staff and fellow students and change might be upsetting to them.
- Students living in the same county Licking.
- Students should go to the nearest school and schools should not be one grade (ex. kindergarten only school).
- Students should not have to pass one school to get to their own.
- Students that have been attending certain school locations should not be relocated and should be able to complete their elementary school years at the same familiar environment to them.
- Students/parents who walk their children to school. We live within walking distance, and opt to walk our children to school due to vehicle availability and the poor feedback on the bus reliability and student issues surrounding bus experiences.
- Teachers that are bringing their children into the district should have more of a say on which schools their kids go to instead of just district assigned, so that it is easier to drop off and pick up their kids.
- That there are equal golden opportunities for all children to succeed.
- The child should be allocated to the school building closest to their home address.
- The closest school should be where the child goes.
- The goal should be to keep students enrolled near their residence and less likely to have to be moved to a new school in the future (ex. student at South this year for 2nd grade then changed to West next year for 3rd grade).
- The neighborhood should be able to go to the closest school.
- The population needs to be equally distributed across the elementary schools. Equally balanced racially, income levels, special ed and gifted split equitably.
- The West side of Licking County/West side of Pataskala is growing at a pretty good clip and increasing in diversity. I think the district should try to include this diversity among the different elementary school as best as possible to that the experience of students between the three schools is relatively uniform.
- Think about the future fourth graders. It will be hard to move them to a new school in their last year in elementary.
- Think of the experiences our kids have had so far in their schools. I realize not



everyone will be able to stay at the same school they may have gone to previously but some of that should be taken into consideration. I also think schools that are within neighborhoods should remain the same when it comes to where children might go [Redacted]. We live in one of the neighborhoods where [Redacted] is situated and I think it make sense to keep them there. I'm not sure where kindergarten is going but also wondering if it makes sense for those kids to be included where the 1-4 graders are going.

- This is a little bit tough. Sometimes the closest school based on other factors isn't necessarily where the students want it up however, sending them to a further school could further complicate matter, so putting the school in a location that would serve the community while also serving boundaries makes the most sense.
- This is the possible way for everyone.
- To have a discussion with community group.
- To make sure the schools have an equal amount of students.
- Traffic flow. Getting in and out of some schools is becoming increasingly difficult.
- Transportation should be deeply considered - routes, proximity, etc.
- Try to include all forms of housing found within our district within each grouping so each elementary reflects a wide variety of family types.
- Try to keep a balanced diversity of students.
- Try to keep from splitting up neighborhoods while looking to future development areas.
- Try to keep kids in the same neighborhood together.
- Try to keep neighborhoods together.
- Try to keep the school's diversity as equal as possible.
- Try to maintain diverse culture at each elementary school so that students are prepared for going to 5th/6th grade building(s).
- Try your best to relocate the students that are nearest to the school.
- We have lived in the district for 14 years and had no problem with the last

district change.

- We live [Redacted] from West. All of the surrounding neighborhoods go to West but for some reason our neighborhood gets bussed all the way out to South.
- We wish and advocate for the school to be as near as possible to home.
- What other metrics are being used in the analysis? Are steps being taken to remove bias and other inequitable perspectives from being implemented throughout this process?
- When doing boundaries it would be nice to think about people's childcare options.
- Where are new enrollees living in the district?
- Will any boundaries be redirected to another school district, like Gahanna schools?
- With the addition of another school comes way more traffic, maybe a great time to think about widening the road, add some streetlights. It's a dangerous terrible road.
- Would be nice for the kids who are already attending to be given the opportunity to go to the NEW school, that are already in close vicinity.
- Would love for the diversity to continue in the elementary buildings.
- Would want to continue going to same school if already attended for several years.



Please share any additional feedback you may have that was not already captured in the questions above. Feel free to include questions, as this will help inform a Frequently Asked Questions section on our project website.

- 1. It would be nice if buses went away from switching numbers when bus changes happen. Putting a number or animal on the bus for a temporary label would be preferable so students don't get so confused with bus changes. 2. If neighborhood schools are created, some neighborhoods will come with more support services and should have smaller class sizes due to language/ kindergarten readiness. These schools should have more staff available to students.
- After the re-districting is complete and instituted for the 2024-2025 school year...will all 1st-4th grades then be in the new building for the following school year?
- Any plans to change what grades go to which building(s)?
- Are all the elementary schools going to have about the same number of students? Are students going to be going to one of the elementary schools even if it's not the closest one to where they live?
- Are new schools predicted in the next 10 years? How often will redistricting occur with new developments anticipated due to intel?
- Are the children that are transferring going to stay in the same class together and move together as a class as well with the same teacher?
- Are the current two elementary schools equipped with enough teachers and support staff once more students are moved into their buildings? What are the plans to ensure racial and ethnic diversity is maintained or improved (the new school could create less diversity)?
- Are the enrollment numbers higher at one school opposed to another? Is that why this is happening?
- At one time LH had all grades k-2 in one building, 3-4 in another etc. Please don't go back to that. I like the idea of 1-4 buildings where kids learn to interact and be around varying ages, even if it's for small amounts of time.
- Attempt to make busing a smooth process for all schools.
- Because this is better way to every person.
- Better school at our area.
- Bussing has been an issue for several years. The lack of drivers has made pick up and drop off times inconsistent at times. Important (in my opinion) not make this situation worse.
- Bussing schedules if it applies to this topic.
- Communication is key. Strive for transparency.
- Considered removing the settlement of Pataskala out of the Licking Heights boundaries all in all. Districtwide boundaries need to be rethought, especially as you move closer to the Watkins district. Your line should be cut off at Columbia Road one street in the settlement of Pataskala is Licking Heights all others are Southwest Licking. There are a lot of wasted resources as it relates to Bus and Transportation
- Could we make the school hours earlier? 4:10 is a late dismissal compared to the other schools.
- Current West Elementary appears to be near full housing development providing a more stable boundary for that building. How much more housing potential is there south of Broad Street which could affect a new boundary for South Elementary before it could become stable?
- Don't look to change the names of the existing schools. The community takes pride in the names they have.
- Due to the number of rental properties coming, wouldn't that affect your he numbers, as it pertains to the children move constantly in and out of the district?
- Everyone that is already zoned as Licking Heights will continue to be so correct?
- Exclude open enrollment since there is not much room left.
- For families that struggle with understanding the English language, how is the district planning to ensure that an understanding is clearly communicated? Transportation is something that will likely cause difficulty when it comes to a



transition to three elementaries. Lastly, parents knowing the plan for schedules of the elementaries due to transportation needs is something that should be made clear sooner rather than later.

- For students with special needs, accommodations, or IEP's, will any extra precautions or allowances be made available to avoid potential issues with transitions?
- Get school close to home.
- Go through the criteria already set.
- Good for neighborhood.
- Have new school names been decided?
- Help to community.
- Hope everything will be in favor of students.
- How can we be more efficient with bus routes? How can we make start and end times less of a drastic difference? Some schools start at 7, while some start at 9. That's a big difference for families with both a 5th or 6th grader, and an elementary student.
- How will a seamless transition be provided for students who are moving into the new elementary in the fall? How will the previous shortage of bus drivers be affected with this new school opening? Are we hiring more teachers for the districts?
- How will bussing work?
- How will the district handle multi-family homes and apartments within the boundaries when balancing equal enrollment numbers across the 3 schools?
- How will we know what school our child will be going to next year? (pre-k through elementary since it sounds like everyone will be moving mid-year). Are there any volunteer opportunities to help teachers with the mid-school year move (packing, set up)? Will there be professional development days to provide teachers with the time they need to move their classrooms? Will my child's bus change once the new school is open if they are going to the new school?
- I am confused as to why the closest school is not assigned to students.
- I feel that if we had two Middle Schools and two high schools it would be more beneficial, especially with growth. I wish the students who lived in Blacklick had their own schools.
- I know I'm more concerned about where our favorite teachers are going than I am concerned about what building we will be assigned to. Parents are also more concerned about how a new building is going to affect bussing and complicating schools start and end times even more.
- I know most families struggle when their (close in age) children are in separate buildings. So for us, we're more concerned with how the grades will be divided up. Will all of the elementary schools be grades 1-4? Except for North currently.
- I think if some children want to stay at their school now that they've been at for years should be allowed to be grandfathered in.
- I think that it is important to keep families together and to have kids moving from as few buildings as possible as they progress through the district.
- I think the new school should be used for kindergarten only. Just until the following year. We won't have to move as many kids to different schools.
- I think you should have walkers for West it's very hard to make sure there are busses for kids that can easily walk home. That bus is typically the last bus called at west. We could save a few bus routes by doing this. And teacher wouldn't have to stay so late with the last bus going to the neighborhood less than a half mile away.
- I wasn't sure if Heights is still doing open enrollment, if they are I think we should consider stopping that as our schools are already so crowded.
- I'm concerned about my students moving midway through the year. I'm questioning why the district would choose to finish a football stadium before a school. That doesn't feel like a district concerned about academics. I have a special needs child and disrupting their established environment after school has started is unacceptable. I hope we will not be in the new school for this reason. I'm also struggling to understand why you won't allow teachers being assigned to the new school time to move and establish their classrooms, even if it means missing a couple of days of school.



- If kids only have one year left in the school, [Redacted] can they stay in the school they are currently in?
- If our child is chosen to move to a new school, can we opt to stay at their current school?
- If u think u gonna get more students Come up with creative idea. Whos that stupid idea of boundaries!!!!
- Is the best plan of action to redraw the boundaries and possibly change our children's school/teacher/friends/bus driver while school is in session? One would think the summer break would be a better alternative.
- It would be helpful if the elementary schools had a better schedule and they did not get out so late.
- Just want to have clear understanding of how the new assignments will be created. I want to be prepared for [Redacted]. Feeling uneasy with a shift since our aftercare is currently in another neighborhood.
- Keep class sizes small.
- Later school start times to reduce bus pick up and drop off delays in the mornings.
- Maybe offer an alternative program for students, like outside focus or arts program(similar to Indianola Elementary in Columbus) or something in those directions.
- Maybe we should have finished the elementary before starting the athletic complex.
- Only the students in the same neighborhood should be on the bus together.
- Please attempt to have entire neighborhoods to be within the same boundary to promote community support and camaraderie of students creating lifelong relationships.
- Please send children to closest school. It makes it easier for drop off and pick up when unable to use the bus. It is hard to have a school 15 mins away when there is a school only 5 mins away.
- Property taxes.
- Schools should be amicable and fair in resources and faculty/staff talent.
- The buildings should be aligned in the most equitable, efficient way possible.
- The current students that have already started in their respective elementary schools all have created the expectation that they will continue at that location until 4th grade so it would be disruptive, in my opinion, to transfer current students to a different location as it takes time to adapt and that can affect students' academic performance and psychologically as well.
- Time on a bus is a factor with the smaller children.
- Timeline of decision and communication should be shared soon. The district often sends info about the start of the school year really close to the start of the year. These changes should be communicated early and often.
- Try to keep kids time on busses down.
- Unless something changes, we will continue to grow, so please keep that in mind also.
- We live in [Redacted] and attend West. Our neighborhood was recently connected to a new neighborhood, and we can now bike to school without going on any main roads. As the only walkable/rideable elementary school, it would be awesome if our neighborhood could continue to attend West.
- We're hoping to stay at our current school.
- What are the plans as the district continues to grow? Is there anything in place that will prevent new developments from being put in our school district and therefore creating overcrowding? Is there a thought that anything could be redistricted to SWL LSD? It just seems like there are so many children in this district and we continue to be overcrowded despite some great efforts to prevent that.
- What grades will this affect?
- What is the goal for grades in each school? Will they be the same across all three or would they alter based on areas need?
- What is the school doing to ensure the LH community grows together, or stays supportive of one another with another school creating a barrier? What does



the school need from the LH community to support the new changes? What safety systems are being placed into the new schools to ensure our students are safe? Will the same accommodations be placed in the older standing buildings?

- What will happen if my child is assigned to one district but his sitter who currently lives in the same is assigned a new one as a result of the districting? Will there be options to accommodate busing across districts?
- When are the new boundaries published and is there time for feedback and adjustment? Will the underlying thought process be published with the results to explain the decision?
- When will families where the students are going with opening a new school?
- When will know which building students will go to? Will students get a preview of the new building before school starts?
- When will we find out the new school boundaries? Will there be opportunities to opt out of our assigned school and attend a different school (for example, one that our student was already attending before and might only have one year left in)?
- When will we know the new boundaries?
- When will we know?
- Where will the new building be? Or is it a new building or just another branch inside of one school?
- Why does a new school mean boundaries have to be redrawn? Is the redrawing of boundaries ultimately meant to increase or decrease the total area of the district?
- Why is new elementary school located near the high school?
- Will all schools have all services, special education, 594, gifted, ELL?
- Will any additional schools be built for middle and high school?
- Will fifth graders be back in with the elementary schools or still be in a separate building?
- Will kindergarten now be held in the same elementary school as 1-4?
- Will kindergarten remain in a separate building from 1-4 grades? I'd prefer to see kindergarten classrooms grouped based on which elementary building they will go to (vs. only 25% of a kindergarten classroom being together for 1st grade)
- Will middle school students and high school students be affected by the redistricting? Or just K thru 6th?
- Will new district lines change where siblings go to school, just because one is just starting school when the new school opens?
- Will the elementary schools remain grades 1-4 with intermediate grades 5-6 or is there a possibility elementary will transition to grades 1-5 in the future?
- Will this change start times?
- Will we have the option to decline school relocations?
- Will we need to enroll our students again for the school year if they go to the new school?
- With 3 schools, sports fields and a bus transportation lot, roads need widened/expanded with all the additional traffic.
- With more houses being built and more businesses moving into central Ohio/ New Albany area, there will be population growth all across the city, is there any consideration to build another school where needed? When will people know if they will be affected?
- Would like to see busing get better. 6am pickup for 5th & 6th graders is too early.
- Would services be available for EL learners prior to the start of the normal school day to allow them more time with their peers in the general ed classroom setting? OR after school?
- You need to make sure this won't happen so many times in the future like other districts especially due to children with special needs that cannot adapt to continued changes each year.