

Boundary Process

Committee Meeting #6

Presented on **November 06, 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)

- Final Recommendation – Elementary Attendance Areas
- Final Recommendation – Feeder Options
- Final Recommendation – Building Alignment

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
 - Finalize BOE Recommendation
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

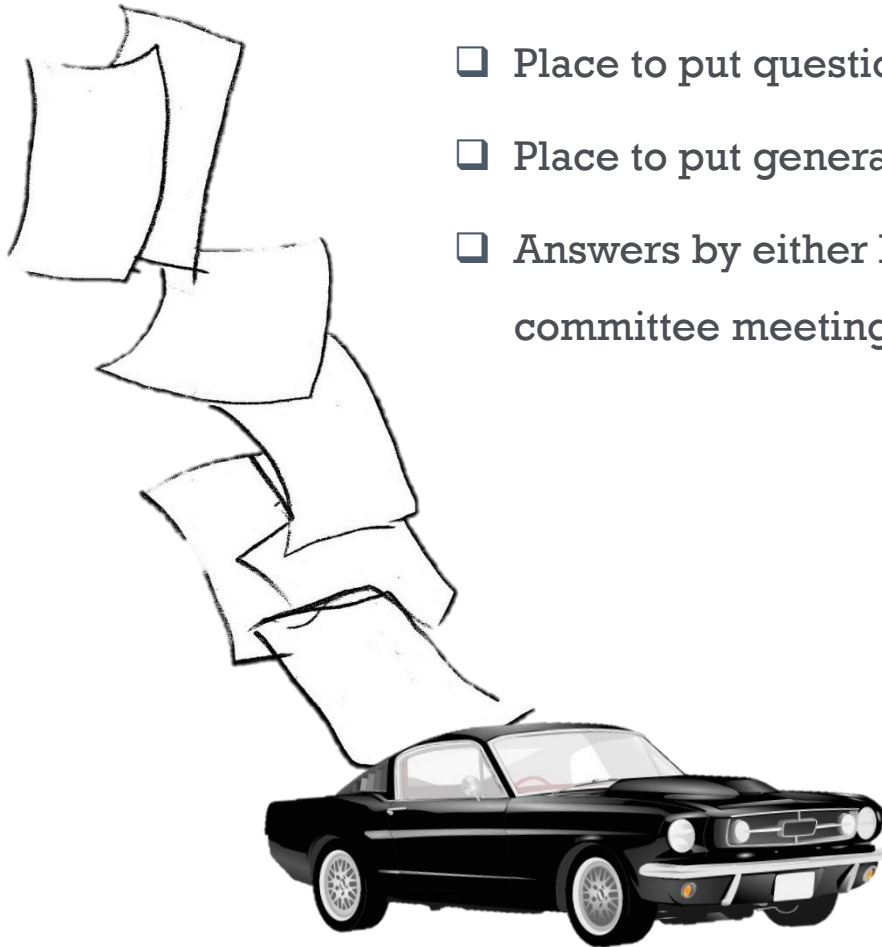
The following should be adhered to by each committee member

- 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



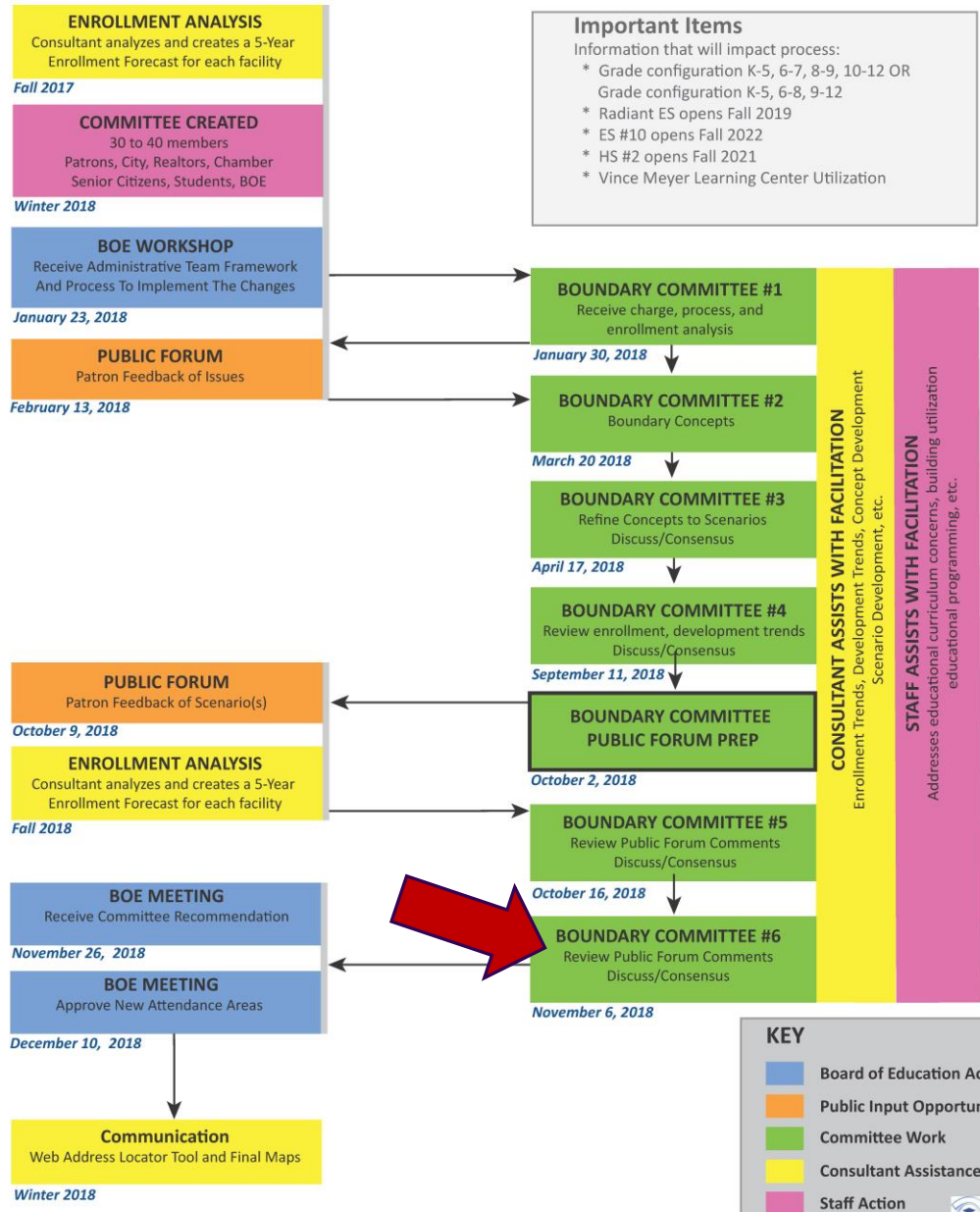
Parking Lot

- ❑ 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 **2018**

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

Part Three: Committee Discussion

Visualizing Success

Consensus Defined

Introduction:

The following consensus description will guide how the committee works through obtaining consensus in areas where a decision is needed to get to the next step in being able to make a committee recommendation:

Definition:

1. Consensus implies that you understand the reason for making the decision and can accept and support the decision.
2. While you may not like the decision, you can live with that outcome or you can/will support it.

How to Obtain Consensus:

- ❑ The group will consider consensus when 51% of the group shows support of an item being discussed:
 - ❑ If the consensus support is narrow there will be discussion on that item and if after another vote it still remains >51% that will be considered consensus for the committee
 - ❑ Description of concerns will be noted moving forward

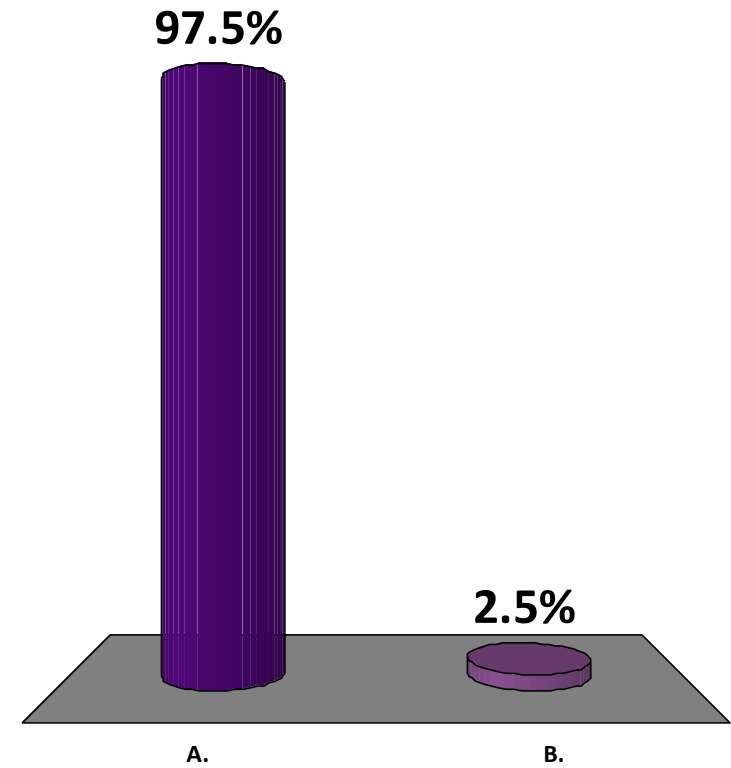


Consensus; Question #1



I can live with the consensus definition and the process for the committee to get to consensus...

- A. Yes
- B. No



Committee Response

The following are committee results from 10/16/18 committee meeting;

87% support Elementary Boundary **Concept 2** moving forward

66% support **Radiant ES** opening with **300** or fewer students

97% support **Vince Meyer** being utilized as overflow until **ES #10** opens

56% support **Feeder Option 1**

46% support **Building Alignment 1**

Committee Accomplishments

Listed below are many of the areas the committee has addressed in this process:

- ❑ Collaborative, positive discussion about many complicated areas which have led to solutions to benefit the student experience at each school
- ❑ Knowledge of residential development impact on future student enrollment
- ❑ Awareness about specialty programs and the space required to educate students with that specific educational program need
- ❑ Wisdom about future enrollment projections impact on each attendance area
- ❑ Better understanding about the complexity of geography and its impact on which facility is associated to a feeder system
- ❑ Encouraging conversation about how to plan future building capacity need beyond the opening of the 2nd high school in 2020/21
- ❑ Majority consensus for the 2019/20 elementary attendance areas

Committee Remaining Items

Listed below are the remaining areas the committee will need to address:

- ❑ Determine which secondary buildings are associated to the two feeders (Building Alignment)
- ❑ Choose which attendance areas are associated to each feeder (Feeder Option)



CONGRATULATIONS! YOU MADE IT TO THE FINISH LINE!

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

Concept Two: 19/20 Results

Waukee Community School District: Elementary Concept 2

School	Capacity	Current	2019/20	2020/21	2021/22	2022/23	2023/24
1. Brookview Elementary	725	664	686	697	707	721	725
2. Eason Elementary	675	653	652	629	621	614	610
3. Grant Ragan Elementary	750	811	559	620	660	671	687
4. Maple Grove Elementary	750	674	692	712	717	727	736
5. Radiant Elementary	750	0	357	416	480	551	630
6. Shuler Elementary	750	703	715	723	737	725	744
7. Walnut Hills Elementary	750	657	673	665	656	663	650
8. Waukee Elementary	750	759	667	680	705	726	751
Vince Meyer	225	0	121	146	132	145	139
9. Woodland Hills Elementary	750	585	640	685	741	784	854
Total (K-5)	6,875	5,506	5,762	5,972	6,156	6,327	6,526

Differences from Last Projection:

- Brookview (+5)
- Eason (-5)
- Grant Ragan (-103)
- Maple Grove (+70)
- Radiant (+107)
- Shuler (-1)
- Walnut Hills (-6)
- Waukee (-6)
- Vince Meyer (+3)
- Woodland Hills (-46)

Source: RSP & Associates 2018/19 Projection Model and Waukee Community School District



Over School Capacity

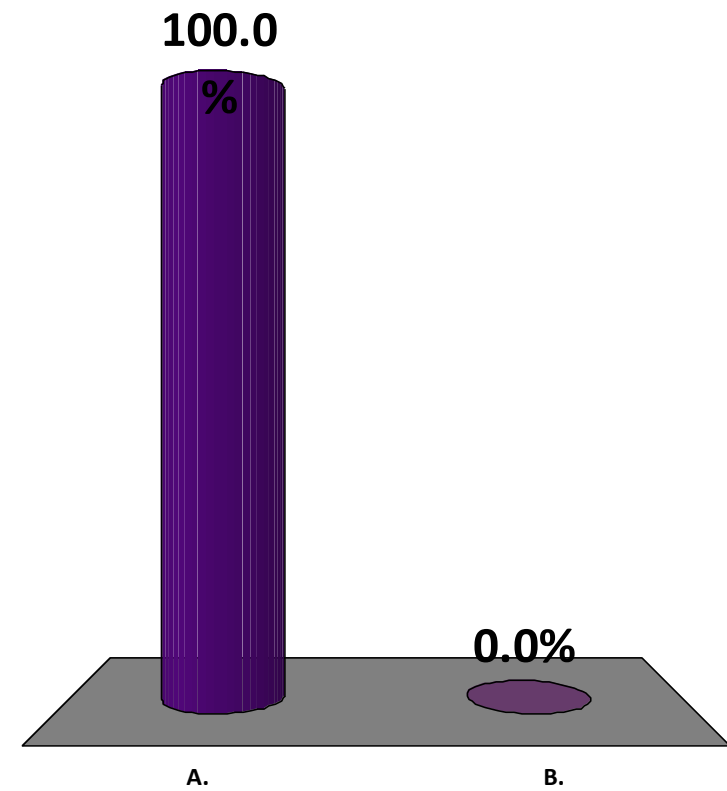
- ❑ Current are 18/19 “reside” students
- ❑ Radiant ES boundary allows for future growth in the area
- ❑ Walnut Hills ES boundary was shifted to accommodate for opening of Radiant ES
 - ❑ To Walnut Hills: Verona Hills, Chayse Landing (In 2015 the committee recommended to attend Walnut Hills)
 - ❑ To Radiant: Meredith Heights, Walnut Trace, Calvert Meadows (In 2015 the committee recommended to attend Grant Ragan)
- ❑ Utilizes Vince Meyer for Waukee ES 5th grade until ES #10 comes online in 22/23
- ❑ Woodland Hills ES capacity concerns will be addressed when ES #10 comes online in 22/23

Consensus; Question #2



I support ES Concept 2 for the new attendance areas when Radiant ES opens...

- A. Yes
- B. No



ES Concept Deep Dive (Activity 1)



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

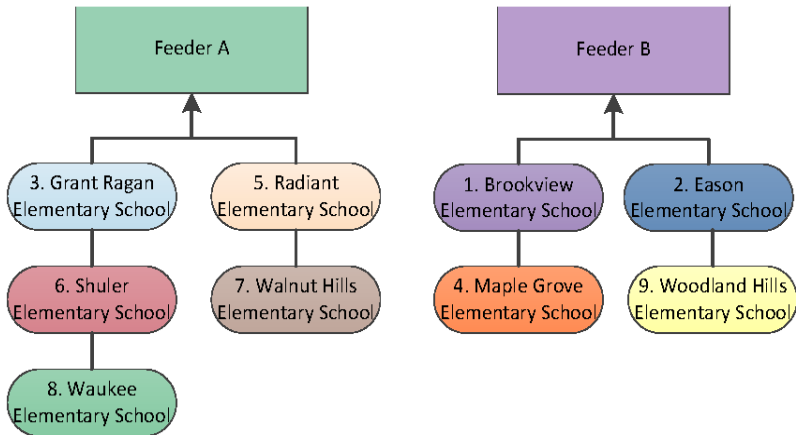
Committee Talking Points:

- Radiant ES can have fewer students when opens
- Support utilizing Vince Meyer as 5th grade overflow for Waukee ES
- Do not send students south of Hickman Road to Radiant ES
- Ideally have ES 10 open when it can alleviate Waukee, Maple Grove and Woodland Hills

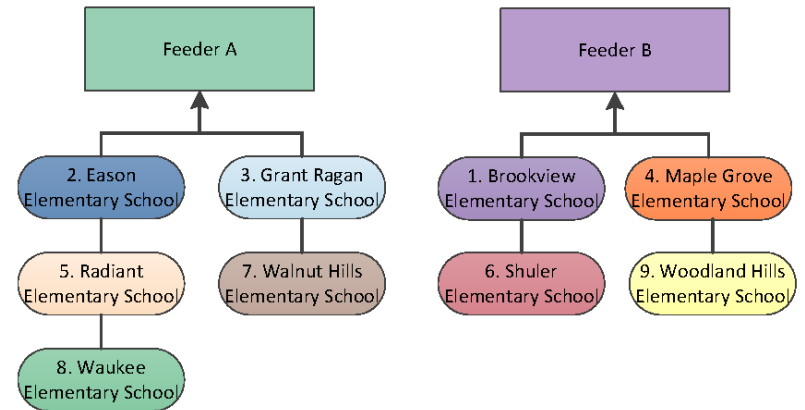
Time – 10 to 15 minutes with a Report Out

Feeder Options Diagram

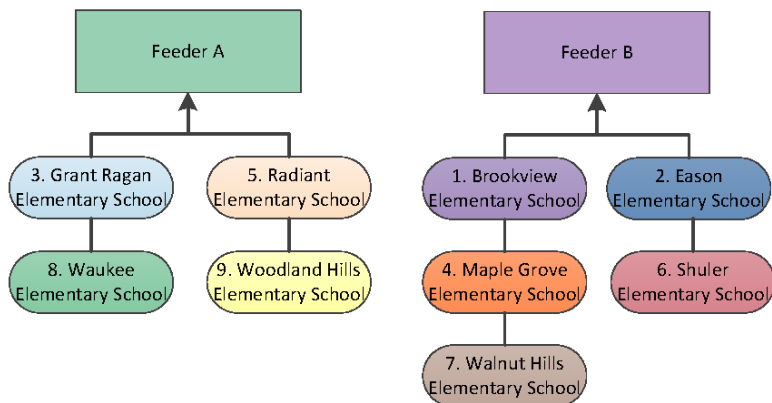
Feeder Option 1



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

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:

- ❑ District Median Household Income: \$100,176
- ❑ District Median Home Value: \$260,575
- ❑ Each Option would need additional secondary capacity in the near future
- ❑ Option 2 (19/20) would require additional secondary capacity sooner than Option 1 (20/21)


ES Boundary Concept 2: Feeder Options

Feeder Option 1

Waukee Community School District: ES Concept 2

School	Capacity	Current	2019/20	2020/21	2021/22	2022/23	2023/24
Feeder A (6-7)	1,000	893	967	1,004	1,051	1,113	1,163
Feeder B (6-7)	1,000	831	840	889	937	937	940
Feeder A (8-9)	1,000	797	863	968	1,032	1,066	1,114
Feeder B (8-9)	1,000	729	818	866	874	920	967
Feeder A (10-12)	2,000	0	0	0	1,317	1,443	1,558
Feeder B (10-12)	1,800	2,088	2,183	2,317	1,190	1,281	1,332
Total (6-7)	2,000	1,724	1,807	1,894	1,988	2,050	2,103
Total (8-9)	2,000	1,526	1,681	1,834	1,906	1,986	2,081
Total (10-12)	3,800	2,088	2,183	2,317	2,507	2,723	2,890

Source: RSP & Associates 2018/19 Projection Model and Waukee Community School District

 Over School Capacity

Feeder Option 3

Waukee Community School District: ES Concept 2

School	Capacity	Current	2019/20	2020/21	2021/22	2022/23	2023/24
Feeder A (6-7)	1,000	893	954	1,002	1,058	1,089	1,132
Feeder B (6-7)	1,000	831	853	892	930	961	971
Feeder A (8-9)	1,000	797	886	967	1,022	1,065	1,126
Feeder B (8-9)	1,000	729	795	867	884	921	955
Feeder A (10-12)	2,000	0	0	0	1,337	1,463	1,558
Feeder B (10-12)	1,800	2,088	2,183	2,317	1,171	1,260	1,332
Total (6-7)	2,000	1,724	1,807	1,894	1,988	2,050	2,103
Total (8-9)	2,000	1,526	1,681	1,834	1,906	1,986	2,081
Total (10-12)	3,800	2,088	2,183	2,317	2,507	2,723	2,890

Source: RSP & Associates 2018/19 Projection Model and Waukee Community School District


 Over School Capacity

Feeder Option 2

Waukee Community School District: ES Concept 2

School	Capacity	Current	2019/20	2020/21	2021/22	2022/23	2023/24
Feeder A (6-7)	1,000	893	723	759	821	897	944
Feeder B (6-7)	1,000	831	1,084	1,135	1,167	1,153	1,159
Feeder A (8-9)	1,000	797	654	767	807	836	900
Feeder B (8-9)	1,000	729	1,027	1,067	1,099	1,150	1,181
Feeder A (10-12)	2,000	0	0	0	1,014	1,148	1,262
Feeder B (10-12)	1,800	2,088	2,183	2,317	1,494	1,575	1,628
Total (6-7)	2,000	1,724	1,807	1,894	1,988	2,050	2,103
Total (8-9)	2,000	1,526	1,681	1,834	1,906	1,986	2,081
Total (10-12)	3,800	2,088	2,183	2,317	2,507	2,723	2,890

Source: RSP & Associates 2018/19 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

Feeder and Building Alignment

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

Notes

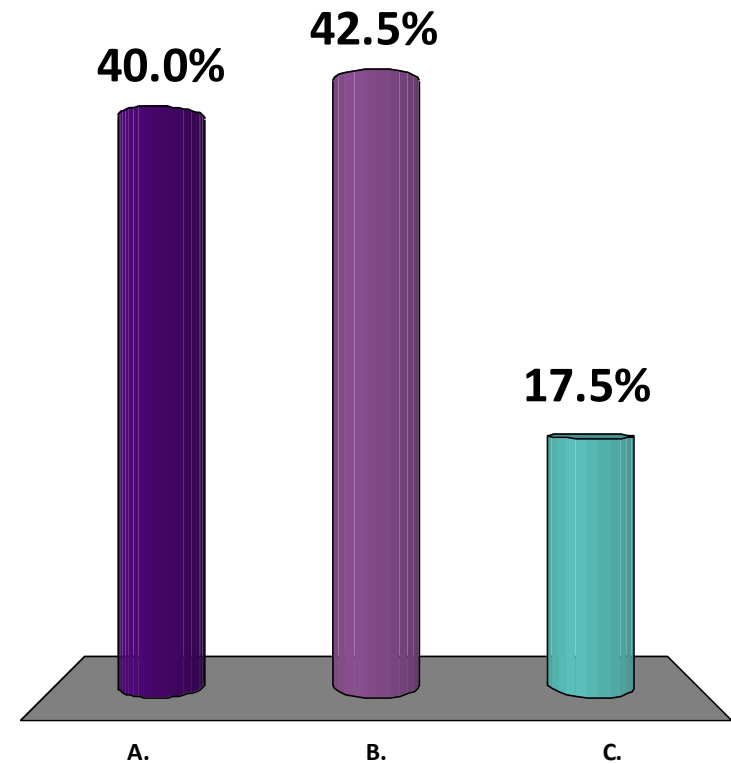
- ❑ Table depicts if buildings based on alignment and feeder option are located within the *physical* boundaries
- ❑ **Alignment 1** splits along LA Grant pkwy
- ❑ **Alignment 3** current (6-7,8-9) pairing, swaps HS grouping

Feeder System; Question #2



I support the following Feeder System...

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



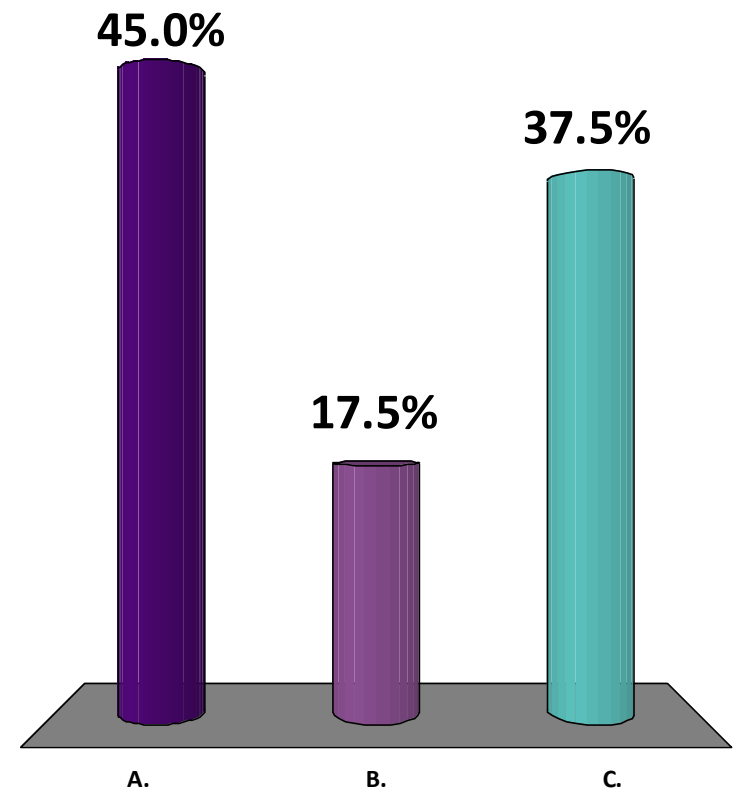
1st vote was:
Option 1 – 46.1%
Option 2 – 30.8%
Option 3 – 23.1%
2nd Vote after discussion

Feeder System; Question #2



I do not support the following Feeder System...

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



Since no consensus on what Committee supported question shifted to see if there was an option that was not supported

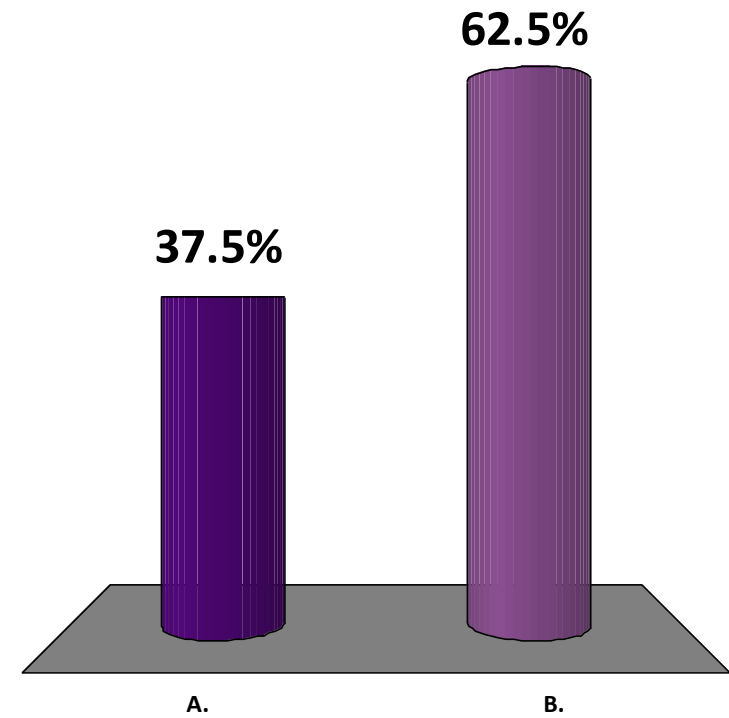
Vote after discussion

Feeder System; Question #2



I support the following Feeder System...

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



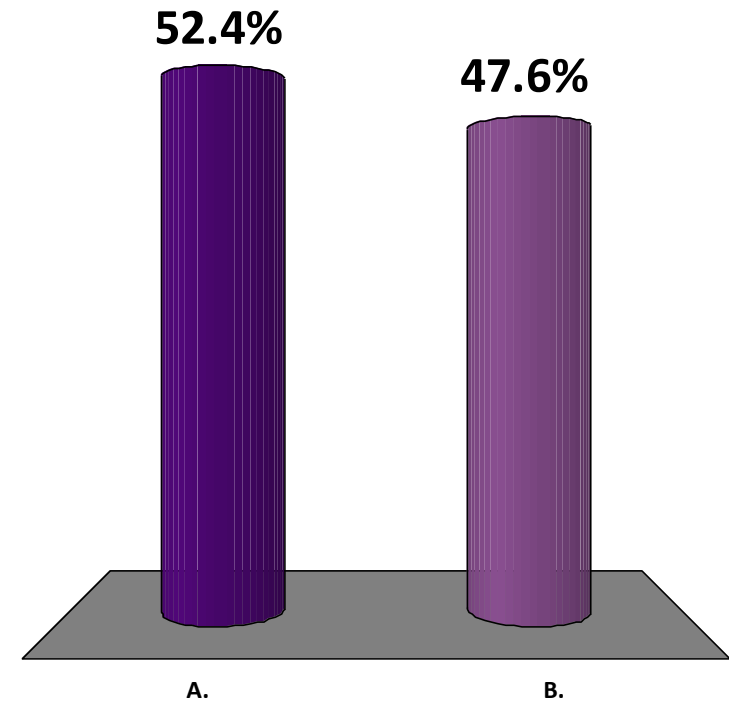
Combined 2 and 3 because committee felt these two options were similar just address Board items differently

Feeder System; Question #2



I support the following Feeder System...

- A. Option 1
- B. Option 3



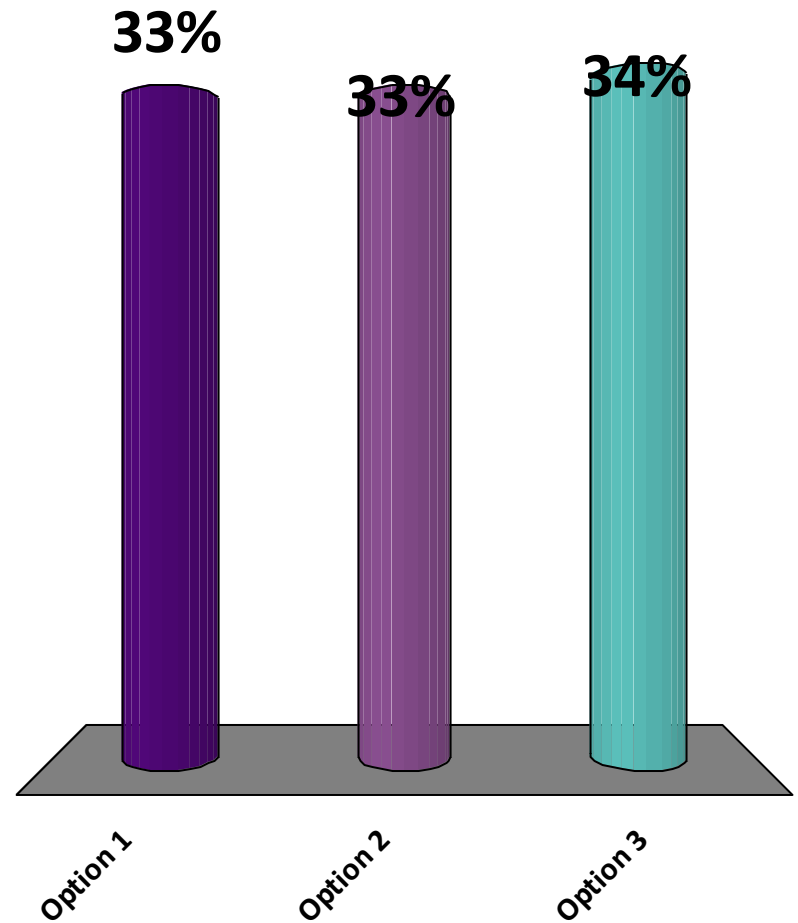
Eliminated Option 2 because Option 2 has more than 100 students over capacity creating programming challenges

I support the following option

A. Option 1

B. Option 2

C. Option 3



With the goal of getting a consensus –
created a priority ranking for the options

Choose 1st option (10 Points)

Choose 2nd option (8 Points)

Choose 3rd option (6 Points)

Secondary Alignment; Question #1

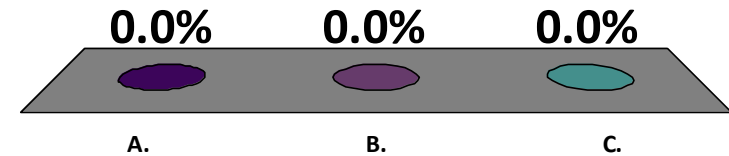


I support the following Building Alignment...

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

Committee could not come to consensus on the feeder option so could not determine the best alignment

Majority were open to the building not having to be within the attendance area it would serve

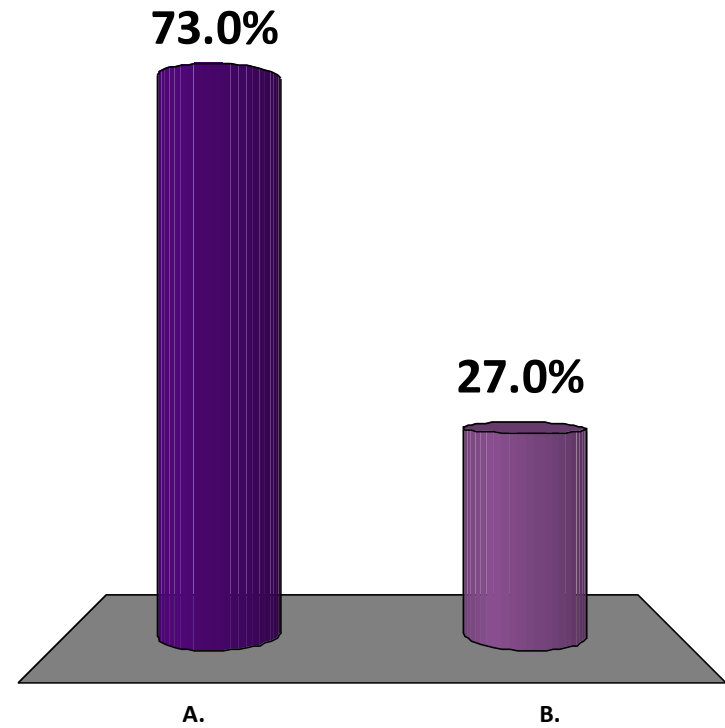


Final Question



I support the committee decisions made tonight to be forwarded as a recommendation to the Board of Education

- A. Yes
- B. No



**Moving Forward ES Concept 2
Moving Forward Feeder Option 1 and Option 3
Consideration for the Board to have a subcommittee look
more into the feeder option and building alignment**

Part Four: Moving Forward

Visualizing Success



Next Steps

BOE Meeting: Monday November 26, 2018

Preliminary Agenda:

- Receive Committee Recommendation

BOE Meeting: Monday December 10, 2018

Preliminary Agenda:

- Approve New Attendance Areas

Keep Up with Latest Boundary Process Information

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

