

Boundary Process

17/18 Committee Meeting #3

Presented on **April 17, 2018**



Discussion Points

- **Process Overview** (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)
 - Past Committee Results
 - Building Consensus Questions
- **Committee Discussion** (Part Three)
 - Elementary Attendance Areas
 - Grade Configuration Table and Maps
 - Activity – Configuration / Capacity
- **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:
 - Feeder Discussion
 - Boundary Concepts/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 Overview

Visualizing Success

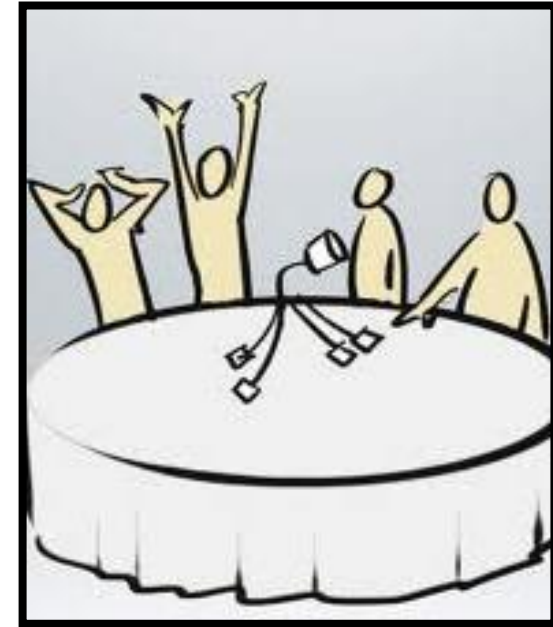
Warm Up (Activity)

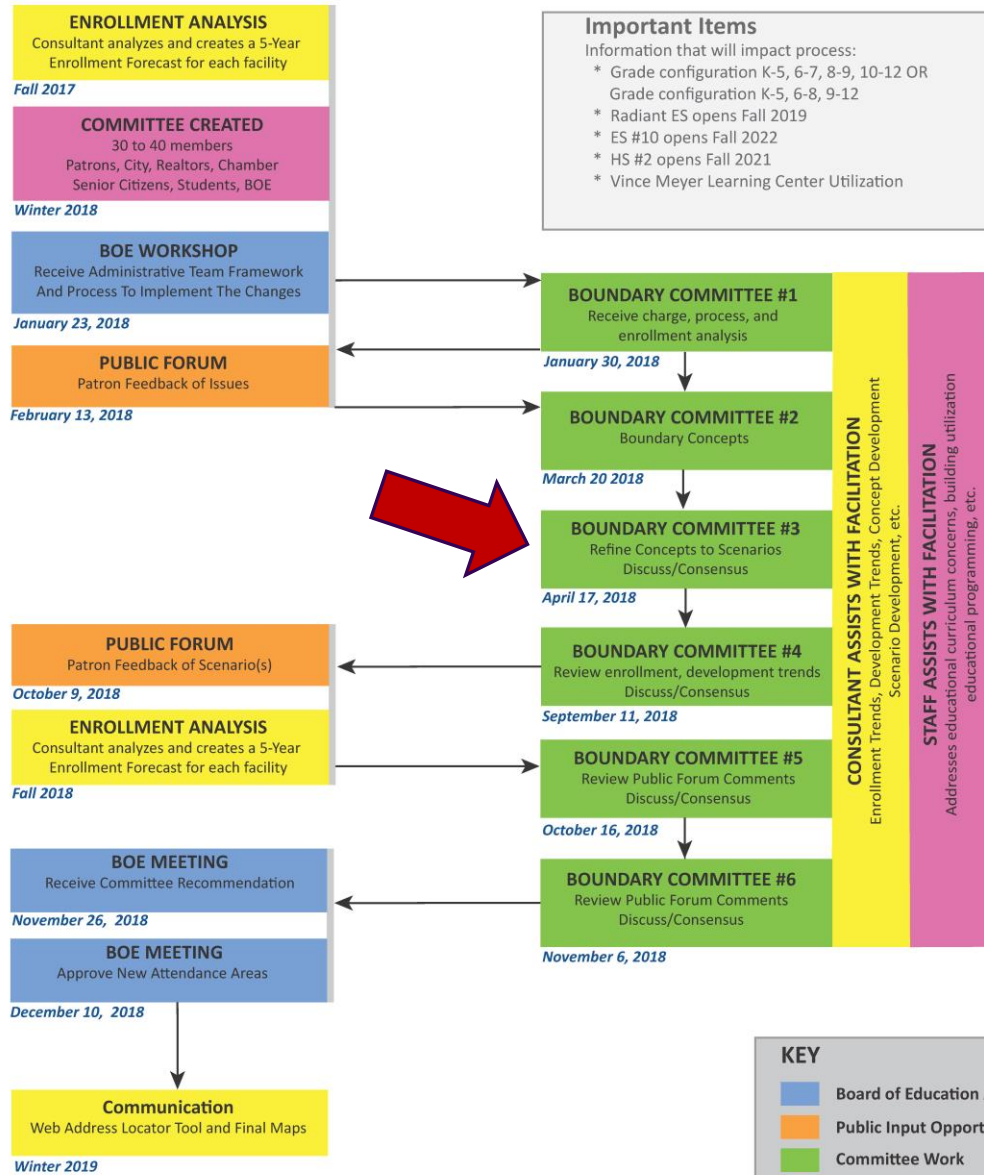
Someone was born in 1955. They are alive and well today at age 33.

How is this possible?

They were born in room 1955

Time Limit – 20 Seconds





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

KEY

- Board of Education Action
- Public Input Opportunity
- Committee Work
- Consultant Assistance
- Staff Action



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

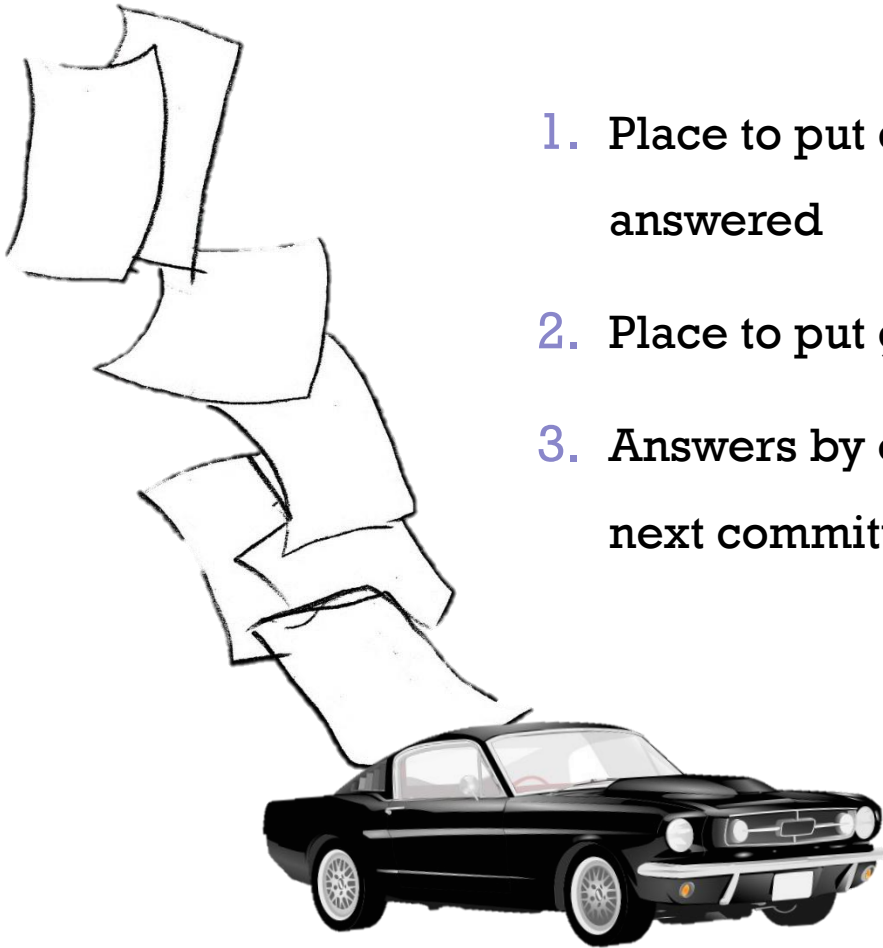
The following should be adhered to by each committee member;

- 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 various issues at this point in the process :



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



Part Two: Committee Information

Visualizing Success

Demographic Results

	Public Input	Committee
Time Living in District		
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%
District Affiliation		
Parent or Grandparent	82.5%	83.7%
Staff Member	11.2%	10.2%
Former Student	0.0%	0.0%
Other	6.3%	6.1%
Student Grade Level		
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 mostly share the same demographics
- There are fewer committee members who have lived in the district 0-3 years, 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
Feeder Options		
Complete	85.7%	86%
Incomplete	14.3%	14%
Feeder Criteria		
Continued Student Relationships	29.6%	27.2%
Geographic Proximity to a School	29.6%	25.6%
Academic Programing Opportunities	14.5%	11.2%
Balance in Student Diversity	9.4%	14.4%
Grade Configuration		
K-5, 6-7, 8-9, 10-12	51.8%	46.3%
K-5, 6-8, 9-12	48.2%	53.7%
Grade Configuration Criteria		
Continued Student Relationships	27.6%	23.9%
Geographic Proximity to a School	21.6%	15.4%
Academic Programing Opportunities	17.9%	19.7%
Efficiency in Building Utilization	17.2%	24.8%

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
 - Public feedback indicated they were interested in knowing the staff perspective on grade configuration

Committee Two / Staff Results

- If a school should be underutilized due to potential for residential growth, it could be underutilized for no more than three years.
- City boundaries should not matter when determining which school a student attends.
- Students should be given special considerations when changing boundaries if they have one year remaining in ES or MS, special programming needs, and in order to not split up a family.
- Faculty and Staff believed that the top considerations for Feeder and Grade Configuration should result in Continued Student Relationships, better Academic Programming Opportunities, and Efficiency in Building Utilization.
- When determining grade configuration faculty and staff decided that the top three factors should be student interaction between age groups, teacher/parent/student relationships, and balance of student demographics
- It was decided by Faculty and Staff that determining which configuration is best is inconclusive. However, Plus and Delta were given for each.

K-5, 6-7, 8-9, 10-12

Plus

- Closer in age/ maturity
- Ability to continue block schedule
- Similar Curriculum – Staff Relationships

Delta

- Too many transitions
- Higher Assessment scores with fewer transitions

K-5, 6-8, 9-12

Plus

- Potential for improved student achievement with fewer transitions
- Deeper relationships with Students and Staff
- More time before over capacity

Delta

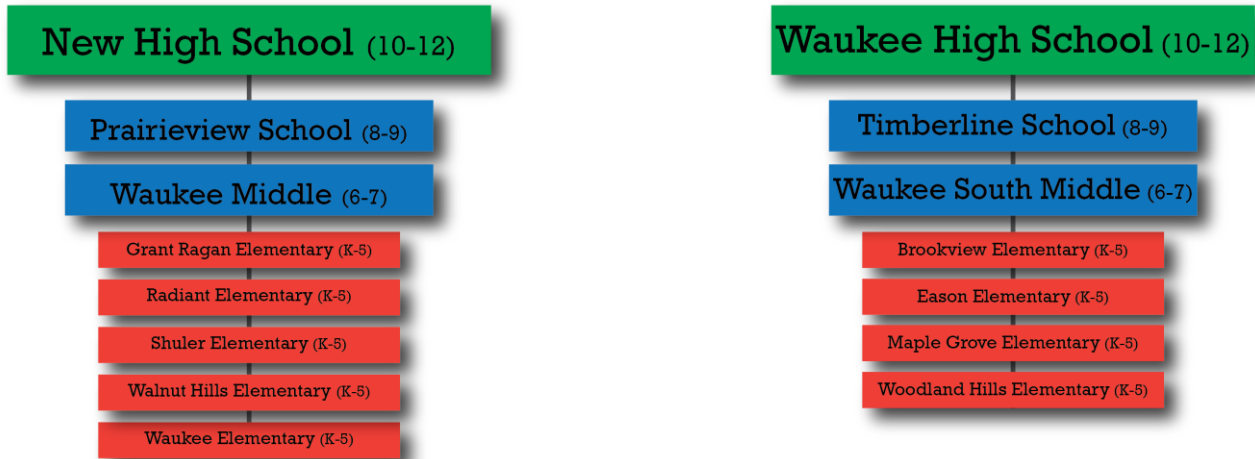
- 9-12 building concerns

Part Three: Committee Discussion

Visualizing Success

Example Feeder System

K-5, 6-7, 8-9, 10-12



K-5, 6-8, 9-12



- The above tables are to assist in understanding how an elementary could feed into the middle school buildings than on into high school
- These are the choices for the options which will be presented tonight

Feeder Choice (Activity)

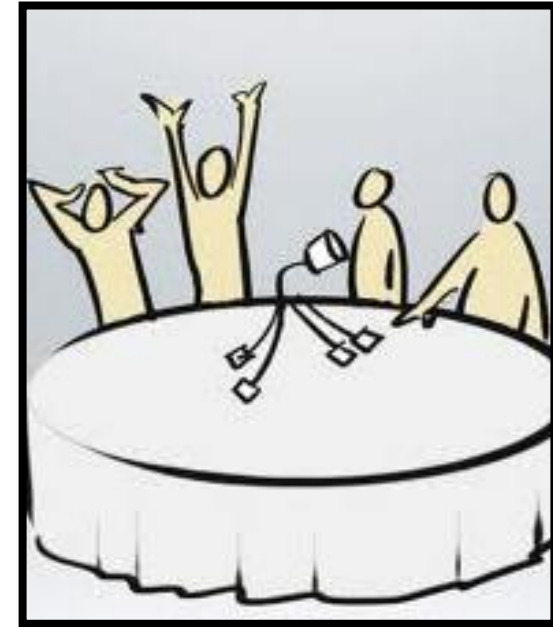
Each table will utilize the feeder diagrams provided

Instructions:

- This is a **working document (DRAFT/CONCEPTUAL)**
- One side of the page is for a K-5, 6-7, 8-9, 10-12 grade configuration, while the other side is for a K-5, 6-8, 9-12 grade configuration
- For each of the potential feeder systems write in the name of the school you feel would best feed into the next level
- Write Plus and Delta based off of the information provided in regards to feeder system

Goal:

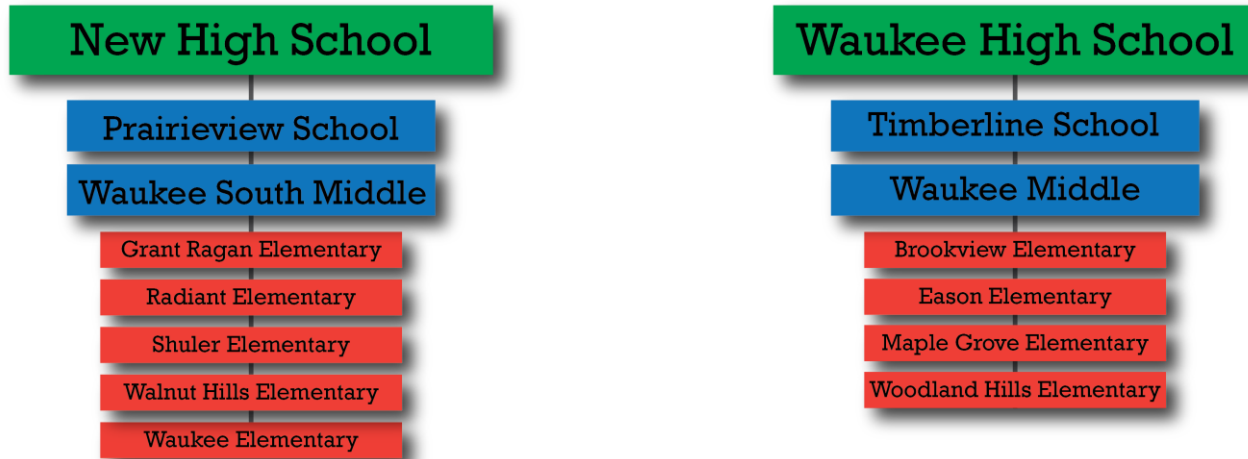
- Create a complete feeder system for the new and existing High School and Elementary



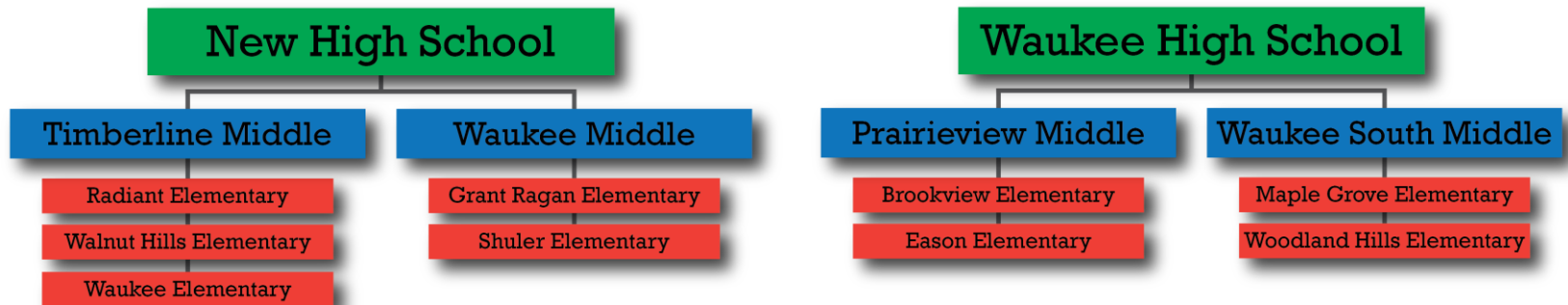
Time Limit – 15 to 20 Minutes

Example Feeder System (results)

K-5, 6-7, 8-9, 10-12



K-5, 6-8, 9-12



- The above tables are the outcome for the committee Feeder Worksheet
- This starts to get at what the committee is thinking in regards to a potential feeder system


Elementary Enrollment / Capacity

DRAFT

Waukee Community School District: Elementary Concept 1

School	Capacity	2018/19	2019/20	2020/21	2021/22	2022/23
1. Brookview Elementary	725	681	700	707	711	716
2. Eason Elementary	675	639	638	622	623	619
3. Grant Ragan Elementary	750	786	596	659	707	726
4. Maple Grove Elementary	750	628	639	650	655	678
5. Radiant Elementary	750	0	297	346	409	498
6. Shuler Elementary	750	698	704	716	728	726
7. Walnut Hills Elementary	750	660	741	732	733	739
8. Waukee Elementary	750	764	720	751	771	800
9. Woodland Hills Elementary	750	609	645	692	745	807
Total (K-5)	6,650	5,465	5,681	5,874	6,081	6,309

Source: RSP & Associates 2017/18 Projection Model and Waukee Community School District

 Over School Capacity

- Table shows elementary capacity with the addition of Radiant ES, current Radiant ES boundary allows for future growth in the area
- Walnut Hills ES boundary was shifted in order to accommodate for Radiant ES, with the addition of part of a neighborhood that was previously split
- Grant Ragan ES boundary was shifted to relieve capacity at Waukee ES
- Maple Grove ES boundary was shifted to relieve capacity at Woodland Hills ES
- New elementary #10 planned opening in 2022/23 will address capacity issues at Waukee ES

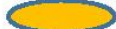
K-5, 6-7, 8-9, 10-12 Grade Configuration

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Waukeee Community School District: Existing Secondary Concept 1

School	Capacity	2018/19	2019/20	2020/21	2021/22	2022/23
10. Waukeee MS (6-7)	1,000	899	953	1,003	1,076	1,143
11. Waukeee South MS (6-7)	1,000	826	865	916	959	964
12. Prairieview School (8-9)	1,000	802	883	971	1,024	1,083
13. Timberline School (8-9)	1,000	758	835	883	922	984
14. Waukeee HS (10-12)	2,000	2,090	2,199	2,381	1,243	1,359
15. New Waukeee HS (10-12)	1,800	0	0	0	1,337	1,455
Total (6-7)	2,000	1,725	1,817	1,919	2,035	2,107
Total (8-9)	2,000	1,560	1,718	1,854	1,946	2,067
Total (10-12)	3,800	2,090	2,199	2,381	2,580	2,814

Source: RSP & Associates 2017/18 Projection Model and Waukeee Community School District

 Over School Capacity

- Table shows existing secondary grade configuration with the addition of the new Waukeee HS
- High school capacity is addressed by 2021/22 when the new HS is online
- Grade configuration transition would take place in 2021/22
- Waukeee MS will be over capacity in 2020/21
- Prairieview School will be over capacity by 2021/22


K-5, 6-8, 9-12 Grade Configuration

DRAFT

Waukee Community School District: New Secondary Concept 2

School	Capacity	2018/19	2019/20	2020/21	2021/22	2022/23
10. Waukee MS (6-8)	1,000	899	953	1,003	625	718
11. Waukee South MS (6-8)	1,000	826	865	916	693	718
12. Prairieview MS (6-8)	1,000	802	883	971	960	970
13. Timberline MS (6-8)	1,000	758	835	883	723	753
14. Waukee HS (9-12)	2,000	2,090	2,199	2,381	1,708	1,836
15. New Waukee HS (9-12)	1,800	0	0	0	1,852	1,992
Total (6-8)	4,000				3,001	3,159
Total (9-12)	3,800				3,560	3,829

Source: RSP & Associates 2017/18 Projection Model and Waukee Community School District

 Over School Capacity

- Table shows potential new secondary grade configuration with the addition of the new Waukee HS
- High and Middle school capacity is addressed by 2021/22 when the new HS is online
- New Waukee HS projected to be over capacity by 2020/21
- High school capacity projections do not account APEX students at WILC
- New Waukee HS capacity is 200 students smaller than the existing HS

Configuration / Capacity (Activity)

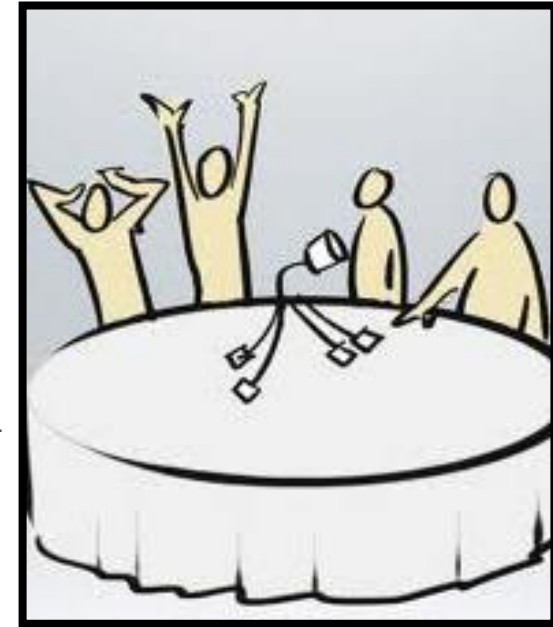
Each table will utilize the maps and tables provided and discuss.

Each map will illustrate:

- Potential Elementary Boundaries
- Feeder System examples
- Projected capacity and enrollment

Instructions:

- This is a **working document (DRAFT/CONCEPTUAL)**
- You can draw lines on the maps to alter attendance areas – label or draw an arrow to school you think those students should attend
- Write Plus and Delta based off of the information provided in regards to capacity and grade configuration



Time Limit – 20 to 25 Minutes

Configuration / Capacity (Results)

- 71% agree with the configuration of K-5, 6-8, 9-12
- Waukee HS, Waukee MS, and Praireview within same boundary
- Southeast / Southwest line/grouping
- Fewer transitions / fresh start
- 3rd HS vs two 6-7 and two 8-9
- Student relationships
- Year to make change 2nd HS opens
- More core academics opportunity access
- 9th grade more opportunities
- Building design could make difference (school within a school)
- An example boundary map was presented and the majority agreed that it was either good as presented or good with minor changes

Part Four: Moving Forward

Visualizing Success



Next Steps

Next Committee Meeting: Tuesday September 11, 2018

Next Public Input Meeting: Tuesday October 9, 2018

Preliminary Agenda:

- Review Enrollment/Development Trends
- Enrollment Discussion
- Build Consensus

Homework:

Part 1 – Community Input

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

Part 2 – District Tour

- Drive to areas that will be effected by proposed boundary changes, gain insight from residents of neighborhoods directly impacted by the changes

Keep Up With Latest Boundary Process Information

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

