

Boundary Process

Public Input Meeting #2

Presented on **October 09, 2018**



Discussion Points

- **Process Overview** (Part One)
 - Boundary Process Detail and Roles
 - ACE (Academics, Culture, Economics)
 - Criteria for the Process
 - Considerations
- **Process Information** (Part Two)
 - Demographic Results
 - Boundary Criteria Results
 - Grade Configuration Results
- **Public Discussion** (Part Three)
 - Boundary Concept One and Two
 - Building Alignment Option One, Two, and Three
 - Feeder Option One, Two, and Three
- **Moving Forward** (Part Four)
 - Next Steps

About RSP

- Founded in 2003
- Professional educational planning firm
- Expertise in multiple disciplines
- Over 20 Years of planning experience
- Over 80 years of education experience
- Over 20 years of GIS experience
- Clients in Arkansas, Iowa, Illinois, Kansas, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, and Wisconsin
- Projection accuracy of 97% or greater

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Our Clients

NORTH DAKOTA

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Bismarck
Bottineau
Central Cass
Dickinson
Fargo
Garrison
Glenburn
Grand Forks
Jamestown
Killdeer
Mandan
McKenzie County
Minot
Williams County 8
Northern Cass
Richardson Taylor
Rugby
West Fargo
Wilton
Williston #1

ILLINOIS

Glenview 34
Indian Prairie 204
Keeneyville 20
Naperville 203
Norridge 80
Oswego 308
Rockford 205
Yorkville 115

MISSOURI

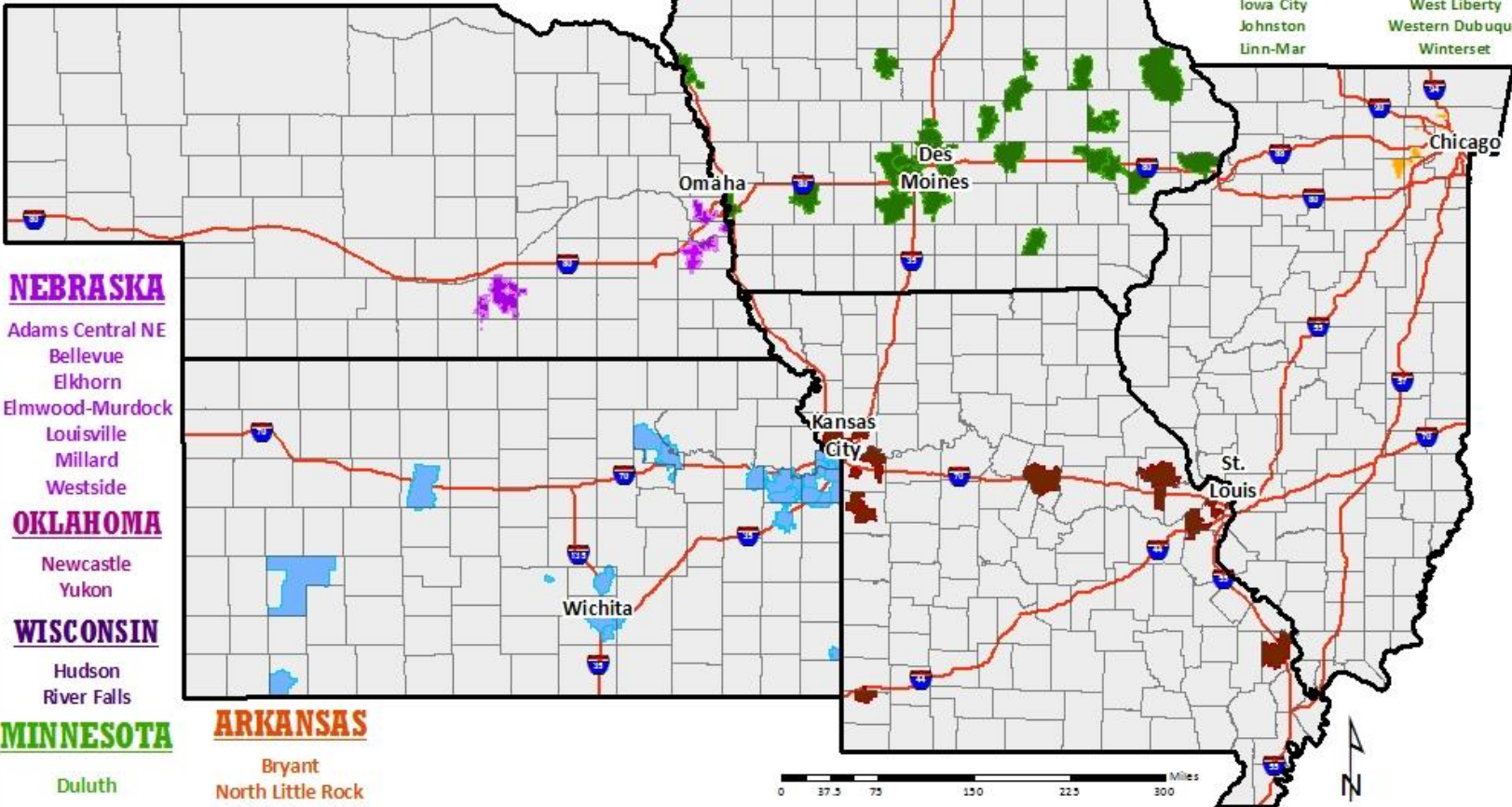
Columbia
Diamond R-IV
Fort Osage R-I
Grain Valley
Harrisonville R-IX
Jackson
Jennings
Kearney R-I
Ladue
North Kansas City
Pattonville R-III
Platte County R-III
Raymore-Peculiar R-II
Raytown C-2
Rockwood
Troy R-III
University City
Wright City R-II

KANSAS

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Baldwin City
Bonner Springs
Derby
De Soto
Eudora
Garden City
Gardner-Edgerton
Hays
Hutchinson
Kansas City
Lawrence
Liberal
Maize
Manhattan-Ogden
Newton
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Shawnee Heights
Spring Hill
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Wichita

IOWA

Adel DeSoto Minburn
Ames
Ankeny
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Bettendorf
Boundurant-Farrar
Cedar Falls
Cedar Rapids
Clear Creek-Amana
Council Bluffs
Dallas Center Grimes
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Ottumwa
Rock Valley
Saydel
Sergeant Bluff-Luton
Sioux City
Southeast Polk
Spencer
Urbandale
VanMeter
Waukee
West Des Moines
West Liberty
Western Dubuque
Winterset



NEBRASKA

Adams Central NE
Bellevue
Elkhorn
Elmwood-Murdock
Louisville
Millard
Westside

OKLAHOMA

Newcastle
Yukon

WISCONSIN

Hudson
River Falls

MINNESOTA

Duluth

ARKANSAS

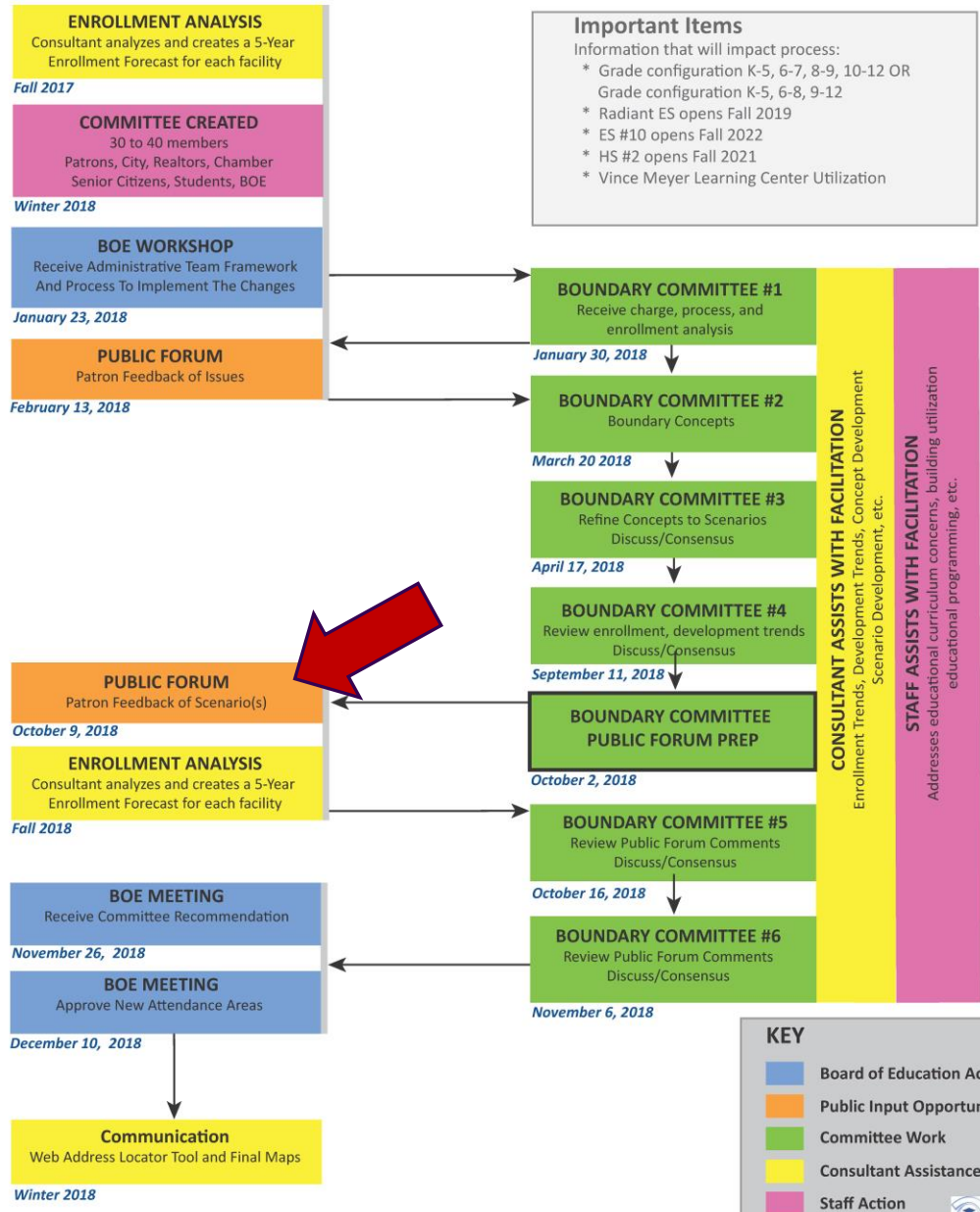
Bryant
North Little Rock

Presentation Goals

1. Provide information that will help guide a Boundary Committee discussion for the Elementary and Secondary Attendance area realignment
 - Provide overview of Boundary Process
 - Gather community input on the following items:
 - Elementary School Concepts
 - Building Alignments
 - Feeder Options
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



- 3 Board of Education Meetings
- 7 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.

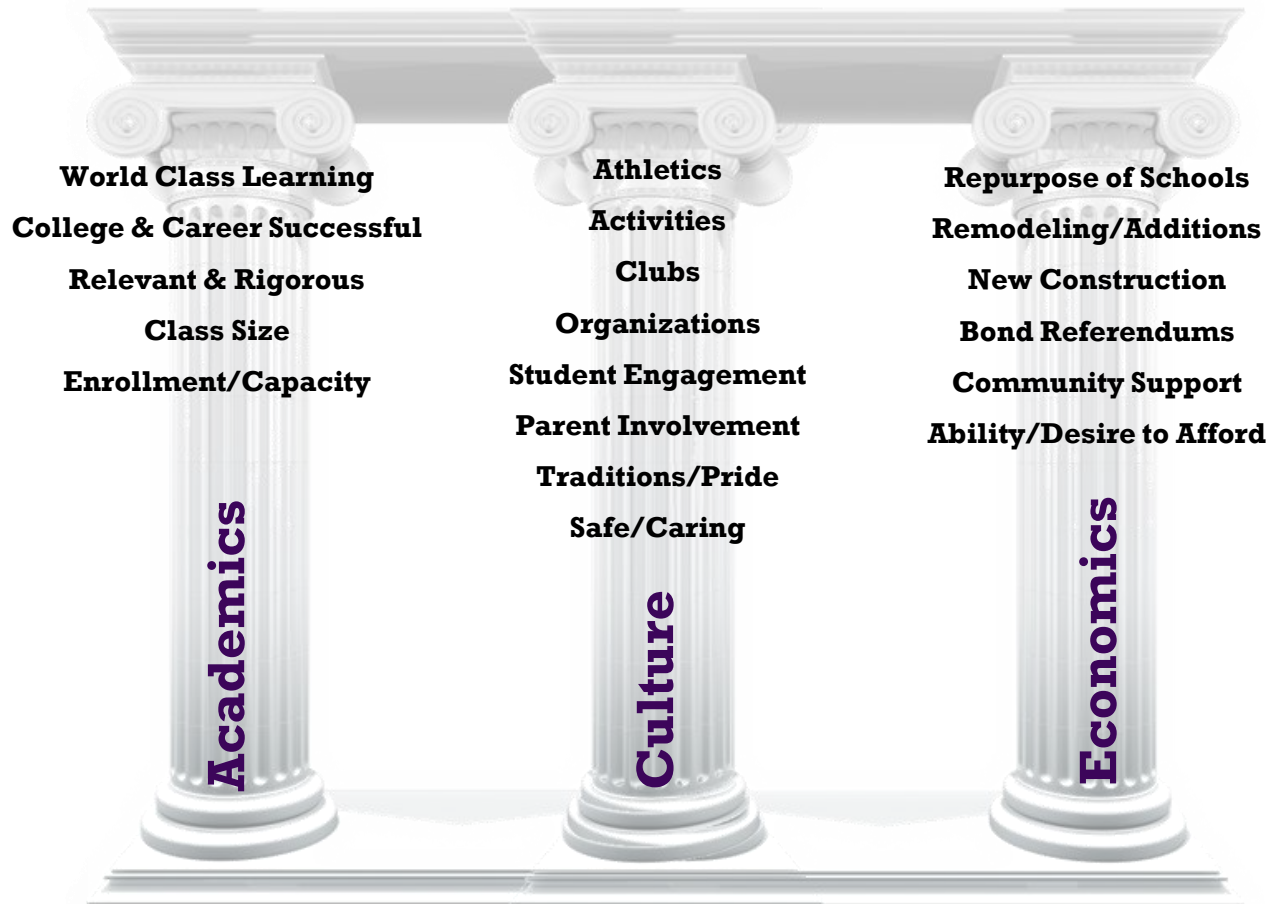
Administration: Provide guidance over the process, attend the committee meetings and public forums, be a resource in answering questions related to school district related topics, communicate the educational vision, and provide ongoing progress updates to the school community through a targeted communication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

Part Two: Process 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

Boundary 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

Committee Results

The following are committee results from 09/11/18:

72% absolutely/mostly support **Vince Meyer** being utilized for 5th grade

53% absolutely/mostly support **Radiant** opening with at least 400 students

50% absolutely/mostly support the current **ES to MS** feeder

45% support **Elementary #10** opening in 2022/23

75% support **Concept Two** for the 2019/20 school year

Part Three: Public Discussion

Visualizing Success

ES Concept One: 19/20

The following provides narration on the creation of ES Concept 1:

- Attendance areas were adjusted utilizing the prioritized boundary criteria set by the board, each of the boundary criteria were considered even if they were not prioritized
- Does not utilize Vince Meyer; in order to reduce the capacity pressure at Waukee, some of Waukee is moved into Grant Ragan
- Keeps some areas north of Meredith drive at Walnut Hills
- In order to have a reasonable enrollment at Radiant and keep area north of Meredith drive at Walnut Hills, Radiant attendance area takes in additional area along Alices road, allowing Grant Ragan to have additional areas of Waukee south of Hickman road
- To reduce the capacity pressure at Woodland Hills, areas off Westown pkwy and west of Grand Prairie pkwy are moved from Woodland Hills to Maple Grove
- Brookview, Eason, and Shuler remains the same as 2018/19 attendance areas

Talking Points:

- Should Vince Meyer be considered as overflow in this concept?
- Does it make sense to minimize changes with elementary schools that may be impacted when ES 10 opens in 2022/23?
- Do these attendance areas seem logical and follow the Guiding Principles and Boundary Criteria?

ES Concept Two: 19/20

The following provides narration on the creation of ES Concept 2:

- Attendance areas were adjusted utilizing the prioritized boundary criteria set by the board, each of the boundary criteria were considered even if they were not prioritized
- Does utilize Vince Meyer allowing Waukee to maintain its existing attendance area until ES 10 opens in 2022/23
- To have a reasonable enrollment at Radiant and Grant Ragan, a portion of Walnut Hills north of Meredith Road was moved to Radiant
- No changes made to Maple Grove, Waukee, and Woodland Hills until ES 10 opens in 2022/23
- Brookview, Eason, Shuler, Maple Grove, and Woodland Hills remain the same as 2018/19 attendance areas

Talking Points:

- Does it make sense to have Vince Meyer being used as Waukee overflow along with Radiant opening and having considerable capacity available?
- Does it make sense to minimize changes with elementary schools that may be impacted when ES 10 opens in 2022/23?
- Do these attendance areas seem logical and follow the Guiding Principles and Boundary Criteria?

Building Alignment

The following provides narration on the creation of Alignments:

- Alignment 1** Splits along LA Grant pkwy
- Alignment 2** Current alignment with addition of Future HS
- Alignment 3** Current (6-7,8-9) pairing, Changes HS alignment

Talking Points:

- Which Building Alignment makes the most sense?
- How does the secondary building assignment impact which feeder could be selected?
- Which Building Alignment best supports the Guiding Principles and Boundary Criteria?

District Feeder Options

The following provides some narration on the creation of the Feeders:

All Feeder options meet the 1st Boundary Criteria of a Complete Feeder (K-5,6-7,8-9,10-12)

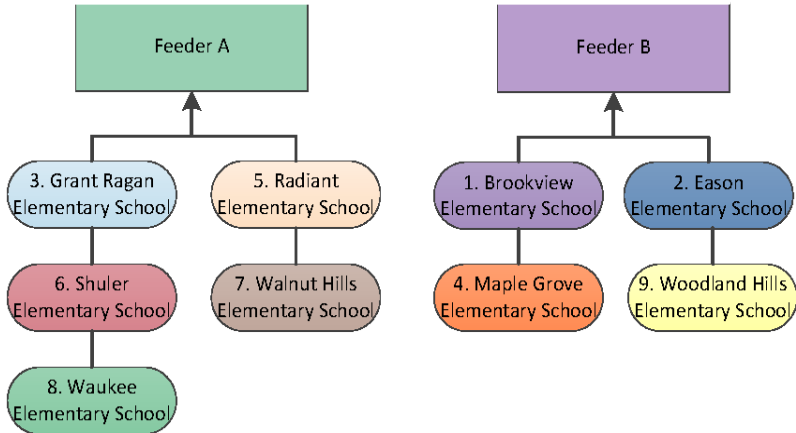
- Option 1** Feeder maintains the current feeder concept which minimizes the number of students impacted, does not improve the demographic balance of the district, is more of North/South split, and would plan for a feeder change when ES 10 comes online in 2022/23
- Option 2** Feeder changes the current feeder by moving Shuler and Walnut Hills to Feeder B and Woodland Hills to Feeder A, to better balance demographics, but it does impact many more students and puts the 6-7 and 8-9 capacity pressure on Feeder B, as well as creating a large geographic area for secondary boundary for Feeder A
- Option 3** Feeder Option 3 changes the current feeder by moving Shuler to Feeder B and Eason to Feeder A, to have a better balanced demographics than Option 1

Talking Points:

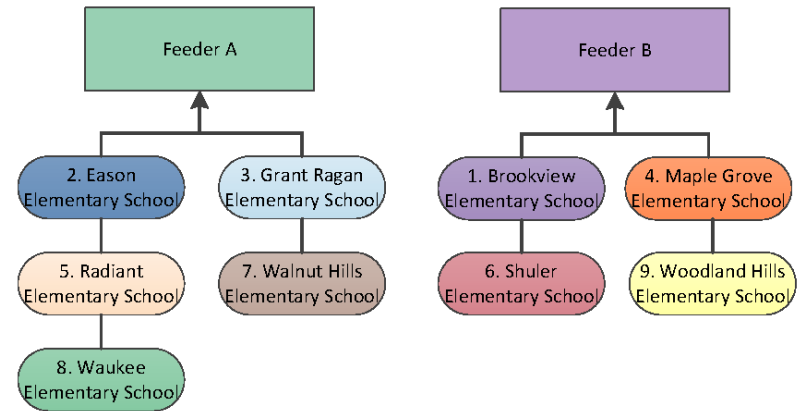
- Which Feeder Option makes the most sense?
- How does the physical secondary building assignment impact which feeder could be selected?
- Which Feeder Option best supports the Guiding Principles and Boundary Criteria?

Feeder Options Diagram

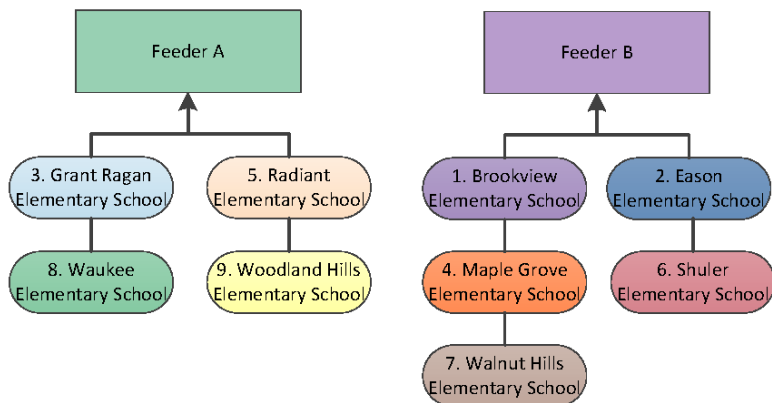
Feeder Option 1



Feeder Option 3



Feeder Option 2



School	Current	Option 1	Option 2	Option 3
1. Brookview Elementary	Feeder B	Feeder B	Feeder B	Feeder B
2. Eason Elementary	Feeder B	Feeder B	Feeder B	Feeder A
3. Grant Ragan Elementary	Feeder A	Feeder A	Feeder A	Feeder A
4. Maple Grove Elementary	Feeder B	Feeder B	Feeder B	Feeder B
5. Radiant Elementary		Feeder A	Feeder A	Feeder A
6. Shuler Elementary	Feeder A	Feeder A	Feeder B	Feeder B
7. Walnut Hills Elementary	Feeder A	Feeder A	Feeder B	Feeder A
8. Waukee Elementary	Feeder A	Feeder A	Feeder A	Feeder A
9. Woodland Hills Elementary	Feeder B	Feeder B	Feeder A	Feeder B

Source: RSP & Associates - October 2018

NOTES:

Current Feeder A Building attend is Waukee MS, Prairieview MS

Current Feeder B buiding attend is Waukee South, Timberline MS


ES Boundary Concept 1: Feeder Options

Feeder Option 1

Waukee Community School District: ES Concept 1

School	Capacity	2018/19	2019/20	2020/21	2021/22	2022/23
Feeder A (6-7)	1,000	899	953	1,003	1,076	1,143
Feeder B (6-7)	1,000	826	865	916	959	964
Feeder A (8-9)	1,000	802	883	971	1,024	1,083
Feeder B (8-9)	1,000	758	835	883	922	984
Feeder A (10-12)	2,000	0	0	0	1,337	1,455
Feeder B (10-12)	1,800	2,090	2,199	2,381	1,243	1,359
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 Waukee Community School District

 Over School Capacity

Feeder Option 3

Waukee Community School District: ES Concept 1

School	Capacity	2018/19	2019/20	2020/21	2021/22	2022/23
Feeder A (6-7)	1,000	899	942	1,006	1,075	1,106
Feeder B (6-7)	1,000	826	876	913	960	1,001
Feeder A (8-9)	1,000	802	901	968	1,013	1,086
Feeder B (8-9)	1,000	758	817	886	933	981
Feeder A (10-12)	2,000	0	0	0	1,363	1,476
Feeder B (10-12)	1,800	2,090	2,199	2,381	1,217	1,338
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 Waukee Community School District


 Over School Capacity

Feeder Option 2

Waukee Community School District: ES Concept 1

School	Capacity	2018/19	2019/20	2020/21	2021/22	2022/23
Feeder A (6-7)	1,000	899	676	728	824	904
Feeder B (6-7)	1,000	826	1,142	1,192	1,212	1,203
Feeder A (8-9)	1,000	802	615	715	766	826
Feeder B (8-9)	1,000	758	1,103	1,139	1,181	1,241
Feeder A (10-12)	2,000	0	0	0	963	1,093
Feeder B (10-12)	1,800	2,090	2,199	2,381	1,617	1,721
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 Waukee Community School District

 Over School Capacity

- ❑ Displays secondary school capacity in relation to enrollment projections
- ❑ Each of the options have secondary capacity concerns at varying school years

These feeder options follow the alignment as shown on Page 23 of the presentation


ES Boundary Concept 2: Feeder Options

Feeder Option 1

Waukee Community School District: ES Concept 2

School	Capacity	2018/19	2019/20	2020/21	2021/22	2022/23
Feeder A (6-7)	1,000	899	953	1,003	1,076	1,143
Feeder B (6-7)	1,000	826	865	916	959	964
Feeder A (8-9)	1,000	802	883	971	1,024	1,083
Feeder B (8-9)	1,000	758	835	883	922	984
Feeder A (10-12)	2,000	0	0	0	1,337	1,455
Feeder B (10-12)	1,800	2,090	2,199	2,381	1,243	1,359
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 Waukee Community School District

 Over School Capacity

Feeder Option 3

Waukee Community School District: ES Concept 2

School	Capacity	2018/19	2019/20	2020/21	2021/22	2022/23
Feeder A (6-7)	1,000	899	942	1,006	1,075	1,106
Feeder B (6-7)	1,000	826	876	913	960	1,001
Feeder A (8-9)	1,000	802	901	968	1,013	1,086
Feeder B (8-9)	1,000	758	817	886	933	981
Feeder A (10-12)	2,000	0	0	0	1,363	1,476
Feeder B (10-12)	1,800	2,090	2,199	2,381	1,217	1,338
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 Waukee Community School District

 Over School Capacity

Feeder Option 2

Waukee Community School District: ES Concept 2

School	Capacity	2018/19	2019/20	2020/21	2021/22	2022/23
Feeder A (6-7)	1,000	899	712	774	866	948
Feeder B (6-7)	1,000	826	1,106	1,145	1,169	1,160
Feeder A (8-9)	1,000	802	661	751	804	875
Feeder B (8-9)	1,000	758	1,057	1,103	1,143	1,192
Feeder A (10-12)	2,000	0	0	0	1,025	1,156
Feeder B (10-12)	1,800	2,090	2,199	2,381	1,554	1,658
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 Waukee Community School District

 Over School Capacity

- ❑ Displays secondary school capacity in relation to enrollment projections
- ❑ Each of the options have secondary capacity concerns at varying school years

These feeder options follow the alignment as shown on Page 23 of the presentation

Concept One and Two: Secondary Criteria Evaluation

Criteria	Current	Option 1	Option 2	Option 3
Complete Feeder	Yes	Yes	Yes	Yes
Balanced Demographics	Partial	Partial	Partial	Partial
Median Household Income	Within \$10,000	Within \$10,000	Within \$20,000	Within \$1,000
Median Home Value	Within \$30,000	Within \$30,000	Within \$15,000	Within \$10,000
Single-Family/Multi-Family Diversity	Almost 50%	Almost 50%	Within 10%	Over 30%
Projected Enrollment/Building Utilization	No	No	No	No
6-7 Year Exceeds		2020/21	2019/20	2020/21
8-9 Year Exceeds		2021/22	2019/20	2021/22

Source: RSP & Associates - October 2018

NOTES:

By 2021/22 the district is forecasted to need more secondary 6-7 space

By 2022/23 the district is forecasted to need more secondary 8-9 space

Exceeds; are over building utilization for both secondary schools

[This information is not on the station maps](#)

Other Information:

- Both Elementary Concept One and Two secondary have nearly identical results for each of the Prioritized Boundary Criteria
- District Median Household Income: \$100,176
- District Median Home Value: \$260,575

Public Input Directions

Listed below is how the public input will happen:

- ❑ There are 3 stations at four locations in the building *(Each station at the four locations is the same)*
 1. Elementary Concepts
 2. Building Alignments
 3. Feeder Options

- ❑ You were given a number please go to the station with that number to begin the round robin conversation (See below for how this works):
 - If you were given 1 start at 1 go to 2 than to 3
 - If you were given 2 start at 2 go to 3 than to 1
 - If you were given 3 start at 3 got to 1 than to 2

- ❑ At each station you will be given a **Public Input Feedback** to provide comments about the information being shown at that station

- ❑ After the Round Robin we will gather back up for a final lessons learned and each person will be given an **Exit Survey** to help the committee understand which elementary concept, building alignment and feeder option you most prefer.

Elementary Concept Station (Activity)

This Station will assist the committee in understanding the community feedback about future elementary attendance areas:

- Radiant Elementary opens in 19/20
- Work to meet the Board Guiding Principles and Prioritized Boundary Criteria
- This is a working document (**DRAFT/CONCEPTUAL**)

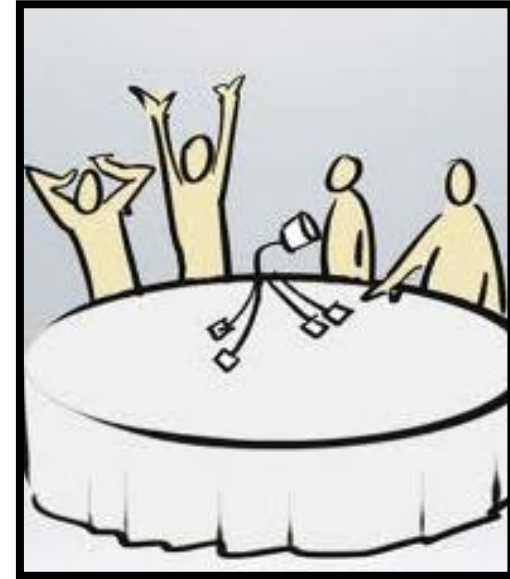
Station Materials:

- There are maps of ES Concept 1 and ES Concept 2
- Description of the concepts are outlined on the map
- The table illustrates the Reside projected enrollment through 2022/23

Talking Points:

- Should Vince Meyer be considered as overflow for 5th grade?
- Does it make sense to minimize elementary attendance changes to plan for the opening of ES 10 in 2022/23?
- Do these attendance areas seem logical and follow the Guiding Principles and Boundary Criteria?

Complete Feedback Survey



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.

Building Alignment Station (Activity)

This Station will assist the committee in understanding the community input about which 6-7 and 8-9 schools should be paired to a 10-12:

- The location of the existing secondary buildings has created an opportunity to explore which building alignments are best
- This is a working document (**DRAFT/CONCEPTUAL**)

Station Materials:

- Aerial and physical location of some K-5, and all 6-7, 8-9, 10-12 schools
- Visuals of how the buildings could be aligned

Talking Points:

- Which building alignment makes the most sense?
- How does the physical secondary building assignment impact which feeder is selected?
- Which building alignment best supports the Guiding Principles and Boundary Criteria?

Complete Feedback Survey



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.

Feeder Option Station (Activity)

This Station will assist the committee in understanding the community input about proposed feeder patterns:

- The location of the existing secondary buildings has created an opportunity to explore which feeder options are best
- This is a working document (**DRAFT/CONCEPTUAL**)

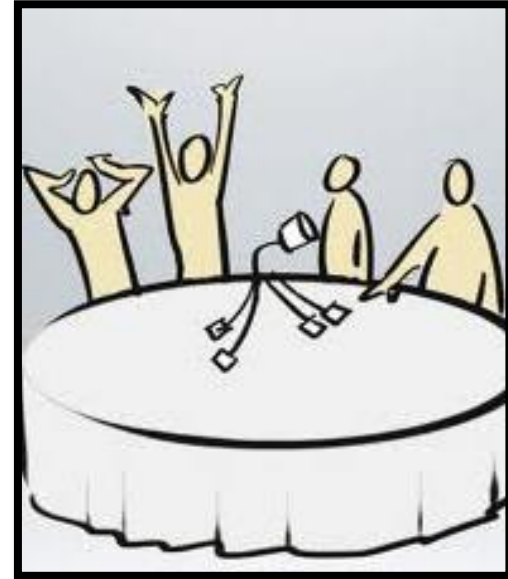
Station Materials:

- There are maps of ES Concept 1 and ES Concept 2
- Reside Projections for each of the three feeder options for each of the ES concepts
- Visuals to help provide what that means for each elementary attendance area

Talking Points:

- Which feeder option makes sense for the ES Concept?
- How does the physical location of the secondary building impact which feeder could be selected
- Which Feeder option best supports the Guiding Principles and Boundary Criteria

Complete Feedback Survey



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.

Bringing It All Together (Activity)

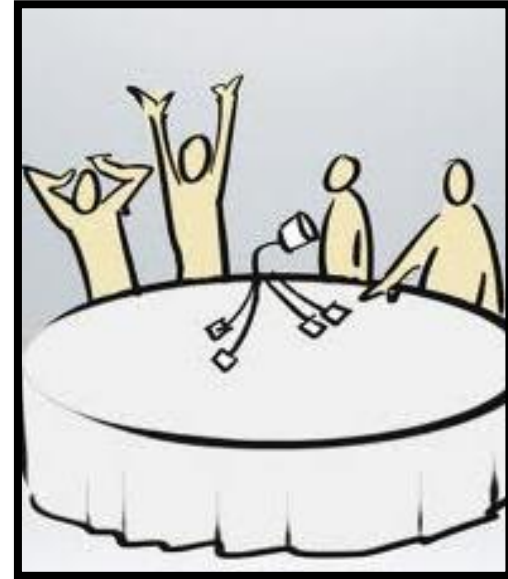
At the end of the rotation of each of the three stations we will gather together as one large group to answer questions:

- ❑ Utilize all the visuals provided (Maps, Tables, Hand Outs)
- ❑ Ask questions that may help bring greater clarity to how the committee has worked toward the options and concepts presented tonight

Conversation:

- ❑ Submit the Feedback survey at each station
- ❑ Did you learn something tonight?
- ❑ An **Exit Survey** will be passed out for each of you to help the committee understand how you feel about the following:
 - Elementary Concepts
 - Building Alignment
 - Feeder Options
- ❑ You can go back to the stations to make sure you are answering the questions accurately

Complete Feedback Survey



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.

Part Four: Moving Forward

Visualizing Success

Next Steps

Next Committee Meeting: Tuesday October 16, 2018

Next Board of Education: Monday November 26, 2018

Preliminary Agenda:

- Review Public Input comments
- Discuss / Revise scenarios

Keep Up with Latest Boundary Process Information

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

Notes
