

Boundary Process

18/19 Committee Meeting #4



Presented on **September 11, 2018**

Discussion Points

- **Introductions** (Part One)
 - Committee Member Background
- **Committee Information** (Part Two)
 - Boundary Process Detail and Roles
 - Presentation Goals
 - Activity 1 – What have we learned
 - Criteria for the Process
 - Considerations
- **Enrollment, Development, and Demographics** (Part Three)
 - Activity 2 – Draft Scenario Development
 - Committee Member Feedback
- **Moving Forward** (Part Four)
 - Parking Lot
 - Public Forum Information
 - Homework

Presentation Goals

1. Provide information that will help guide a Boundary Committee discussion for the Elementary and Middle School Attendance area realignment
 - **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 1)

I exist only when there is light, but direct light kills me.

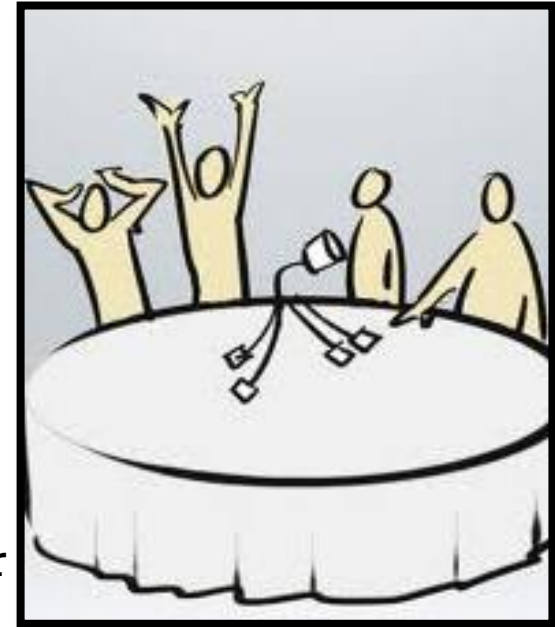
What am I?

A shadow

Time Limit – 20 Seconds

Discuss at your table things that you may have learned or heard since the last committee meeting for a group conversation

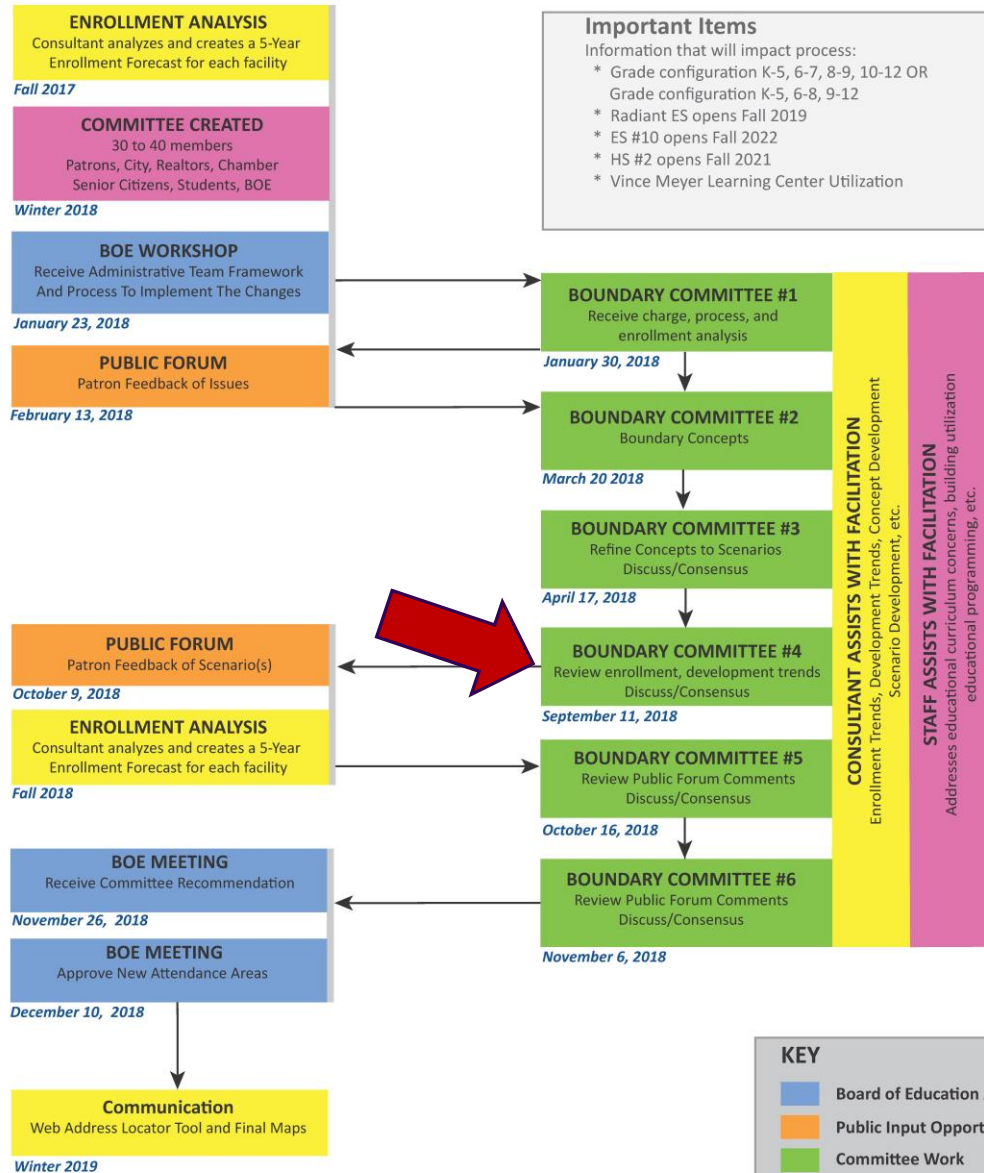
Time Limit – 10 minutes



COMPREHENSIVE BOUNDARY PROCESS

Proposed Community Engagement

Process Timeline



- **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 provided 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)
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 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 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 must 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

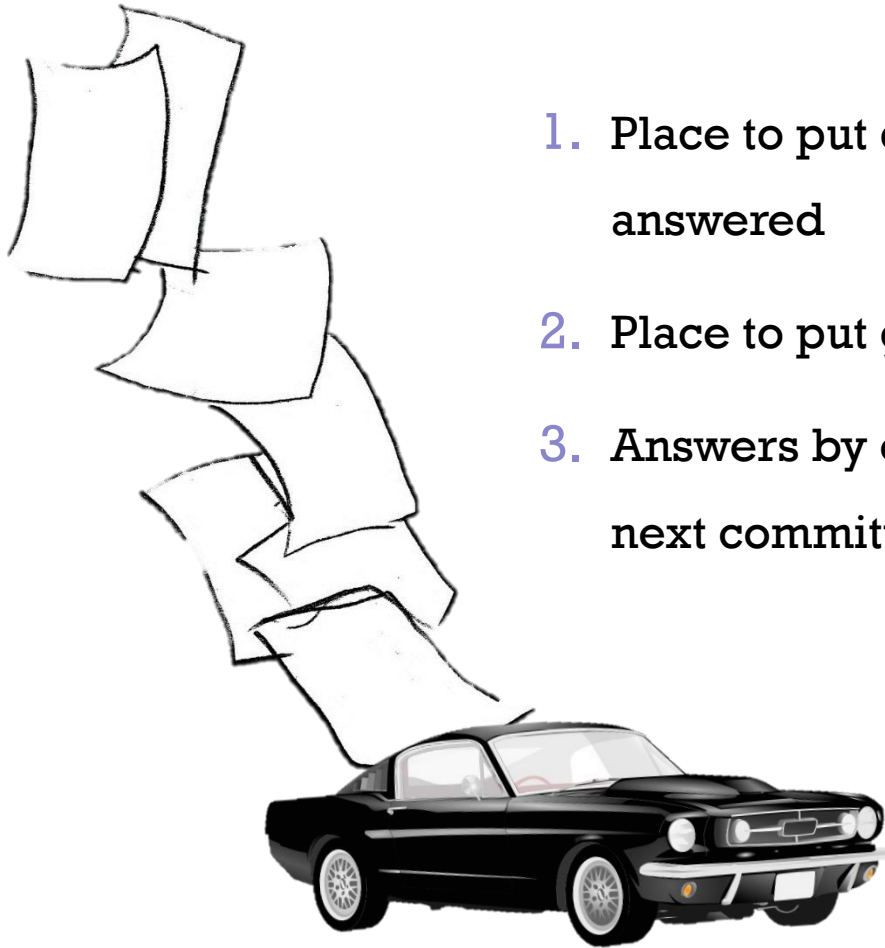
The following should be adhered to by each committee member

- 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 affect 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 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 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

Configuration / Capacity

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



Committee Input Results (April 17, 2018)

- 71% agree with the grade configuration of K-5, 6-8, 9-12 (Beginning of feeder discussion)
- The above configurations are the outcome for the committee Feeder Worksheet
- An example boundary map was presented, and the majority agreed that it was either good as presented or good with minor changes
- UPDATE 9/11/18 – Board feeder direction – K-5, 6-7, 8-9, 10-12**

Part Three:

Committee Discussion

Visualizing Success

Overall Concept Direction

The following provides some narration of committee thoughts from the April Committee meeting:

- ❑ Feeling of being over-whelmed with having two different grade configurations to discuss and consider
- ❑ Desire to have administration and teacher feedback about the grade configuration
 - **UPDATE 9/11/18 – Board feeder direction – K-5, 6-7, 8-9, 10-12**
- ❑ Concept Exploration:
 - Look at how the Triangle can be kept at Waukee Elementary
 - Examine how boundaries could look when ES #10 opens in 2022/23
- ❑ Each of the boundary criteria will be considered even if they were not prioritized by the board

Note: All items discussed are Drafts/Conceptual, allowing for a conversation to take place. No changes will be made/finalized until the BOE meeting in December.

Concept One: 19/20 Introduction

The following provides some narration the creation of the option:

- ❑ Attendance areas were adjusted utilizing the prioritized boundary criteria set by the board (Neighborhoods Intact, Duration of Boundaries, Demographic Considerations)
- ❑ This concept allows for a minimum amount of change to the current attendance areas while creating long-lasting boundaries that will balance capacity and future growth
- ❑ Each of the boundary criteria were considered even if they were not prioritized by the board
- ❑ Does not consider Vince Meyer for elementary utilization
 - Results in more Waukee ES being moved to another ES
- ❑ Plans for Radiant ES to open in 2019/20
- ❑ Brookview, Eason, and Shuler remains the same as 2018/19 attendance areas
- ❑ Keeps the same ES to MS feeder

Note: All items discussed are Drafts/Conceptual, allowing for a conversation to take place. No changes will be made/finalized until the BOE meeting in December.

Concept One: 19/20 Results

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	673	684	687	711
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	612	658	713	774
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

- ☐ Current Radiant ES boundary allows for future growth in the area
- ☐ Walnut Hills ES boundary was shifted to accommodate for opening of Radiant ES
 - To Walnut Hills: Verona Hills, Chayse Landing (In 2015 the committee recommended to attend Walnut Hills)
- ☐ Do not utilize Vince Meyer
 - Grant Ragan ES boundary was shifted to relieve capacity at Waukee ES
 - Willow Brook and Windfield (Triangle area)
- ☐ Maple Grove ES boundary was shifted to relieve capacity at Woodland Hills ES
 - Timberline Ranch Estates, Kettlestone Ridge, Synder Corner, Silver Oak
- ☐ Same ES to MS feeder as 18/19

Note: All items discussed are Drafts/Conceptual, allowing for a conversation to take place. No changes will be made/finalized until the BOE meeting in December.

Concept One: 22/23 Introduction

The following provides some narration the creation of the option:

- ❑ Builds on Concept One 19/20 to plan for additional changes that would take place in 2022/23 when ES #10 could open
- ❑ Plans for Radiant ES to open in 2019/20
- ❑ Brookview, Eason, and Shuler, remains the same as 2018/19
- ❑ Grant Ragan, Radiant, and Walnut Hills remain the same as the 2019/20 changes
- ❑ New ES #10 opens in 2022/23 (Changes to: Maple Grove, Woodland Hills, and New ES #10)
 - Southern area of Waukee ES attends ES #10
 - Northern area of Woodland Hills west of Grand Prairie Pkwy to ES #10
 - Southern area of Maple Grove west of Grand Prairie Pkwy to ES #10
 - Northern area of Woodland Hills east of Grand Prairie Pkwy to Maple Grove
- ❑ New ES #10 is in the southern feeder (better feeder balance)

Note: All items discussed are Drafts/Conceptual, allowing for a conversation to take place. No changes will be made/finalized until the BOE meeting in December.

Concept One: 22/23 Results

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	673	684	687	724
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	705
9. Woodland Hills Elementary	750	609	612	658	713	631
16. New Elementary School #10	750	0	0	0	0	225
Total (K-5)	7,400	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

- ❑ Plans for ES #10 to open in 2022/23 – Builds on Concept One: 19/20
- ❑ Brookview, Eason, Shuler remains the same as 2018/19 attendance areas
- ❑ Grant Ragan, Radiant, and Walnut Hills remain the same as the 2019/20 changes
- ❑ New ES #10 opens in 2022/23
 - Southern area of Waukee ES attends ES #10
 - Northern area of Woodland Hills west of Grand Prairie Pkwy to ES #10
 - Southern area of Maple Grove west of Grand Prairie Pkwy to ES #10
 - Northern area of Woodland Hills east of Grand Prairie Pkwy to Maple Grove

Note: All items discussed are Drafts/Conceptual, allowing for a conversation to take place. No changes will be made/finalized until the BOE meeting in December.

Concept Two 2: 19/20 Introduction

The following provides some narration the creation of the option:

- ❑ Attendance areas were adjusted utilizing the prioritized boundary criteria set by the board (Neighborhoods Intact, Duration of Boundaries, Demographic Considerations)
- ❑ This concept allows for a minimum amount of change to the current attendance areas while creating long-lasting boundaries that will balance capacity and future growth
- ❑ Each of the boundary criteria were considered even if they were not prioritized by the board
- ❑ Does consider Vince Meyer for elementary utilization
 - Results in fewer Waukee ES being moved to another ES
- ❑ Plans for Radiant ES to open in 2019/20
- ❑ Brookview, Eason, Shuler, Maple Grove, and Woodland Hills remains the same as 2018/19 attendance areas
- ❑ Keeps the same ES to MS feeder

Note: All items discussed are Drafts/Conceptual, allowing for a conversation to take place. No changes will be made/finalized until the BOE meeting in December.

Concept Two: 19/20 Results

Waukee Community School District: Elementary Concept 2

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	579	657	724	774
4. Maple Grove Elementary	750	628	629	637	638	657
5. Radiant Elementary	750	0	311	345	390	444
6. Shuler Elementary	750	698	704	716	728	726
7. Walnut Hills Elementary	750	660	671	662	660	669
8. Waukee Elementary	750	764	668	683	713	732
Vince Meyer	225	0	124	142	132	142
9. Woodland Hills Elementary	750	609	656	705	762	830
Total (K-5)	6,875	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

- ☐ Current Radiant ES boundary allows for future growth in the area
- ☐ Walnut Hills ES boundary was shifted to accommodate for opening of Radiant ES
 - To Walnut Hills: Verona Hills, Chayse Landing (In 2015 the committee recommended to attend Walnut Hills)
 - To Radiant: Meredith Heights, Walnut Trace, Calvert Meadows (In 2015 the committee recommended to attend Grant Ragan)
- ☐ Utilizes Vince Meyer for Waukee ES 5th grade
- ☐ Fewer changes than Concept One
- ☐ Same ES to MS feeder as 18/19

Note: All items discussed are Drafts/Conceptual, allowing for a conversation to take place. No changes will be made/finalized until the BOE meeting in December.

Concept Two: 22/23 Introduction

The following provides some narration the creation of the option:

- ❑ Builds on Concept Two 19/20 to plan for additional changes that would take place in 2022/23 when ES #10 could open
- ❑ Plans for Radiant ES to open in 2019/20
- ❑ Brookview, Eason, Shuler remains the same as 2018/19
- ❑ Radiant and Walnut Hills remain the same as the 2019/20 changes
- ❑ New ES #10 opens in 2022/23 (Changes to: Maple Grove, Woodland Hills, and New ES #10)
 - Southern area of Waukee ES attends ES #10 (Includes Glynn Village area)
 - Northern area of Woodland Hills west of Grand Prairie Pkwy to ES #10
 - Southern area of Maple Grove west of Grand Prairie Pkwy to ES #10
 - Northern area of Woodland Hills east of Grand Prairie Pkwy to Maple Grove
- ❑ New ES #10 is in the southern feeder (better feeder balance)

Note: All items discussed are Drafts/Conceptual, allowing for a conversation to take place.
No changes will be made/finalized until the BOE meeting in December.

Concept Two: 22/23 Results

Waukeee Community School District: Elementary Concept 2

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	579	657	724	645
4. Maple Grove Elementary	750	628	629	637	638	652
5. Radiant Elementary	750	0	311	345	390	444
6. Shuler Elementary	750	698	704	716	728	726
7. Walnut Hills Elementary	750	660	671	662	660	669
8. Waukeee Elementary	750	764	668	683	713	614
Vince Meyer	225	0	124	142	132	0
9. Woodland Hills Elementary	750	609	656	705	762	631
16. New Elementary School #10	750	0	0	0	0	593
Total (K-5)	7,625	5,465	5,681	5,874	6,081	6,309

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



Over School Capacity

- ❑ Plans for ES #10 to open in 2022/23 – Builds on Concept Two: 19/20
- ❑ Brookview, Eason, Shuler remains the same as 2018/19 attendance areas
- ❑ Grant Ragan, Radiant, and Walnut Hills remain the same as the 2019/20 changes
- ❑ New ES #10 opens in 2022/23
 - Southern area of Waukeee ES attends ES #10 (Includes Glynn Village area)
 - Northern area of Woodland Hills west of Grand Prairie Pkwy to ES #10
 - Southern area of Maple Grove west of Grand Prairie Pkwy to ES #10
 - Northern area of Woodland Hills east of Grand Prairie Pkwy to Maple Grove

Note: All items discussed are Drafts/Conceptual, allowing for a conversation to take place. No changes will be made/finalized until the BOE meeting in December.

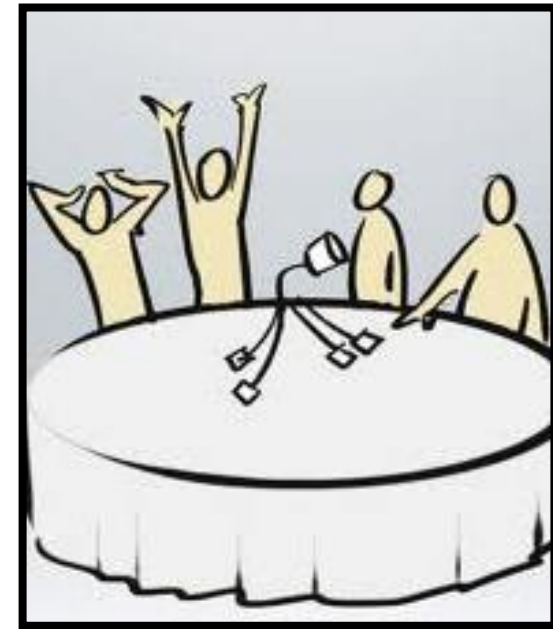
Defining Boundaries (Activity 2)

This Activity will help create ES Attendance Areas and MS Feeder:

- 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)**
- **There will be two concepts viewed at the meeting**

Each Map Contains:

- Existing and Proposed Elementary Boundaries
- Building Capacity and Enrollment Projections
- 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
- This is a Round Robin for 2019/20 and 2022/23 concepts



Time – 20 to 25 minutes with a Report Out

Note; All items discussed are Drafts/Conceptual, allowing for a conversation to take place. No changes will be made/finalized until the BOE meeting in December.

Concept One Committee Input

The following are general comments made about Concept One; 09/11/18

- Feeder pattern adjustments
- Geographical issues (major roadways)
- Use of Vince Meyer
- Prarieview School shares parking lot with Waukee HS, but wont attend Waukee HS
- Perception of North/South inequity
- Would like to see demographic/FRL more at Waukee HS
- Westgate neighborhood back to Waukee ES
- Concern of split between ES #10 and Waukee ES split between High Schools
- Helps alleviate overcrowding at Waukee ES
- Woodland Hills ES overcrowding
- Duration of boundaries
- Concept two makes more sense from an ES balance system

Concept Two Committee Input

The following are general comments made about Concept Two; 09/11/18

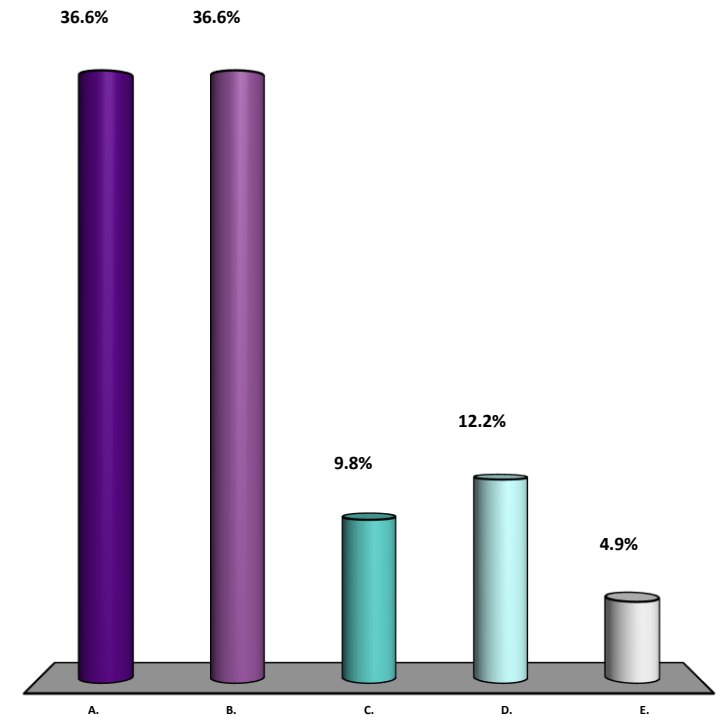
- Feeder pattern demographics
- Use of Vince Meyer
- Duration of boundaries
- Middle capacity concerns
- Hard boundaries based on major roads
- Stability of most Elementary boundaries
- Newer Middle grouped with current (older) High
- Elementary capacities work
- Concern that there is a perception of socioeconomic/demographic imbalance
- North MS overcapacity vs. South MS
- Balance is good
- splits neighborhoods
- Grant Ragan becoming defined neighborhood that may mean less movement later
- Make the most sense

Where You Are At



Based on what you know now – I support Vince Meyer being utilized for 5th grade...

- A. Absolutely
- B. Mostly
- C. Somewhat
- D. Very Little
- E. Not at All



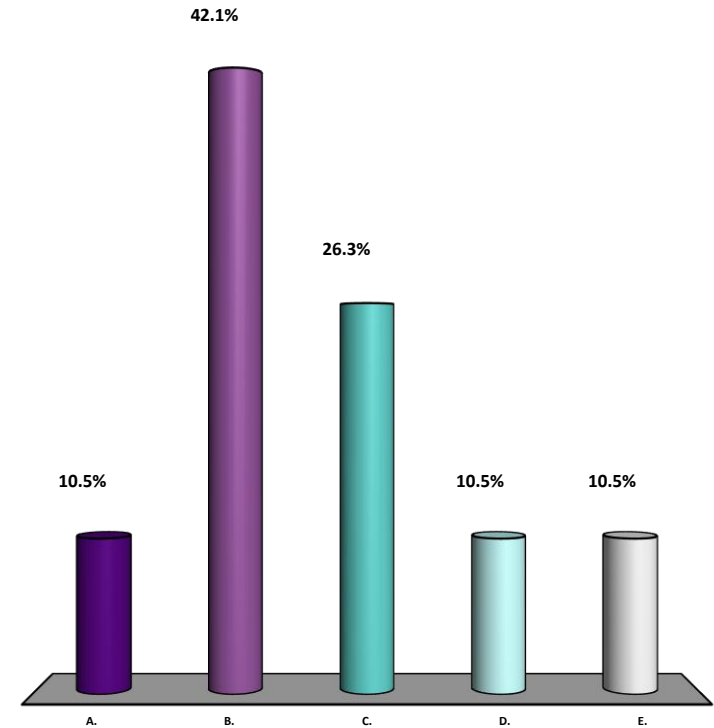
Committee Results; 09/11/18

Where You Are At



Based on what you know now – Radiant elementary should open 19/20 with at least 400 students...

- A. Absolutely
- B. Mostly
- C. Somewhat
- D. Very Little
- E. Not at All

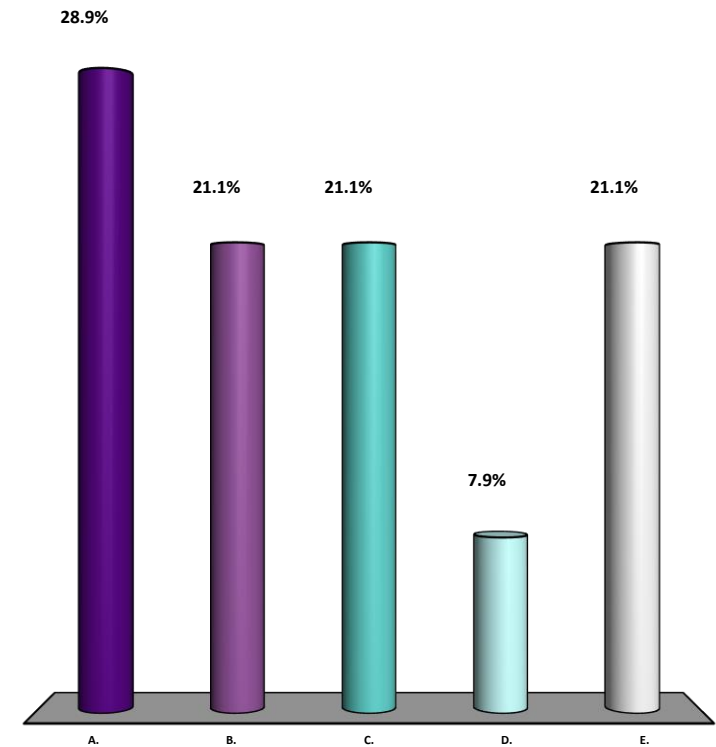


Where You Are At



Based on what you know now – I support current ES to MS feeder...

- A. Absolutely
- B. Mostly
- C. Somewhat
- D. Very Little
- E. Not at All



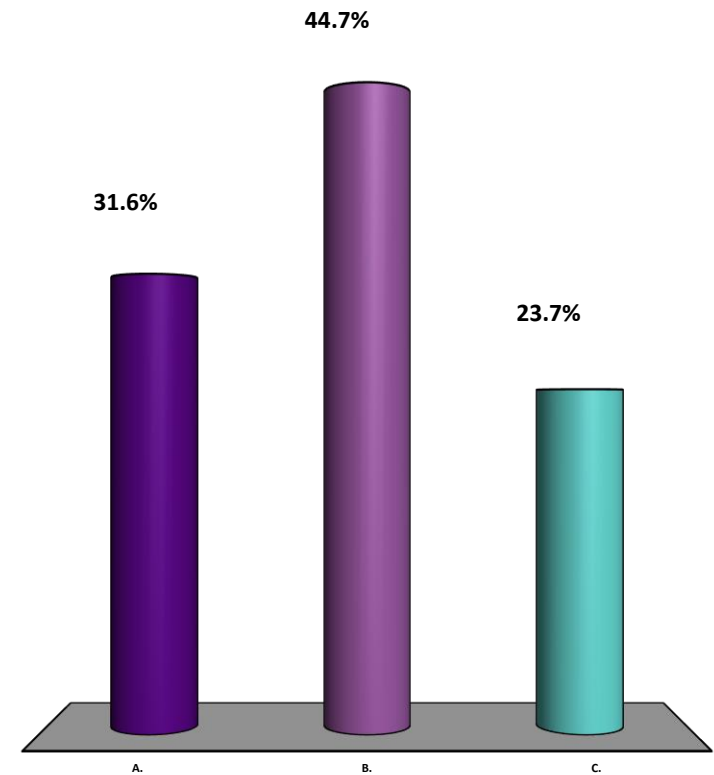
Committee Results; 09/11/18

Where You Are At



Based on what you know now – I support ES #10 opening in the following year...

- A. 2021/22
- B. 2022/23
- C. 2023/24



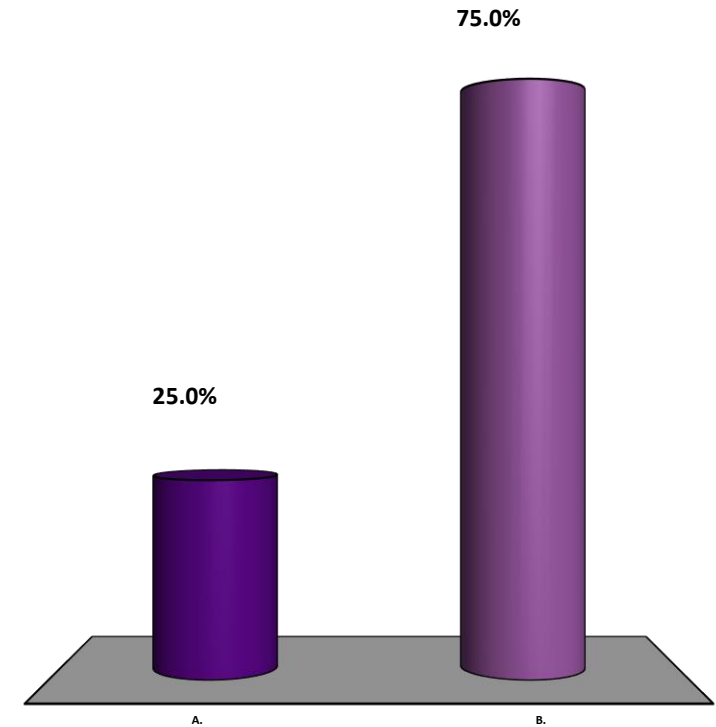
Committee Results; 09/11/18

Where You Are At



Based on what you know now – I support the following concept for the 2019/20 school year...

- A. Concept One
- B. Concept Two



Part Four: **Moving Forward**

Visualizing Success

Next Steps

Next Committee Meeting: Tuesday October 16, 2018

Next Public Input Meeting: Tuesday October 09, 2018

Preliminary Agenda:

- Review Public Input comments
- Discuss / Revise scenarios

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 affected 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/>

Notes

[illegible]

Where You Are At



Based on what you know now – I support the following concept for the 2022/23 school year...

- A. Concept One
- B. Concept Two

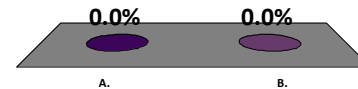


Where You Are At

Based on what you know now – I support the following concept for both the 2019/20 and 2022/23 school year...

A. Concept One

B. Concept Two



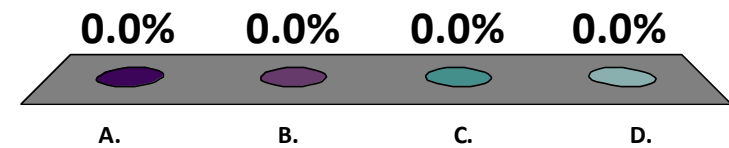


Concept One; Question #1 (Brookview)



Based on the map provided, my current comfort level with the **Brookview Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

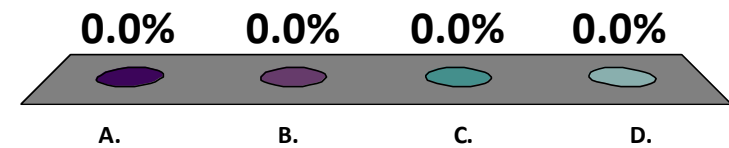


Concept One; Question #2 (Eason)



Based on the map provided, my current comfort level with the **Eason Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

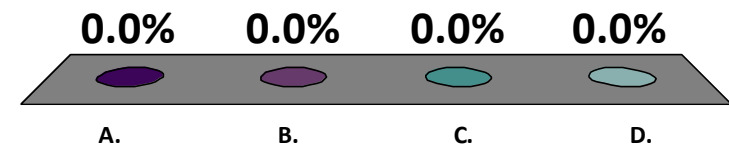


Concept One; Question #3 (Grant Ragan)



Based on the map provided, my current comfort level with the **Grant Ragan Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

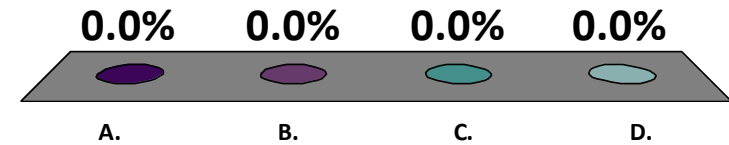


Concept One; Question #4 (Maple Grove)



Based on the map provided, my current comfort level with the **Maple Grove Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

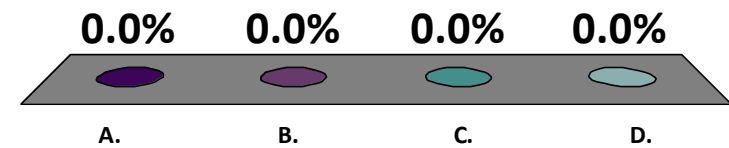


Concept One; Question #5 (Radiant)



Based on the map provided, my current comfort level with the **Radiant Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

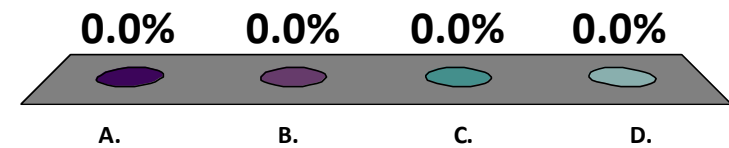


Concept One; Question #6 (Shuler)



Based on the map provided, my current comfort level with the **Shuler Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

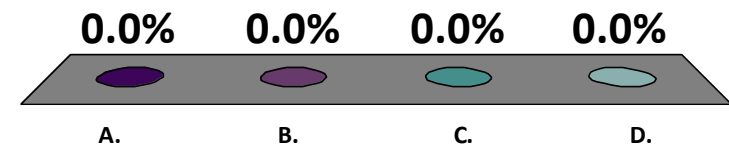


Concept One; Question #7 (Walnut Hills)



Based on the map provided, my current comfort level with the **Walnut Hills Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

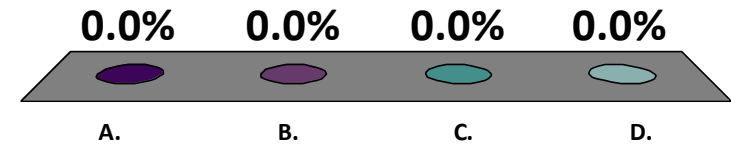


Concept One; Question #8 (Waukeee)



Based on the map provided, my current comfort level with the **Waukeee Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

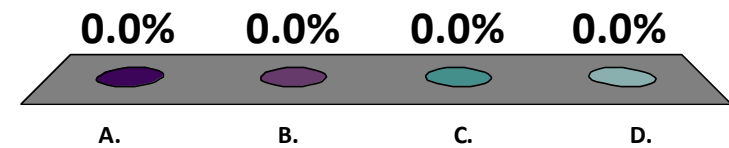


Concept One; Question #9 (Woodland Hills)



Based on the map provided, my current comfort level with the **Woodland Hills Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information



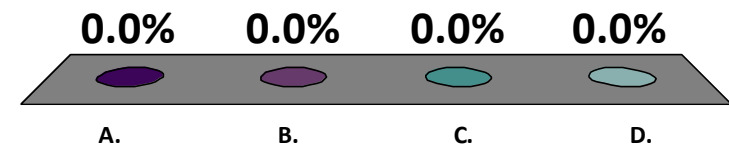


Concept One; Question #3 (Grant Ragan)



Based on the map provided, my current comfort level with the **Grant Ragan Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

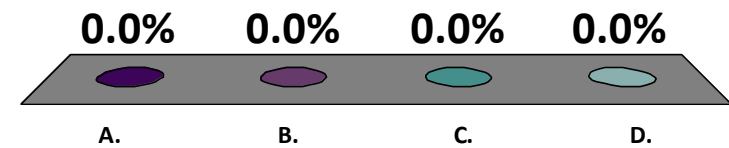


Concept One; Question #4 (Maple Grove)



Based on the map provided, my current comfort level with the **Maple Grove Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

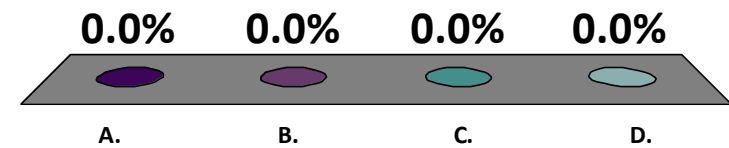


Concept One; Question #5 (Radiant)



Based on the map provided, my current comfort level with the **Radiant Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

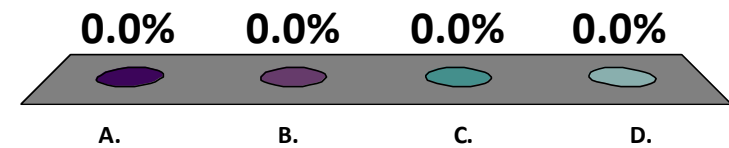


Concept One; Question #8 (Waukeee)



Based on the map provided, my current comfort level with the **Waukeee Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

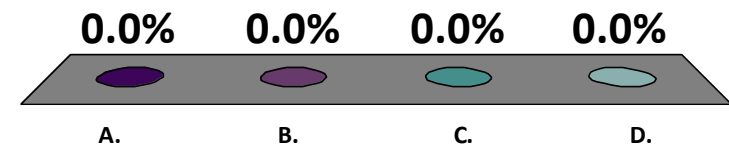


Concept One; Question #9 (Woodland Hills)



Based on the map provided, my current comfort level with the **Woodland Hills Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information



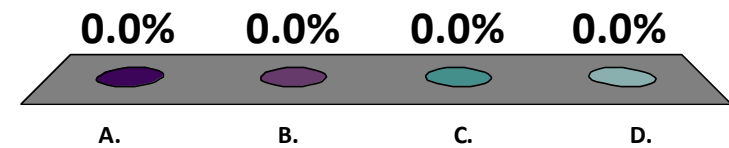


Concept Two; Question #1 (Brookview)



Based on the map provided, my current comfort level with the **Brookview Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

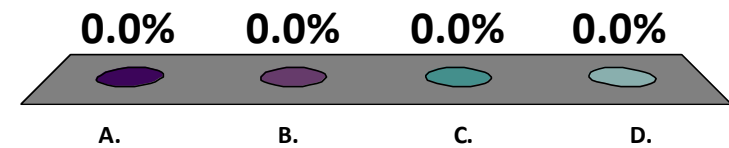


Concept Two; Question #2 (Eason)



Based on the map provided, my current comfort level with the **Eason Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

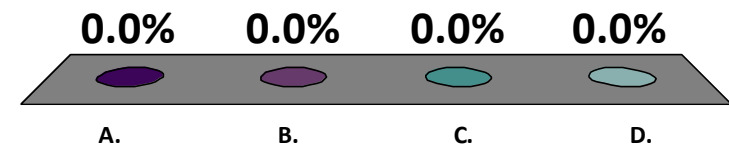


Concept Two; Question #3 (Grant Ragan)



Based on the map provided, my current comfort level with the **Grant Ragan Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

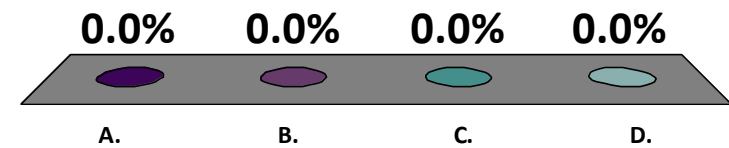


Concept Two; Question #4 (Maple Grove)



Based on the map provided, my current comfort level with the **Maple Grove Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

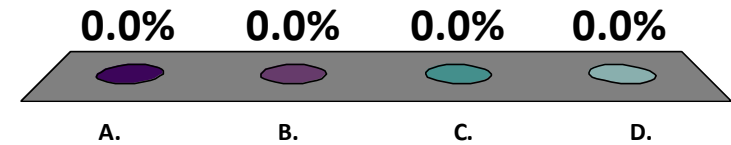


Concept Two; Question #5 (Radiant)



Based on the map provided, my current comfort level with the **Radiant Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

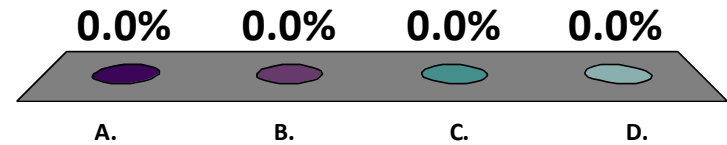


Concept Two; Question #6 (Shuler)



Based on the map provided, my current comfort level with the **Shuler Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

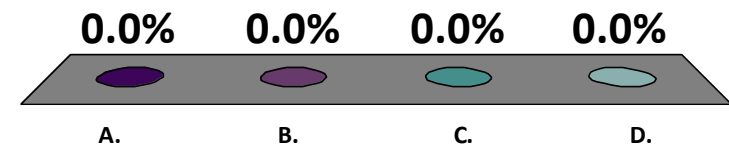


Concept Two; Question #7 (Walnut Hills)



Based on the map provided, my current comfort level with the **Walnut Hills Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

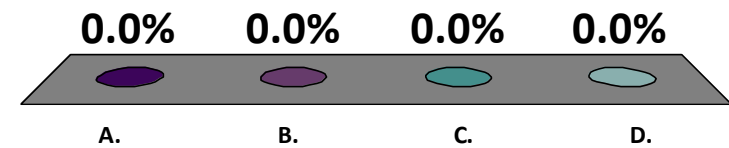


Concept Two; Question #8 (Waukee)



Based on the map provided, my current comfort level with the **Waukee Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

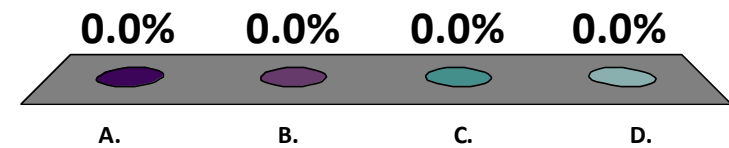


Concept Two; Question #9 (Woodland Hills)



Based on the map provided, my current comfort level with the **Woodland Hills Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information



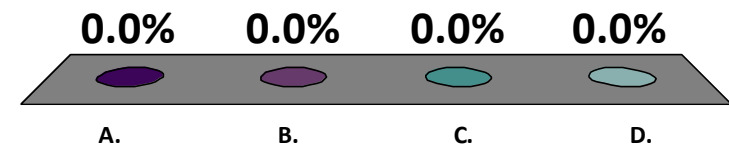


Concept Two; Question #1 (Brookview)



Based on the map provided, my current comfort level with the **Brookview Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

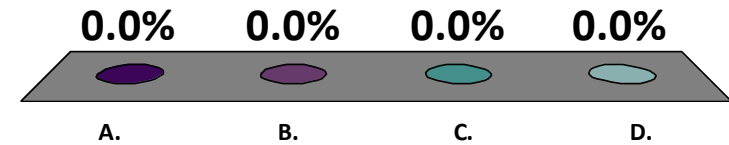


Concept Two; Question #2 (Eason)



Based on the map provided, my current comfort level with the **Eason Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

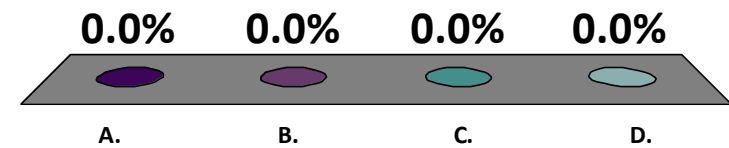


Concept Two; Question #3 (Grant Ragan)



Based on the map provided, my current comfort level with the **Grant Ragan Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

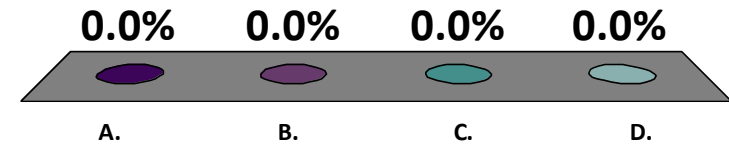


Concept Two; Question #4 (Maple Grove)



Based on the map provided, my current comfort level with the **Maple Grove Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

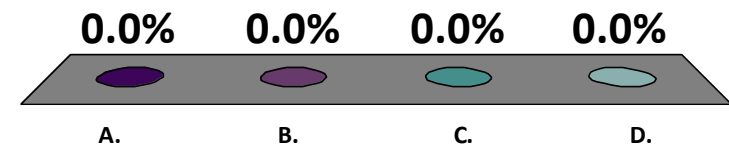


Concept Two; Question #5 (Radiant)



Based on the map provided, my current comfort level with the **Radiant Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

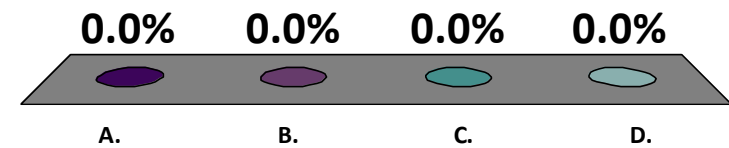


Concept Two; Question #6 (Shuler)



Based on the map provided, my current comfort level with the **Shuler Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

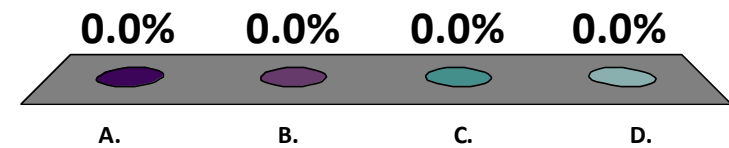


Concept Two; Question #7 (Walnut Hills)



Based on the map provided, my current comfort level with the **Walnut Hills Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

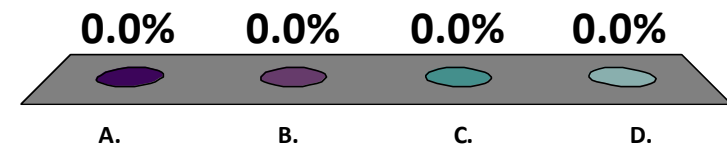


Concept Two; Question #8 (Waukee)



Based on the map provided, my current comfort level with the **Waukee Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information



Concept Two; Question #9 (Woodland Hills)



Based on the map provided, my current comfort level with the **Woodland Hills Elementary** boundary is ...

- A. Good as Presented
- B. Minor change needed
- C. Needs significant adjustments
- D. Undecided – need more information

