

# Boundary Process

## 17/18 Committee Meeting #2

Presented on March 20, 2018



# Discussion Points

- **Process Recapitulation** (Part One)
  - Activity – Warm Up
  - Boundary Process Detail and Roles
  - Academics, Culture, Economics
  - Criteria for the Process
  - Guiding Principles
  - Conduct/ Ground Rules
- **Committee Information** (Part Two)
  - Demographic/Criteria Results
  - Building Consensus Questions
- **Committee Discussion** (Part Three)
  - Current Attendance Areas
  - Heat Maps
  - Activity – Defining Boundaries
- **Moving Forward** (Part Four)
  - Next Steps
  - Homework

# Presentation Goals

1. Provide information that will help guide a Boundary Committee discussion for the Elementary and Middle School Attendance area realignment:
  - Boundary Process, Boundary Scope and Boundary Criteria
  - Neighborhood Discussion
  - Creating Baseline for Scenarios
2. Provide a transparent dialogue between RSP, Administration, BOE, and Committee so the public will better understand the timing for proposed changes and reasons why adjustments to current boundary lines will need to occur in the future

# Part One: Process Recapitulation

Visualizing Success

# Warm Up (Activity)

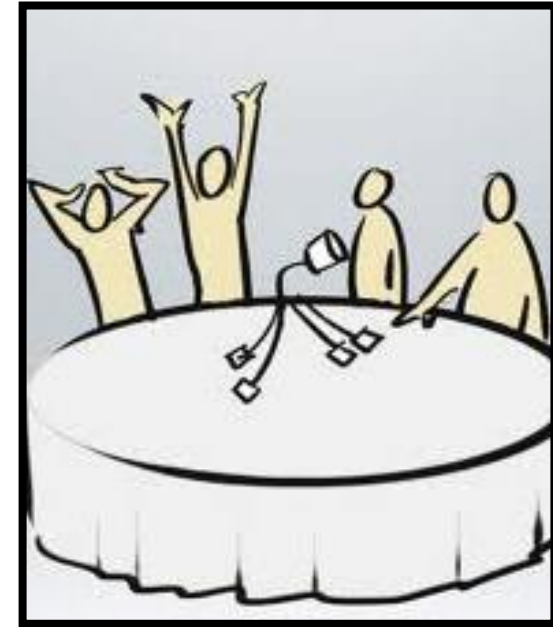
**In 20 seconds locate the number of “F”s**

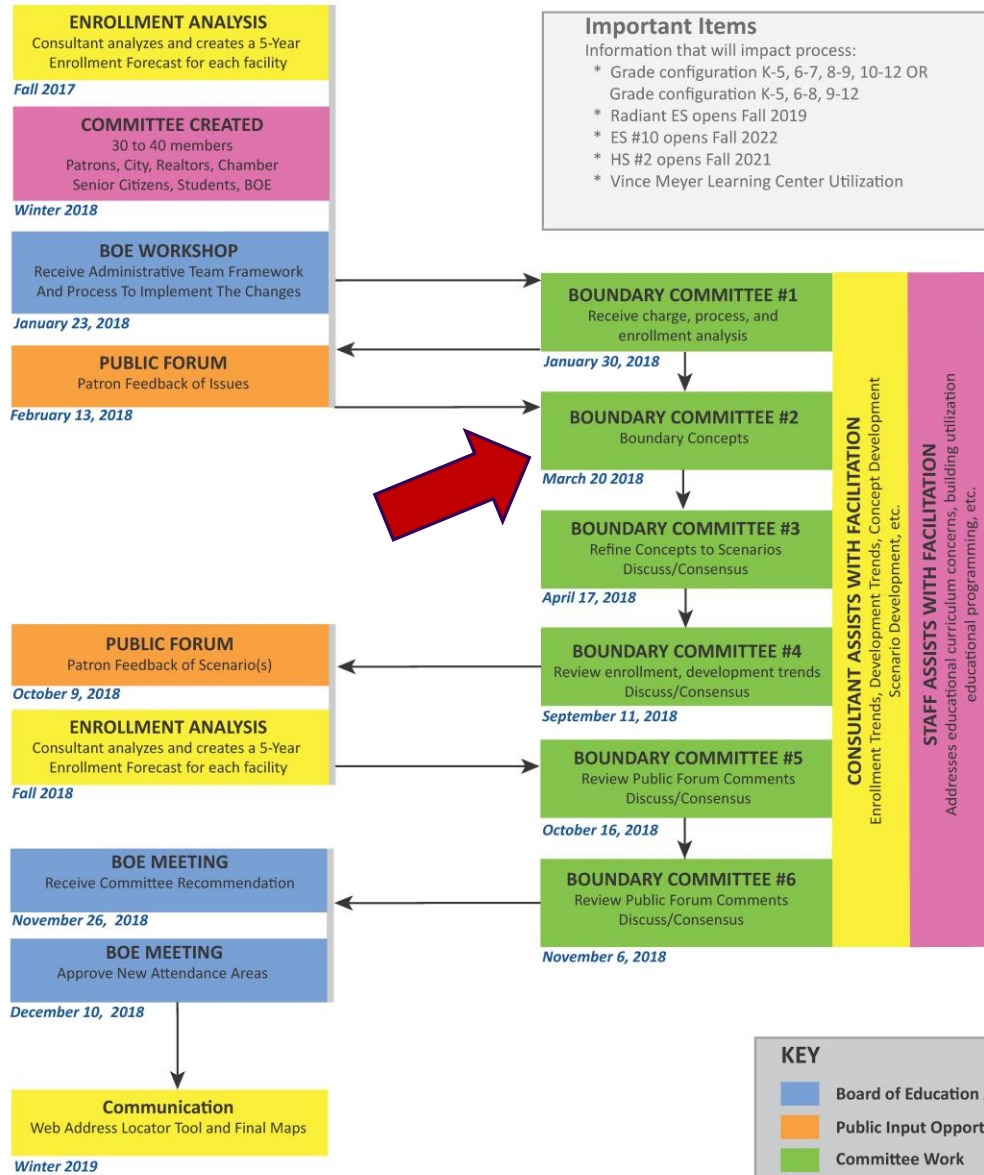
**Located within the following statement:**

Finished files are the result of years of scientific study combined with the experience of many years

- Report out to Group

**Time Limit – 20 Seconds**





- **3** Board of Education Meetings
- **6** Committee Meetings
- **2** Public Forums
- Starts January **2018**
- Completed December **2019**



# Process Roles

**Board of Education:** Provide the framework of the process, community values, prioritized boundary criteria, receive the Committee recommendation, listen to community input, and after more discussion approve attendance areas for the ES, JH, and HS for the 2017/18 school year.

**Administration:** Provide guidance over the process, attend the committee meetings and public forums, be a resource in answering questions related to school district related topics, communicate the educational vision, and provide ongoing progress updates to the school community through a targeted communication plan.

**RSP:** Facilitator (Board, Committee, and Public Forums). Utilize GIS data, knowledge gained from city jurisdictions and others to create accurate enrollment projections and generate scenarios based on the committee feed back to the Board community values and prioritized boundary criteria.

**Committee:** Examine scenarios presented and evaluate based on the community values and prioritized boundary criteria so a recommendation can be provide to the Board of Education. Focus is not on knowing where students reside, but rather the community values and prioritized boundary criteria

**Community:** Review the scenarios and provide constructive feedback so the committee and/or Board can consider how any of these ideas might benefit the boundary plan that will be implemented

# Academics, Culture, Economics (ACE)



## **June 2017 BOE Responses:**

- Relationship between all three and the impact they have on each other
- It is a framework that starts the larger boundary discussion
- Not focused on a physical building or space
- Provides balance and prevents tunnel vision
- Keeps everyone focused on what is important: (Students, Staff, Families, and Community)



# Boundary Criteria for Process

- **Below are the top three BOE prioritized Elementary Criteria (January 23, 2018):**
  1. Neighborhoods Intact (Defined as RSP planning areas)
  2. Duration of Boundaries (Have them last as long as possible)
  3. Demographic Considerations (Balance demographics for general similarity between schools)
  
- **Below are the top three BOE prioritized Secondary Criteria (January 23, 2018):**
  1. Feeder System (Complete – all ES to one MS and one MS to one HS)
  2. Demographic Considerations (Balance demographics for general similarity between schools)
  3. Projected Enrollment and Building Utilization (Balance enrollment with given building capacity constraints)
  
- **Reasoning for Criteria:**
  1. All of the boundary criteria are important – the prioritized top three for elementary and the secondary are the framework to evaluate the options created
  2. If a split in the feeder is needed have the split should happen from elementary school to middle school
  3. Balancing of demographics important to ensure similar student experience in each high school feeder

# Guiding Principles

## **The following are to be considered:**

1. All the Boundary Criteria are important – generally believe an unstated result of the boundary changes are to balance enrollment with the capacity of the school, as well as not adding additional fiscal costs for buildings or staffing.
2. The boundary should reflect providing better educational opportunities at each school for there to be an equitable student experience at each school.
3. Provide some flexibility in the boundary analysis for the committee to examine a K-5, 6-8, 9-12 grade configuration and the use of Vince Meyer as a temporary over flow.
4. The committee recognizes the power of a neighborhood to create community and attendance areas.
5. The boundary can anticipate future growth of the neighborhood (Allow areas of high growth to grow into capacity of the school).
6. The boundary proposed should utilize all of the available district resources – do not increase capital costs to increase capacity.
7. Consider boundary lines that follow natural/manmade boundaries – do not split neighborhoods.
8. Demographics should be a part of the discussion for reasonable equity and similar student experience within the idea of neighborhood schools.
9. If a feeder has to be split that split should happen from elementary school to middle school
10. Grandfathering/Transfers/Student Options are determined by Administration.

# Conduct and Ground Rules

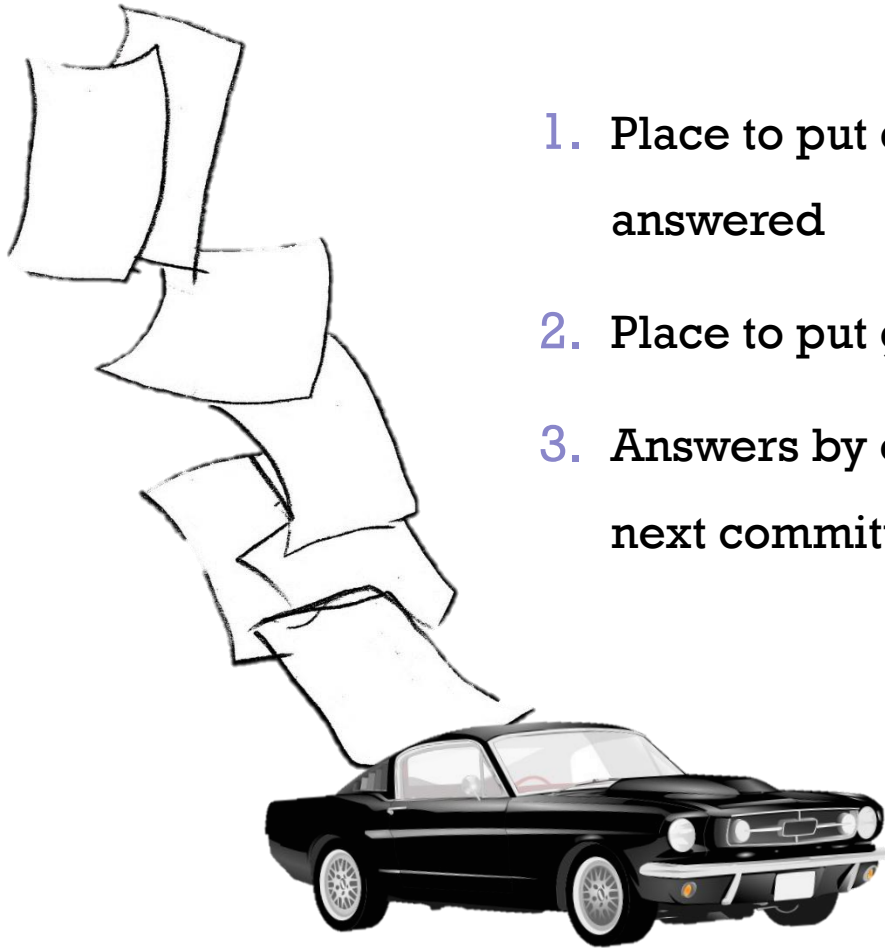
The following should be adhered to by each committee member;

- Respectful Communication
- Avoid Assumptions, Ask Clarifying Questions
- Open Mind
- Seek First to Understand
- Respect Ideas of Others
- Best for the Whole District
- Equity of Student Experience
- No Interruptions
- Target 90 Minutes
- Be Concise



# Parking Lot

1. Place to put questions about items you would like answered
2. Place to put general comments
3. Answers by either RSP or Administration prior to the next committee meeting



# Questions with Clickers

**Questions and the use of the Clickers are to help RSP, Board of Education, Administration, and the public better understand what you may be thinking about the working draft as well as:**



- Keeping your mind engaged
- Get immediate feedback
- Answers will help with future discussions



# Part Two: Committee Information

Visualizing Success

# Demographic Results

	Public Input	Committee
<b>Time Living in District</b>		
0 to 3 Years	14.0%	4.7%
4 to 6 Years	24.0%	23.3%
7 to 9 Years	12.0%	18.6%
> 10 Years	48.0%	46.4%
Does not live in district	2.0%	7.0%
<b>District Affiliation</b>		
Parent or Grandparent	82.5%	83.7%
Staff Member	11.2%	10.2%
Former Student	0.0%	0.0%
Other	6.3%	6.1%
<b>Student Grade Level</b>		
K-5	56.8%	51.5%
6-7	21.6%	22.7%
8-9	10.8%	15.2%
10-12	4.1%	7.6%
Graduated	2.6%	3.0%
No Students	4.1%	0.0%

Results from Committee #1 and Public Input # 1

## Notes:

- The results indicate that the Committee and Public are mostly share the same demographics
- There are few committee members who in the 0-3 age range as well as those without students
  - Committee Members should make sure that future students and parents are engaged with the committee as it has the potential to effect their decision to choose Waukee

# Criteria Results

	Public Input	Committee
<b>Feeder Options</b>		
Complete	<b>85.7%</b>	<b>86%</b>
Incomplete	<b>14.3%</b>	<b>14%</b>
<b>Feeder Criteria</b>		
Continued Student Relationships	<b>29.6%</b>	<b>27.2%</b>
Geographic Proximity to a School	<b>29.6%</b>	<b>25.6%</b>
Academic Programing Opportunities	<b>14.5%</b>	<b>11.2%</b>
Balance in Student Diversity	<b>9.4%</b>	<b>14.4%</b>
<b>Grade Configuration</b>		
K-5, 6-7, 8-9, 10-12	<b>51.8%</b>	<b>46.3%</b>
K-5, 6-8, 9-12	<b>48.2%</b>	<b>53.7%</b>
<b>Grade Configuration Criteria</b>		
Continued Student Relationships	<b>27.6%</b>	<b>23.9%</b>
Geographic Proximity to a School	<b>21.6%</b>	<b>15.4%</b>
Academic Programing Opportunities	<b>17.9%</b>	<b>19.7%</b>
Efficiency in Building Utilization	<b>17.2%</b>	<b>24.8%</b>

Results from Committee #1 and Public Input # 1

## Notes:

- The results indicate that the Committee and Public are very similar
- The largest amount of change between the Committee and Public Input is the Grade Configuration
  - Committee Members should conduct research in order to determine which configuration in best for their community and why the current system was chosen
  - The committee should reach out to the public in order to build consensus, as the public indicated that the district administration were the experts and they would follow their recommendation

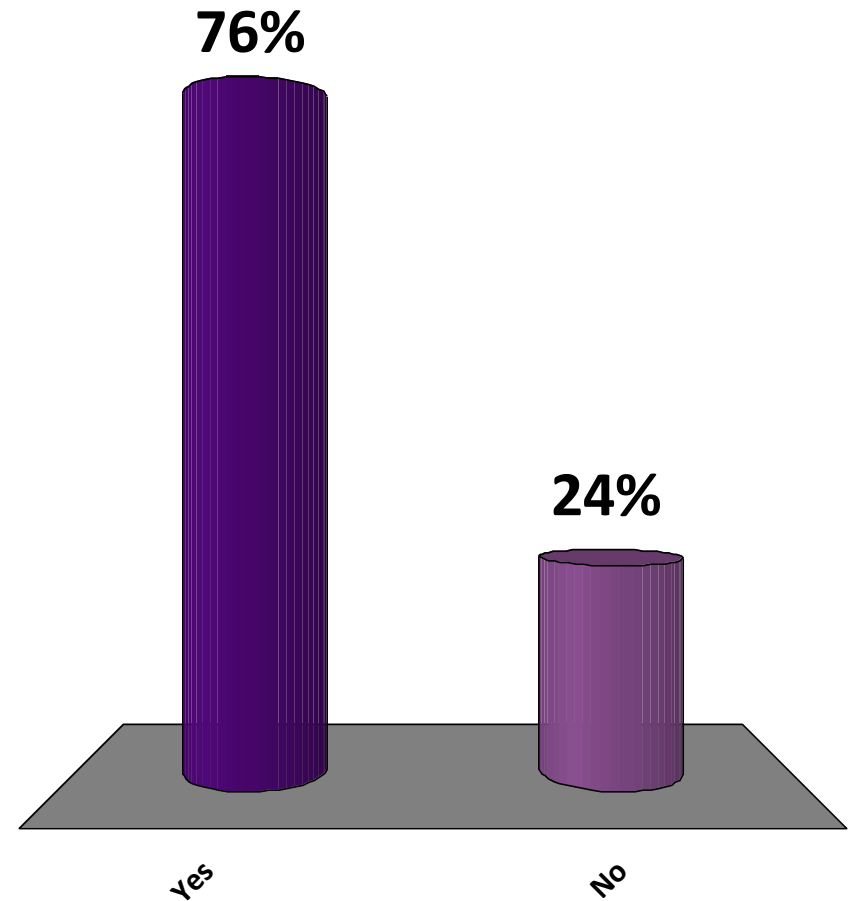


# Question #1 (Building Consensus)



**I learned more about what may be important for the community to support a grade configuration:**

- A. Yes
- B. No

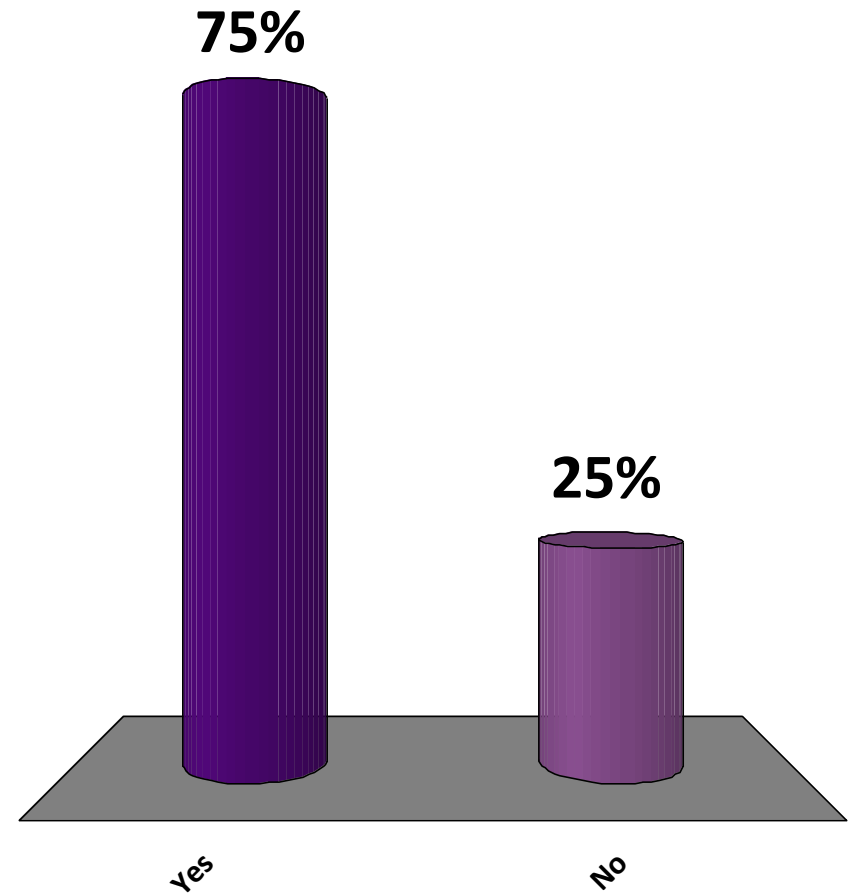


## Question #2 (Building Consensus)



**I learned more about what may be important for the community to support a split or complete feeder system:**

- A. Yes
- B. No

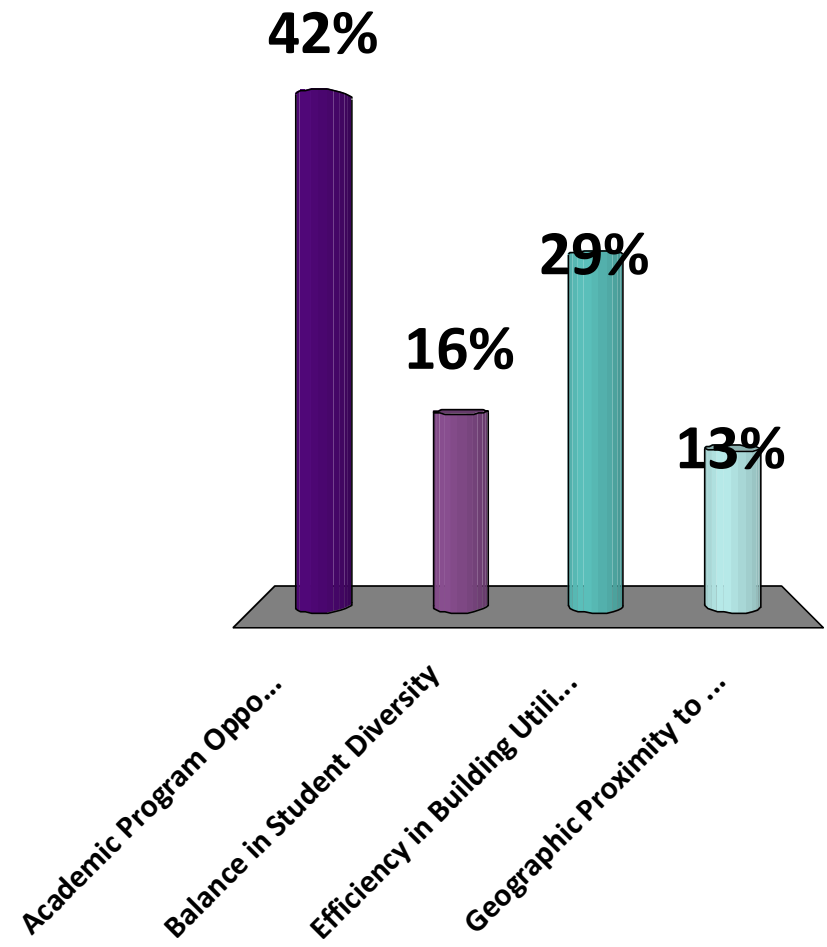


## Question #3 (Building Consensus)



**I feel the following item should have more influence in determining the grade configuration:**

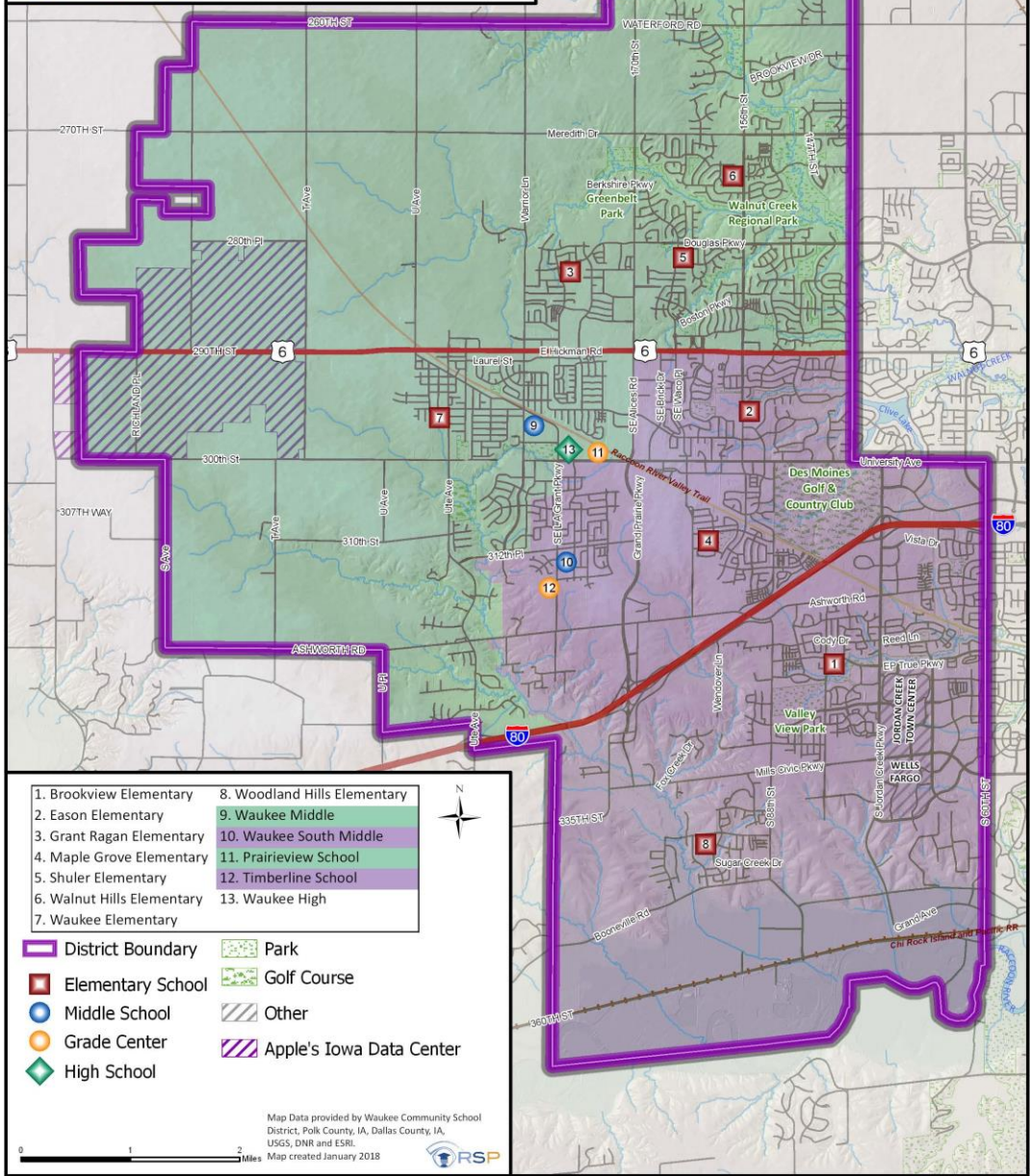
- A. Academic Program Opportunities
- B. Balance in Student Diversity
- C. Efficiency in Building Utilization
- D. Geographic Proximity to a school



# Part Three: Committee Discussion

Visualizing Success

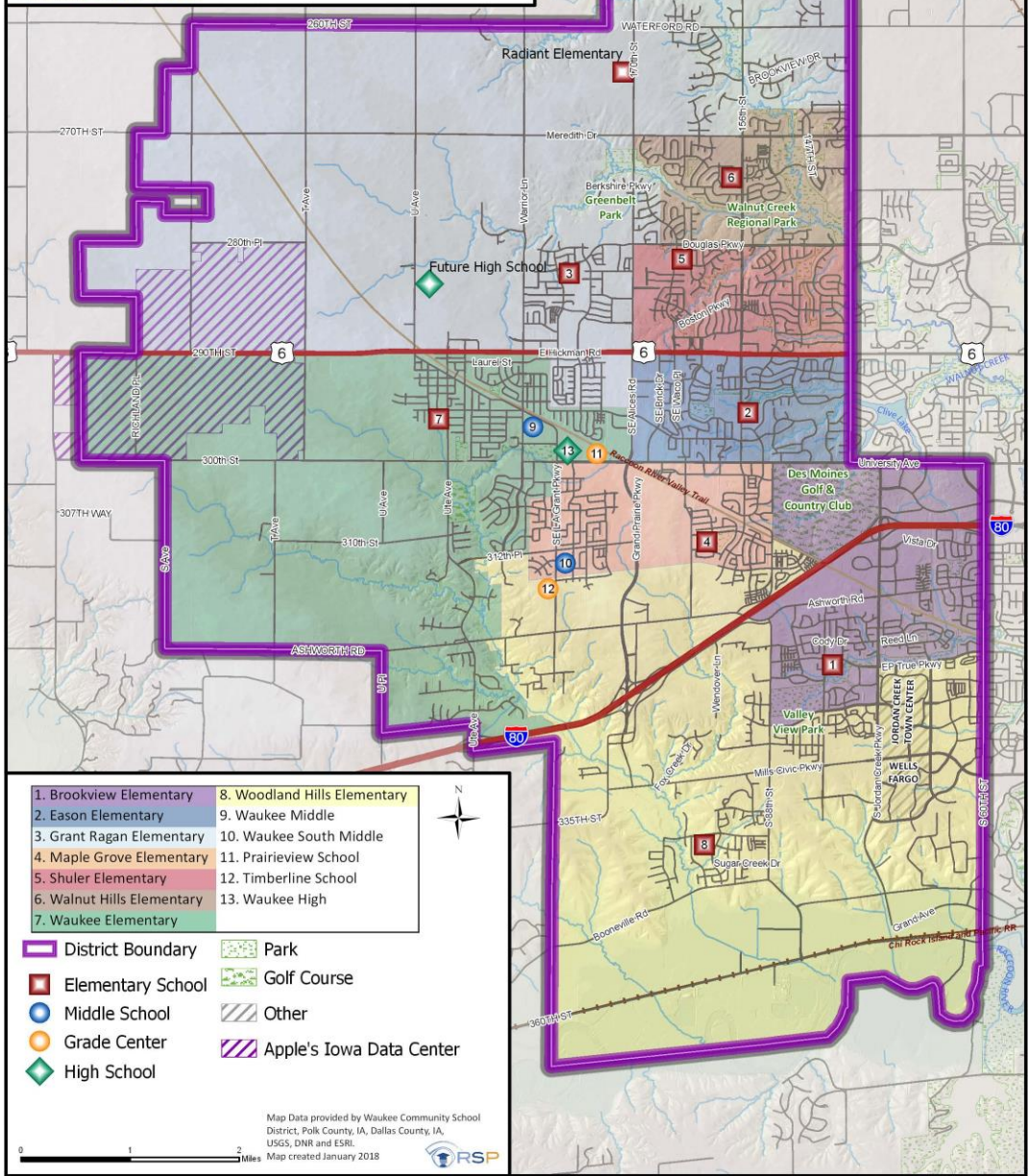
Secondary Feeder



# Secondary Attendance

- District Boundary (Purple Line)
- Major Streets
- Major water features & cultural features
- Attendance Areas
  - Waukee MS (Green)
  - Waukee South MS (Purple)
  - Prairieview School (Green)
  - Timberline School (Purple)
- Secondary feeder allows for students within attendance area to attend the same MS (6-7) and Grade Center (8-9)

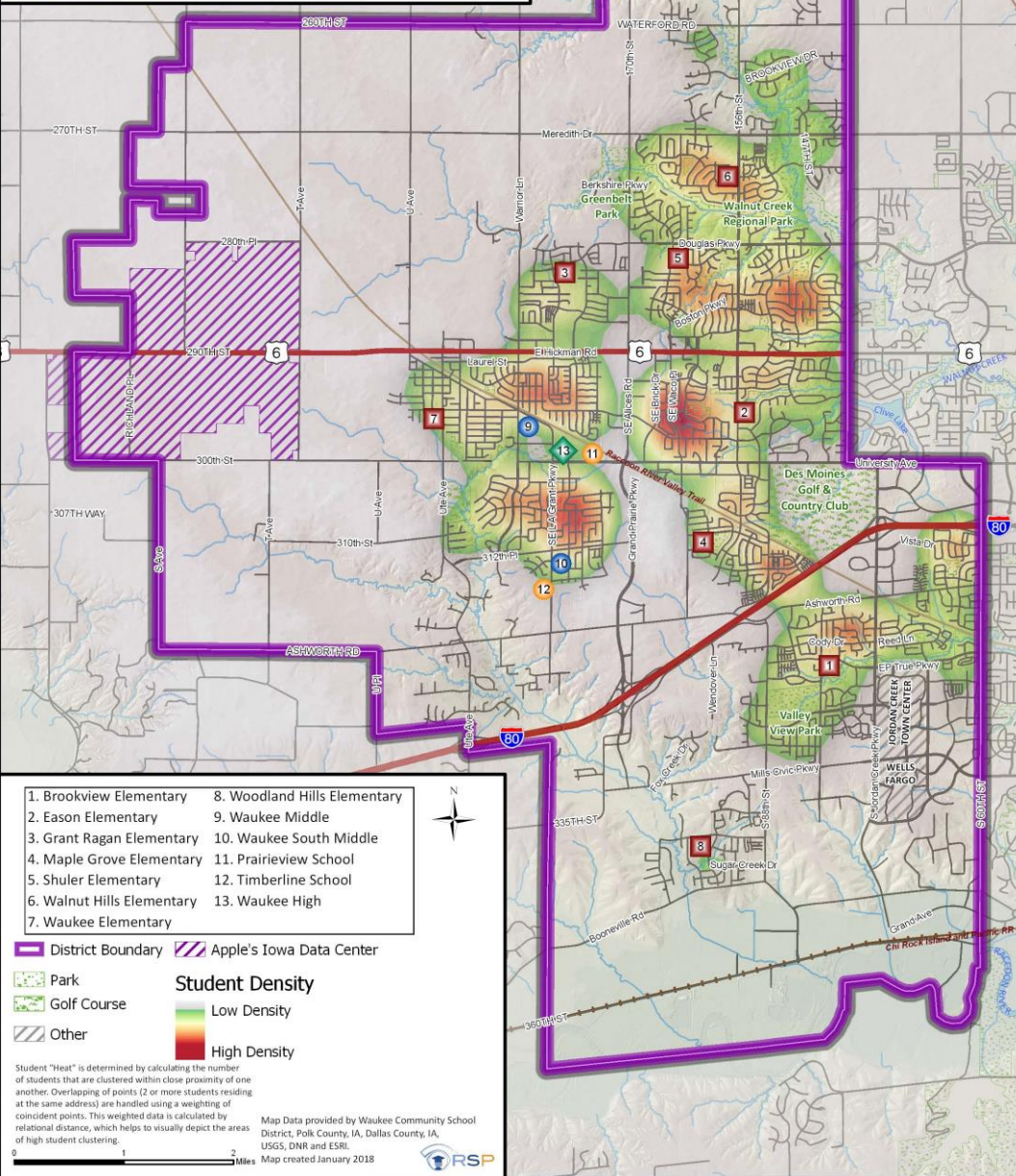
## Elementary School Attendance Areas



# Elementary Attendance

- District Boundary (Purple Line)
- Major Streets
- Major water features & cultural features
- Attendance Areas
  - Brookview (Purple)
  - Eason (Dark Blue)
  - Grant Ragan (Light Blue)
  - Maple Grove (Orange)
  - Shuler (Red)
  - Walnut Hills (Brown)
  - Waukee (Green)
  - Woodland Hills (Yellow)

# Student "Heat" Density



- **Red** areas depict highest density of students, **Gray** as lowest student density
- Overlapping points (2 or more students) are handled using a weighting of coincident points
- This type of analysis can help with understanding student population and geographic proximity to schools

- |                            |                              |
|----------------------------|------------------------------|
| 1. Brookview Elementary    | 8. Woodland Hills Elementary |
| 2. Eason Elementary        | 9. Waukee Middle             |
| 3. Grant Ragan Elementary  | 10. Waukee South Middle      |
| 4. Maple Grove Elementary  | 11. Prairieview School       |
| 5. Shuler Elementary       | 12. Timberline School        |
| 6. Walnut Hills Elementary | 13. Waukee High              |
| 7. Waukee Elementary       |                              |

District Boundary
  Apple's Iowa Data Center

Park  
 Golf Course  
 Other

**Student Density**  
 Low Density  
 High Density

Student "Heat" is determined by calculating the number of students that are clustered within close proximity of one another. Overlapping of points (2 or more students residing at the same address) are handled using a weighting of coincident points. This weighted data is calculated by relational distance, which helps to visually depict the areas of high student clustering.

Map Data provided by Waukee Community School District, Polk County, IA, Dallas County, IA, USGS, DNR and ESRI.  
Map created January 2018



# Defining Boundaries (Activity – Part 1)

**Each table will utilize the maps provided and discuss/  
finish the following statement:**

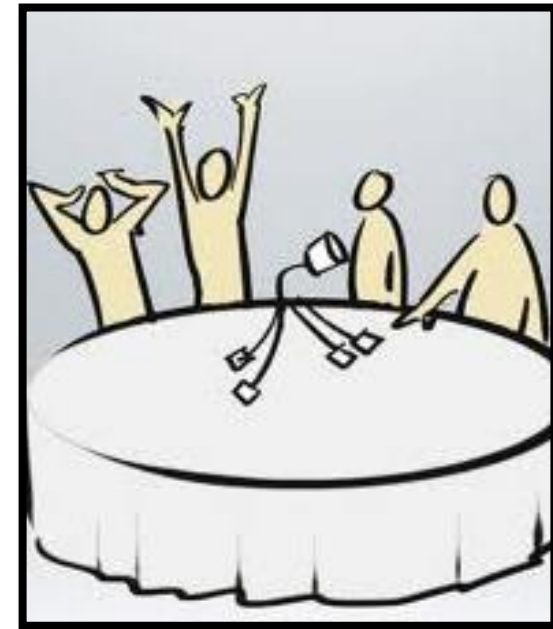
*“My vision of a neighborhood as it would relate to a school attendance area is a place that has the following components. . .”*

**Each map will illustrate:**

- Roads
- Site plats
- Planning areas

After each person has stated their ideas, work as a table to create one sentence that best captures what your table thinks defines a neighborhood.

**Time Limit – 10 Minutes**





# Defining Boundaries (Activity-Part2)

## **This Activity will help us better create Elementary and Secondary attendance scenarios for the next committee meeting;**

- This is a general geographic examination – do not get stuck in not having detailed data you would like to make a boundary – your ideas set the stage for what boundaries could be
- This is a **working document (DRAFT/CONCEPTUAL)**
- Elementary Discussion Tables:
  - Either have a northern or southern district school map illustrating city limits and roads with no existing school attendance areas
- Secondary Discussion Tables:
  - Have a district map illustrating city limits and roads with no existing school attendance areas
- You can draw lines on the maps to create new attendance areas – label or draw an arrow to school you think those students should attend
- You can write major themes on the map or paper so RSP can understand what you were thinking



**Time – 20 to 25 minutes with a Report Out**

# Defining Boundaries (Activity-Part 3)

**This activity will take place in conjunction with part one;**

**The purpose of this activity is to ensure committee members are fully engaged with the creation and complexities of creating attendance areas**

- Each table will answer their question while also drawing attendance area concepts

**Listed below are questions to answer when creating attendance areas:**

- How much time should a school with high residential growth potential be allowed to be underutilized?
- Should the City in which you reside be a factor in what school a student attends? Please provide details?
- Are there any special considerations that should be given to students that might have to change which feeder system they are in? Elementary, Middle, High School?

**Time – 20 to 25 minutes per table**



# Part Four: Moving Forward

Visualizing Success



# Next Steps

**Next Meeting: Tuesday April 17, 2018**

## **Preliminary Agenda:**

- Refine concepts to Scenarios
- Discuss / Create Understanding and Consensus

## **Homework:**

**Part 1** - Talk about what you have discussed with other members in the community, listen to their ideas and provide those responses at the next committee meeting

### **Part 2** – District Tour

- Drive to areas you may have learned about in this committee meeting or places you are unfamiliar with

**Part 3** – Reach out to the community to build consensus for Grade Configuration

## **Keep Up With Latest Boundary Process Information**

- <https://2ndhs.waukeeschools.org/boundaries/>

# Notes

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