

Boundary Process

Committee Meeting #5

Presented on **October 16, 2018**



Discussion Points

Process Overview (Part One)

- Boundary Process Detail and Roles
- Academics, Culture, Economics (ACE)
- Boundary Criteria and Guiding Principles

Committee Information (Part Two)

- Past Meeting Information and Feedback

Committee Discussion (Part Three)

- Public Forum Results
- What have we learned? (Activity)
- Elementary Concepts (Activity)
- Feeder/Alignment (Activity)

Moving Forward (Part Four)

- Next Steps

Presentation Goals

1. Provide information that will help guide a Boundary Committee discussion for the Elementary and Middle School Attendance area realignment
 - Review Public Forum Information
 - Move forward with Elementary Concept, Building Alignment, and 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

Conduct and Ground Rules

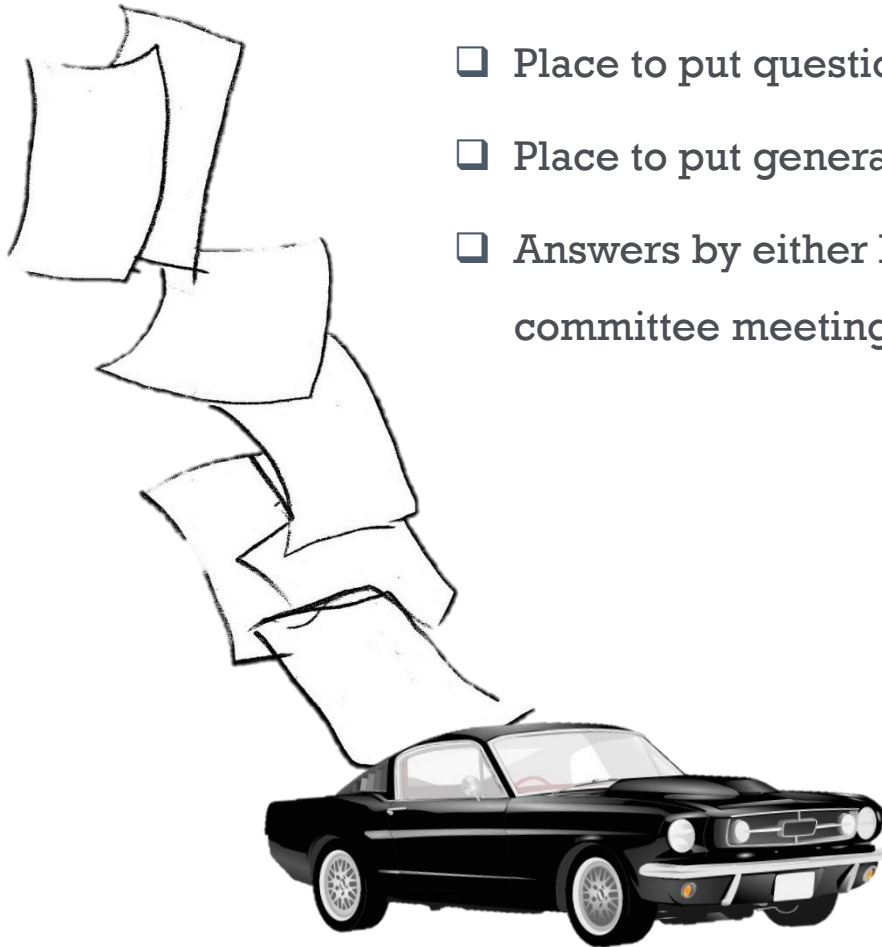
The following should be adhered to by each committee member

- 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



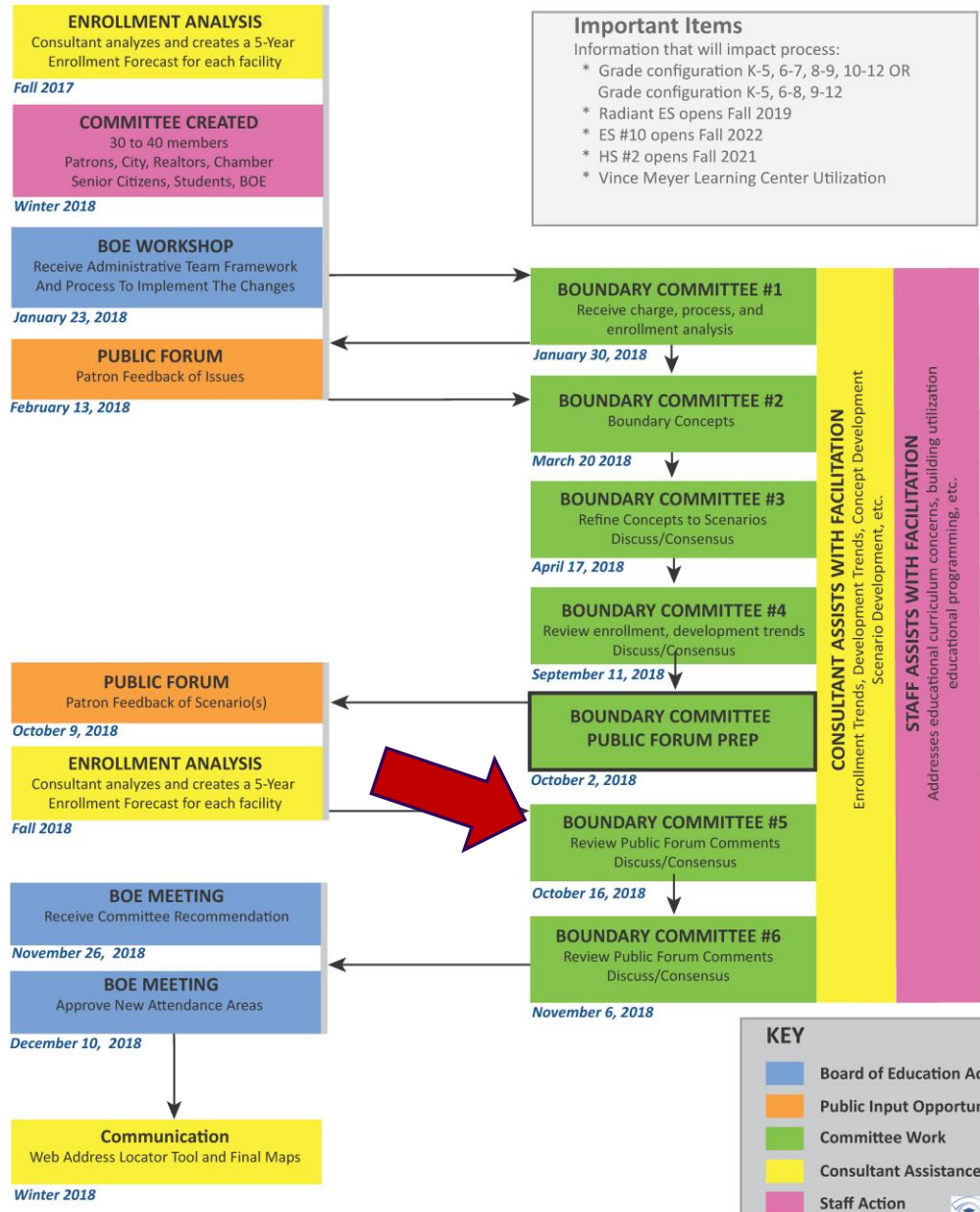
Parking Lot

- ❑ Place to put questions about items you would like answered
- ❑ Place to put general comments
- ❑ Answers by either RSP or Administration prior to the next committee meeting



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: 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

Board directs committee to focus on K-5, 6-7, 8-9, 10-12 feeder (9/11/18)

Part Three: Committee Discussion

Visualizing Success

Elementary Boundary (Public Input)

The following consensus was reached regarding Elementary attendance areas: (exit survey)

62% of participants voted for **Concept 2**

Public Discussion/Comments

- Natural Boundaries
- More schools keep existing boundaries
- Dislike using Vince Meyer, creates an additional transition for students
- Keeps more existing Grant Ragan ES
- Alleviates capacity concerns at Grant Ragan, allows for future growth
- Sets up for smaller boundary changes in the future
- Less change/transitions for students
- Keeps Overcrowding down longer
- Dislike Radiant at half capacity
- Would like to see Woodland Hills and Maple Grove split at I-80
- More growth in Woodland Hills than projections show
- Would like to see ES 10 included into conversation

Building Alignment (Public Input)

The following consensus was reached regarding Alignment: (exit survey)

52% of participants voted for **Alignment 3**

Public Discussion/Comments

- Traffic considerations, bussing concerns
- Follows the most expected path
- Keeps existing alignment
- Less drive time
- Students crossing Hickman is a safety concern

Feeder System (Public Input)

The following consensus was reached regarding Feeder System: (exit survey)

84% of participants voted for **Option 1**

Public Discussion/Comments

- Keeps things how they are
- Better based off geographic location
- Keeps existing relationships together
- Keeps students who were split in previous realignment together
- Socioeconomics are not a problem

Deeper Thought: Is there a demographic imbalance. . . If not the committee will need to utilize the facts available to support why the Board should not make any feeder system changes

What Have We Learned (Activity 1)



This Activity will help the committee discuss what each person learned from the Public Input:

- ❑ At your table discuss what you have learned from the public input
- ❑ Which elementary concept had greater community support?
- ❑ Was there any new information that would help the committee understand how to move the boundary conversation?
- ❑ Was there anything that strengthens one concept over the other in regard to the Board Guiding Principles and Prioritized Boundary Criteria?

Time – 10 to 15 minutes with a Report Out

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 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, Waukee, 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

Waukeew 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. Waukeew 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 Waukeew 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 Waukeew 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.

ES Concept Deep Dive (Activity 2)



This Activity will help the committee work through some of the smaller details concerning both elementary concepts:

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

Each map will illustrate:

- Existing 18/19 attendance areas and Future 19/20 attendance areas
- Projected enrollment and capacity

Talking Points:

- How many students should Radiant ES open with?
- If Radiant ES opens with considerable available student capacity, does it make sense to utilize Vince Meyer as 5th grade overflow for Waukee ES?
- Should students south of Hickman Road be sent to Radiant ES?
- When should ES 10 open?
- Can the district wait to address capacity concerns at Woodland Hills when ES 10 opens tentatively in 2022/23?

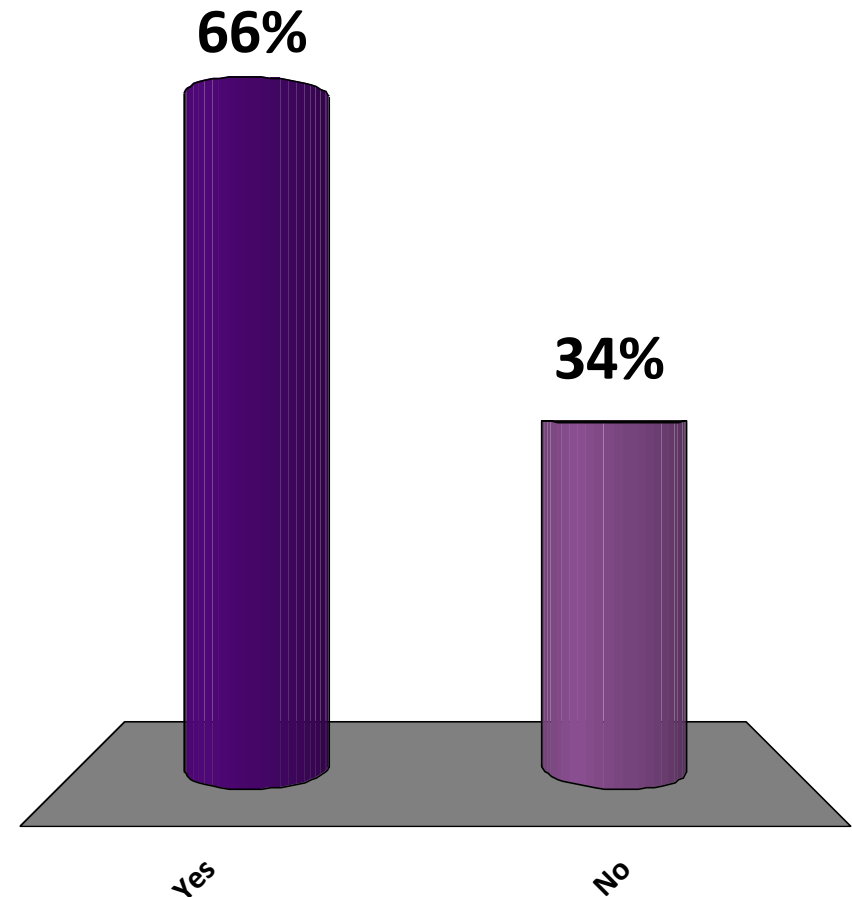
Time – 10 to 15 minutes with a Report Out

Boundary Question #2 (19/20)



I support Radiant ES to open with fewer than 300 students knowing that with future growth the school will be able to accommodate more students. . .

- A. Yes
- B. No

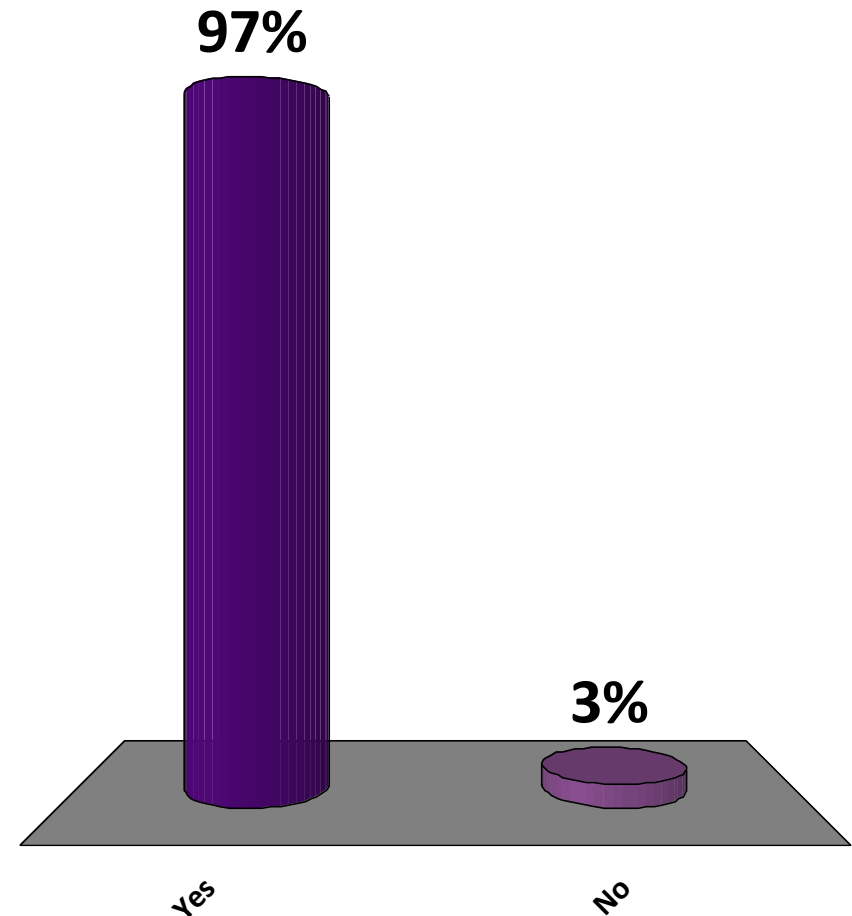


Boundary Question #1 (19/20)



I support Vince Meyer being utilized for overflow of Waukeee ES 5th grade students in order to minimize boundary changes until ES 10 opens...

- A. Yes
- B. No

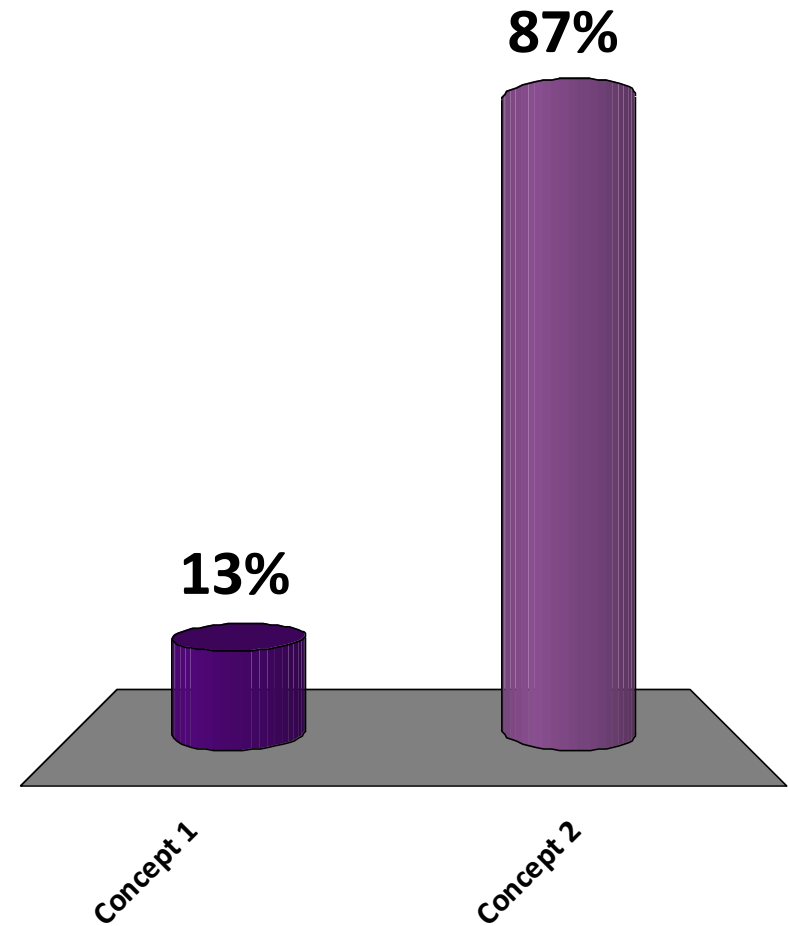


Elementary Boundary (Public Input)



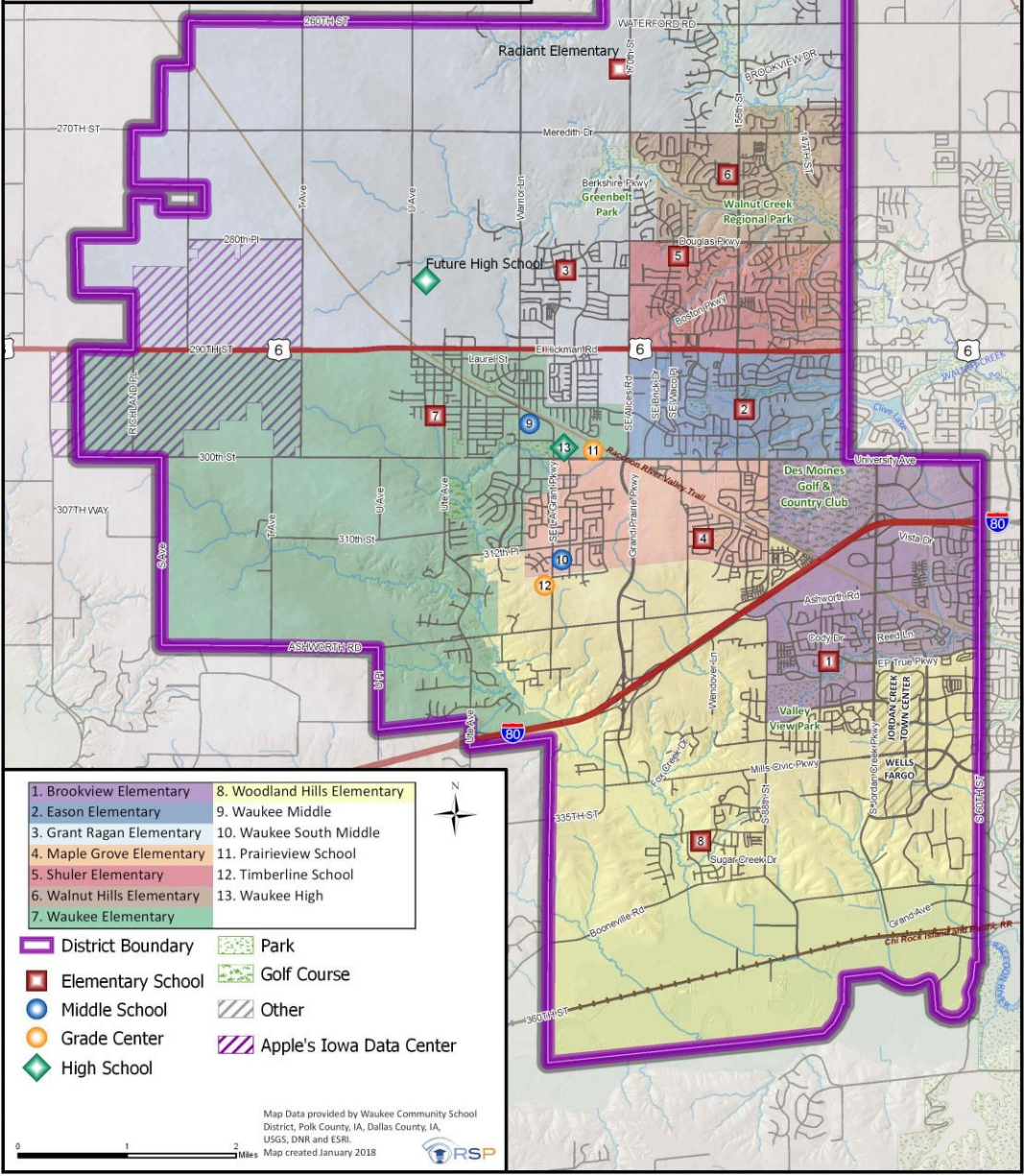
I most support the following elementary concept to be considered by the Board of Education...

- A. Concept 1
- B. Concept 2



Elementary School Attendance Areas

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



District Building Data

Waukee Community School District Information

School	Title One Status	2017/18 District Data			IA Assessment Test	
		Attend	FRL	ESL	Reading	Math
Brookview Elementary	Yes	663	115	98	86.0%	87.0%
Eason Elementary	Yes	658	103	0	88.9%	91.3%
Grant Ragan Elementary	No	790	91	41	89.9%	91.1%
Maple Grove Elementary	Yes	741	143	91	83.3%	84.1%
Shuler Elementary	No	727	30	29	89.3%	92.2%
Walnut Hills Elementary	No	650	46	0	88.6%	91.8%
Waukee Elementary	Yes	758	138	40	84.1%	85.2%
Woodland Hills Elementary	Yes	585	187	73	79.4%	83.7%
TOTAL STUDENTS		5,572	853	372		

Source: Waukee Community School District

NOTES:

Reside = Number of students who reside in the existing attendance area

Attend = Number of students who are attending the existing attendance area

FRL = Free and/or Reduced Lunch student status

ESL = English Second Language

Eason has 65 students who attend Maple Grove

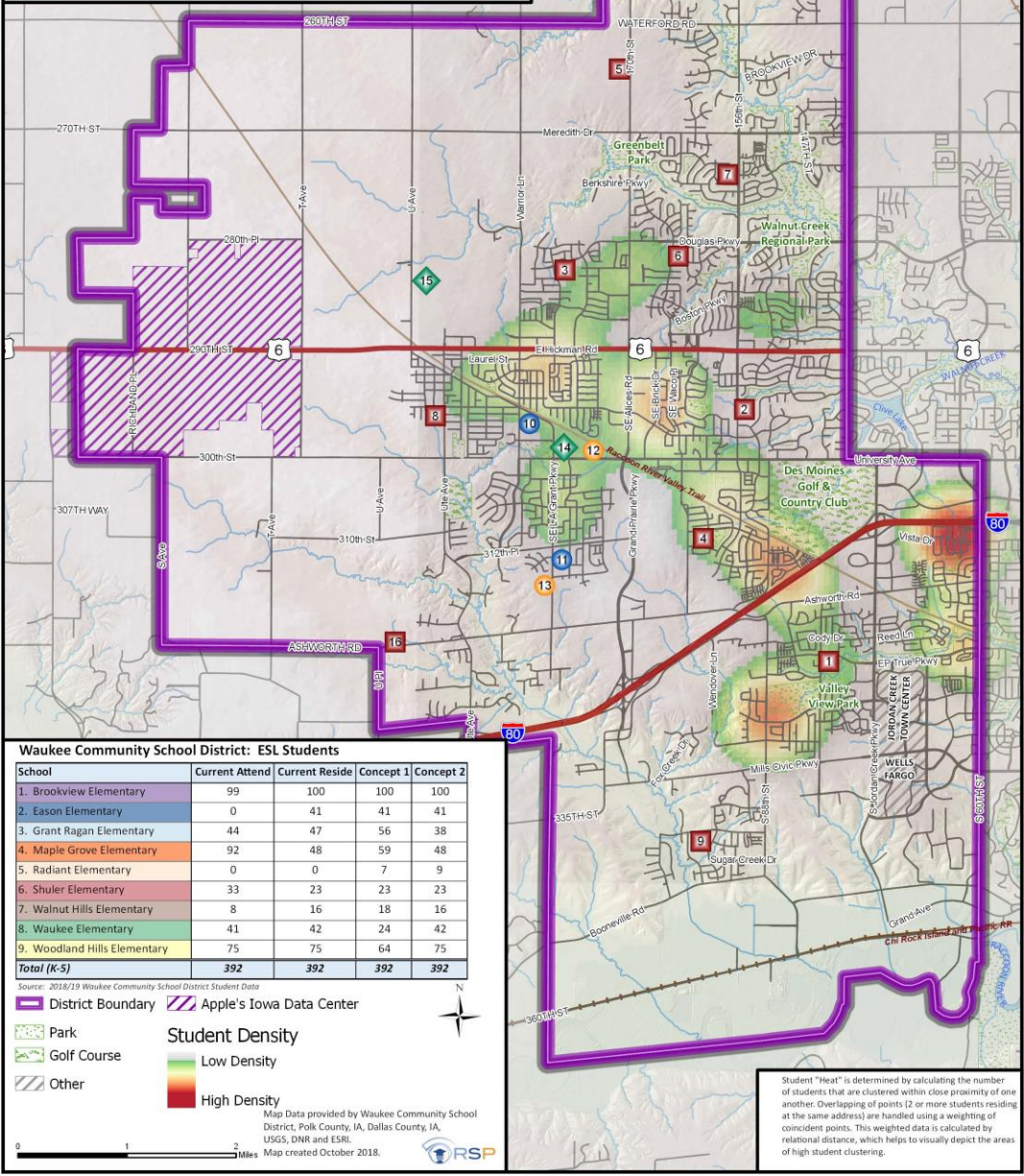
Walnut Hills has 9 students who attend Shuler

Student data varies from Official Count because of when testing took place.

ESL Student "Heat" Density in 2018/19 in Grades K-5

ESL Heat Map

- District Boundary (Purple Line)
- **Red** areas depict highest density of students, **Gray** as lowest student density
- ESL = English Second Language
- Overlapping points (2 or more students) are handled using a weighting of coincident points
- The greatest density area is in the Brookview ES area:
 - SunPrairie Apartments
 - Villas at Woodland Lake
 - Villas of Ashworth Glen



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:

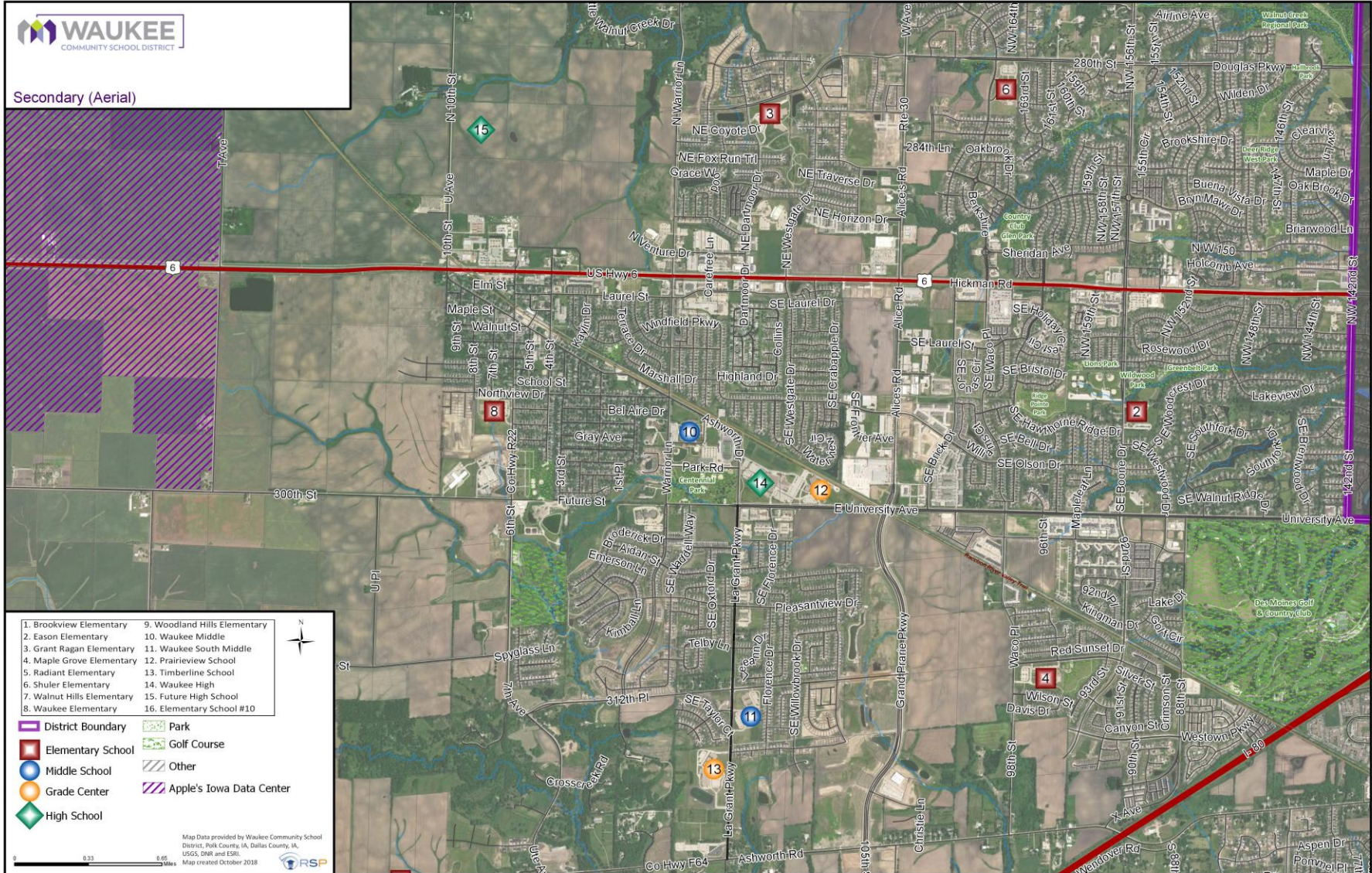
By 2021/22 the district is forecasted to need more secondary 6-7 space
 By 2022/23 the district is forecasted to need more secondary 8-9 space
 Exceeds; are over building utilization for both secondary schools

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

Other Information:

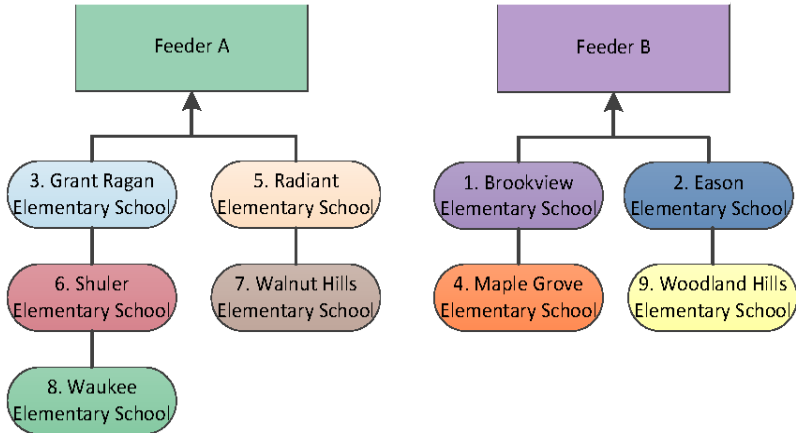
- ❑ Both Elementary Concept One and Two secondary have nearly identical results for each of the Prioritized Boundary Criteria
- ❑ District Median Household Income: \$100,176
- ❑ District Median Home Value: \$260,575

Building Alignment Map

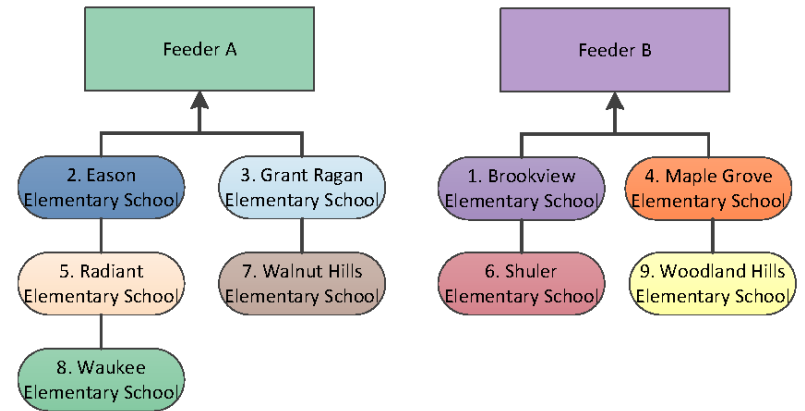


Feeder Options Diagram

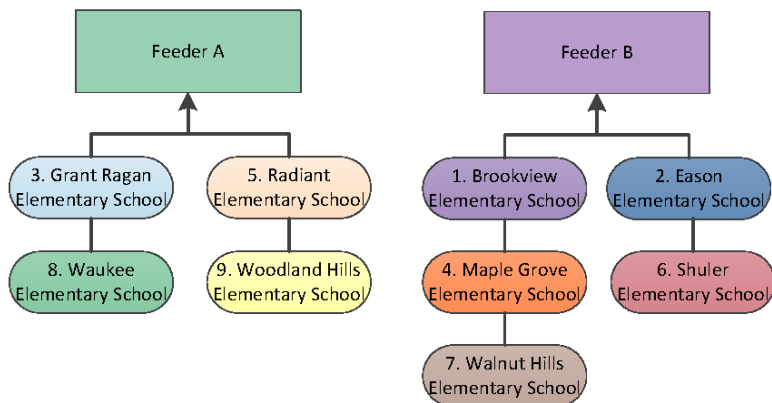
Feeder Option 1



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 27 of the presentation

Building and Feeder Discussion

19/20 Boundary Concept 1

	Feeder Option 1			Feeder Option 2			Feeder Option 3		
	Alignment 1	Alignment 2	Alignment 3	Alignment 1	Alignment 2	Alignment 3	Alignment 1	Alignment 2	Alignment 3
Waukee MS (6-7)	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A
Waukee South MS (6-7)	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B
Prairieview School (8-9)	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A
Timberline School (8-9)	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B
Waukee High School (10-12)	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A
Future High School (10-12)	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B

19/20 Boundary Concept 2

	Feeder Option 1			Feeder Option 2			Feeder Option 3		
	Alignment 1	Alignment 2	Alignment 3	Alignment 1	Alignment 2	Alignment 3	Alignment 1	Alignment 2	Alignment 3
Waukee MS (6-7)	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A
Waukee South MS (6-7)	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B
Prairieview School (8-9)	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A
Timberline School (8-9)	FeederB	FeederB	FeederB	Feeder A	Feeder A	Feeder A	FeederB	FeederB	FeederB
Waukee High School (10-12)	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A	Feeder A
Future High School (10-12)	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B	Feeder B

- ❑ Table depicts if buildings based on alignment and feeder option are located within physical boundaries
- ❑ **Alignment 1** splits along LA Grant pkwy
- ❑ **Alignment 2** current alignment with the addition of Future HS
- ❑ **Alignment 3** current (6-7,8-9) pairing, swaps HS grouping

Building and Feeder Deep Dive (Activity 3)



This Activity will help the committee work through some of the smaller details concerning Building Alignment and Feeder Options:

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

Each map will illustrate:

- Existing 18/19 attendance areas and Future 19/20 attendance areas
- Projected enrollment and capacity
- Additional data provided in the report (Test Results, ELL Heat Map)

Talking Points:

- Is there a campus feel at Waukee MS, Prairieview, and Waukee HS that should be maintained?
- How much does the feeder option impact the building alignment choice?
- Are there demographic challenges that can be addressed to ensure equitable student experience regardless of feeder choice?
- Are there geographic or specific safety considerations that need to be part of the feeder conversation?
- How does the district plan for the next 6-7 and 8-9 facilities?

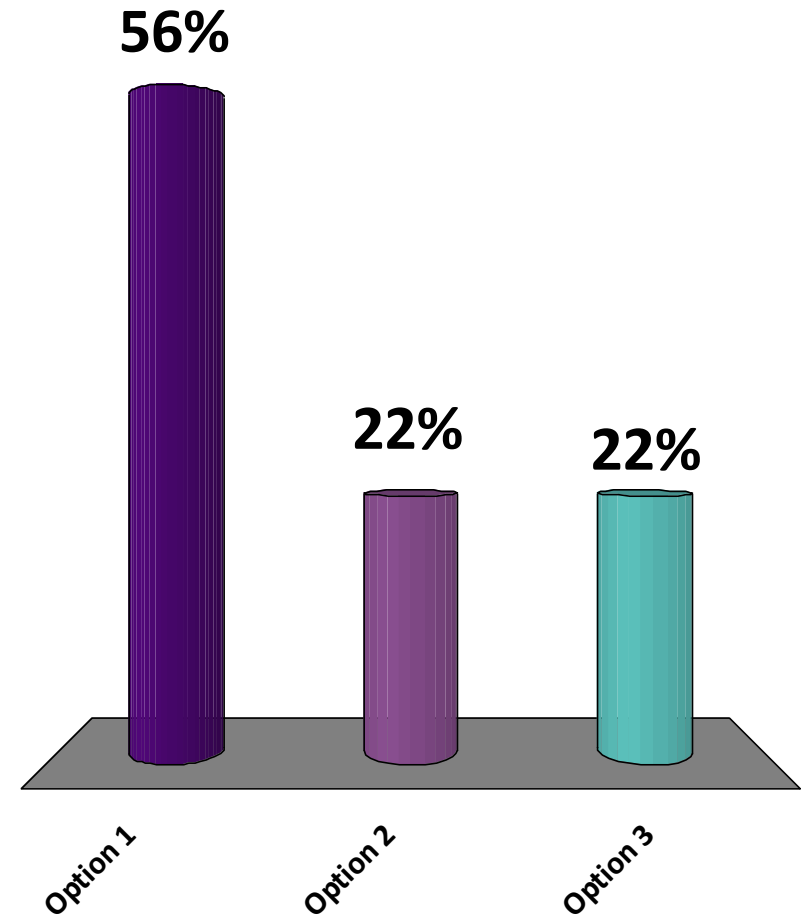
Time – 10 to 15 minutes with a Report Out

Feeder Question (Public Input)



I support the following Feeder Option moving forward

- A. Option 1
- B. Option 2
- C. Option 3

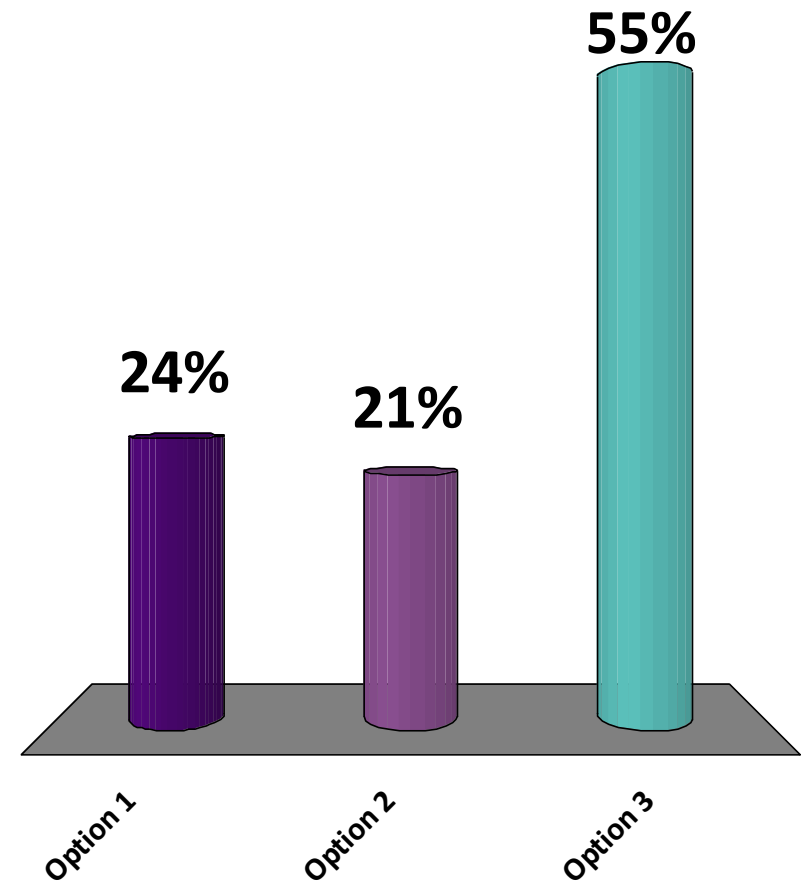


Feeder Question (Public Input)



I do not support the following Feeder Option moving forward

- A. Option 1
- B. Option 2
- C. Option 3

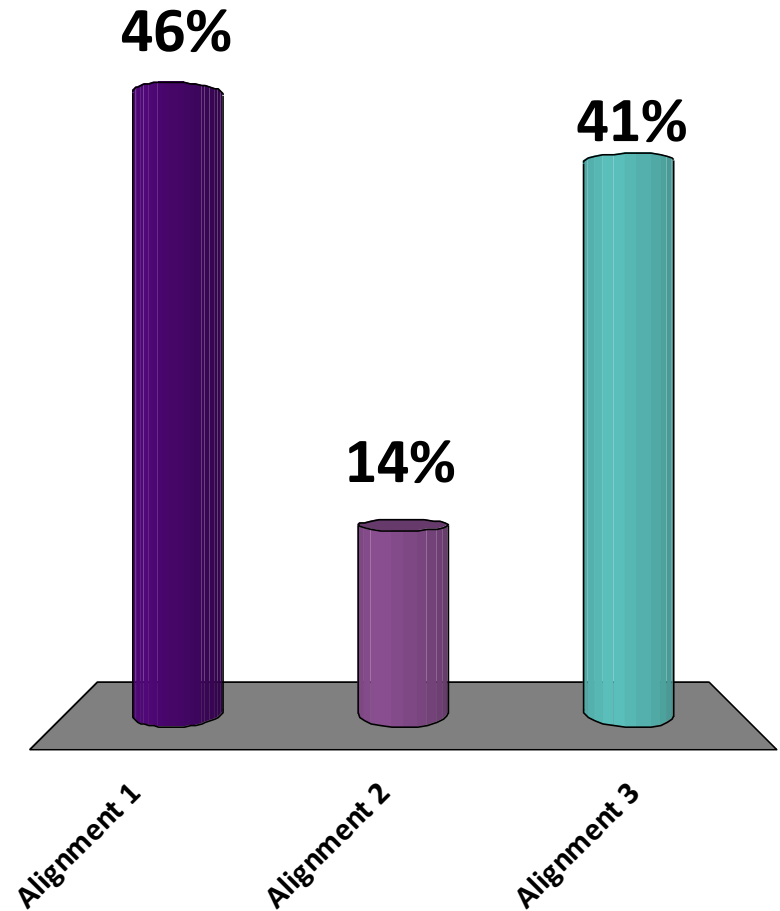


Feeder Question (Public Input)



I support the following Building Alignment moving forward

- A. Alignment 1
- B. Alignment 2
- C. Alignment 3

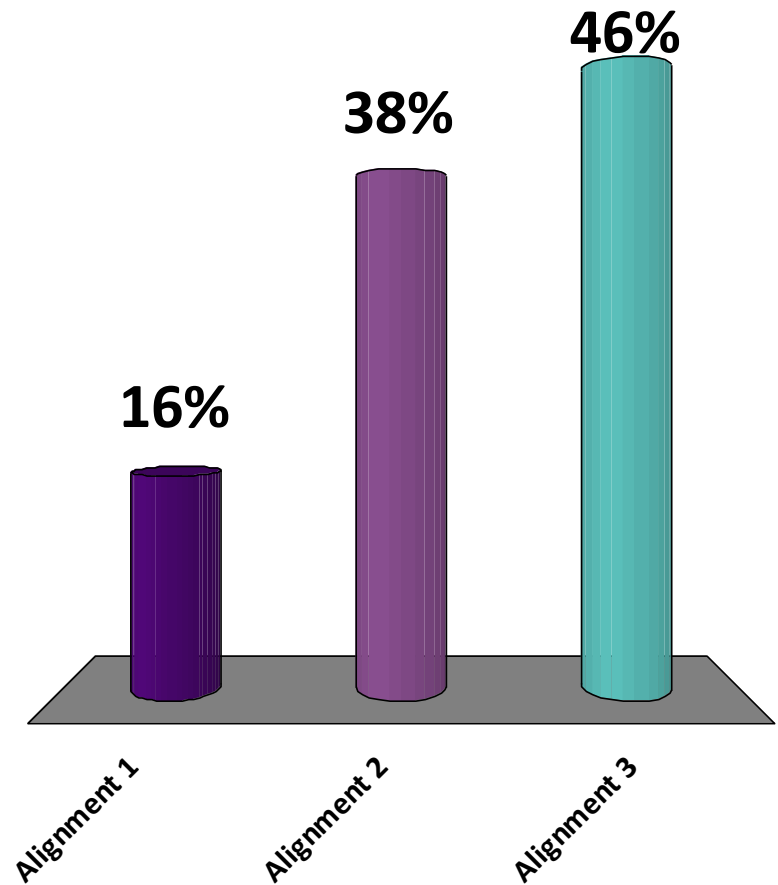


Feeder Question (Public Input)



I do not support the following Building Alignment moving forward

- A. Alignment 1
- B. Alignment 2
- C. Alignment 3



Part Four: Moving Forward

Visualizing Success



Next Steps

Next Committee Meeting: Tuesday November 06, 2018

Preliminary Agenda:

- Validate/Update Projections
- Approve Final BOE recommendation

Next BOE Meeting: Monday November 26, 2018

Preliminary Agenda:

- Receive Committee Recommendation

Keep Up with Latest Boundary Process Information

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

