

Planning for the Future

Boundary Analysis

Board of Education Meeting #1

July 19, 2023

RSP & Associates

RSP Quick Facts:

Founded in 2003
Professional educational planning firm
Expertise in multiple disciplines (GIS, Planning, Facilitation)
Over 20 years of planning experience
Over 80 years of education experience
Over 20 years of GIS experience
Projection accuracy of 97% or greater

RSP Clients:

RSP was started with the desire and commitment to assist school districts in long-range planning.
RSP has served over **130** clients in:

Arkansas	Minnesota	South Dakota
Colorado	Missouri	Tennessee
Iowa	Nebraska	Wisconsin
Illinois	North Dakota	
Kansas	Oklahoma	

RSP Planning Team:

Robert Schwarz, AICP, CEFP

Military, County, City, and School District Planner
University of Kansas – Master of Urban Planning (MUP)
American Institute of Certified Planners (AICP)
Certified Educational Facility Planner (CEFP)

Ginna Wallace, Planner

University of Kansas – Master of Urban Planning (MUP)
American Institute of Certified Planners (AICP)

RSP Recent Projects:

Cedar Rapids Community School District

- Boundary Analysis, 2022/23

Urbandale Community School District

- Boundary Analysis, 2021/22

Bondurant-Farrar Community School District

- Enrollment Analysis, 2021/22

Presentation Goals

Provide information that will help guide District administration discussion for the boundary process:

- Boundary Process
- Academic / Culture / Economics (ACE)
- Guiding Principles
- Boundary Criteria
- Next Steps

Provide a transparent dialogue between RSP, Administration, and School Board 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.

2023/24 Elementary Boundary Process

Boundary Goals:

- Balance elementary students between five K-4 elementary schools:
 - Amana Elementary
 - Clear Creek Elementary
 - North Bend Elementary
 - Tiffin Elementary
 - New Elementary
- Oak Hill Elementary transitions to a 5th Grade Center serving the whole district

Process Overview:

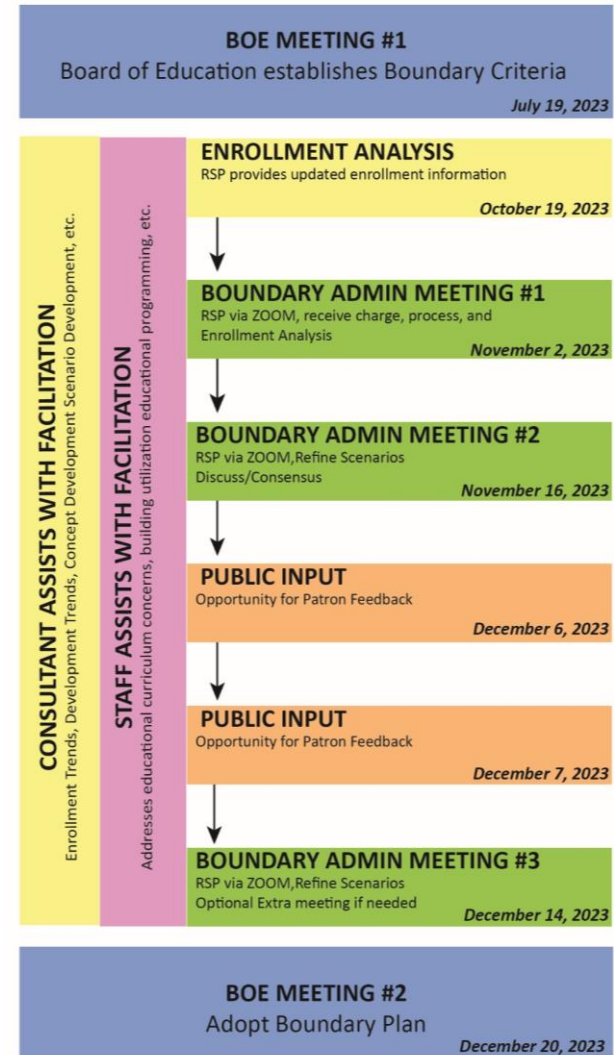
- **3 Boundary Administration meetings**
- **2 Public Input opportunities**
- **2 Board of Education meetings**

● *Begins: July 2023*



● *Completed: December 2023*

2023/24 COMPREHENSIVE BOUNDARY PROCESS



Defined Process Roles

School Board: Provide the framework of the process, community values, prioritized boundary criteria, receive the recommendation, listen to community input, and, after more discussion, approve elementary attendance areas for the 2020/21 school year.

District Staff: Provide guidance over the process, attend the 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, Boundary Team, and Public Forums) Utilize GIS data, knowledge gained from city jurisdictions and others to create accurate enrollment projections and generate scenarios based on the feedback to the Board, community values, and prioritized boundary criteria.

Executive Leadership Team: 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 Boundary Team and/or Board can consider how any of these ideas might benefit the boundary plan that will be implemented.

Academics, Culture, Economics (ACE)

Graphic Meaning:

- ❑ Relationship between all three pillars 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)



Academics

21st Century Learning
College & Career Ready
Relevant & Rigorous
Class Size
Enrollment/Capacity

Culture

Athletics & Activities
Clubs & Organizations
Student Engagement
Parent Involvement
Traditions/Pride
Safety



Economics

Repurpose of Schools
Remodeling/ Additions
New Construction
Bond Referendums
Community Support
Ability/Desire to Afford

Activity 1: Confirm Process, Roles and ACE

The purpose of this activity is to confirm the process, roles and ACE to assist with evaluating and benchmarking scenarios:

Materials for Discussion:

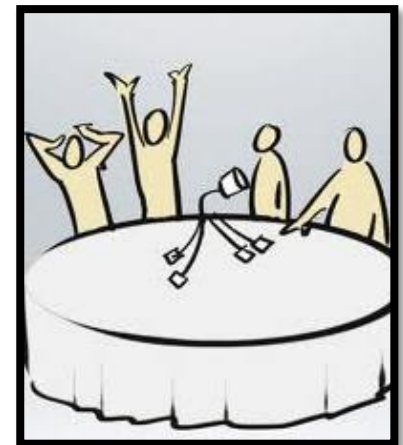
- Process, Roles and ACE

Directions:

- Raise your hand if you agree with the Process, Roles, and ACE?

Time Limit – 1 minute then report out

Board Vote Results: 6-0



EXAMPLE Boundary Guiding Principles

The following are **Proposed** guiding principles for the Boundary Process:

- The School Board considers this boundary work as part of how to plan for other aspects of its district plan.
- The boundary should provide better educational opportunities at each school to ensure an equitable student experience at each school
- The district recognizes the power of an attendance area to create a community
Accessibility for families is essential (volunteering and attending school function are easier when the school is near)
- Future boundaries can anticipate future growth of the neighborhood
Walkability may not be possible currently – some schools may start with small enrollment in anticipation of growth
- The boundary proposed should utilize all the available District resources
- Consider attendance area lines that follow natural/manmade boundaries
- Goal to implement attendance area changes will begin in the 2024/25 school year
- The plan will result in one additional elementary school (Total of 6) with the following grade configuration over the next 2-4 years:
 - Amana PK-4
 - Clear Creek PK-4
 - North Bend PK-3
 - Oak Hill 4-5
 - Tiffin PK-3
 - New School K-4
- Grandfathering/Transfers/Student Options are determined/recommended by District Administration

Activity 2: Confirm Guiding Principles

This purpose of this activity is to confirm the Guiding Principles to assist the with evaluating and benchmarking scenarios:

Materials for Discussion:

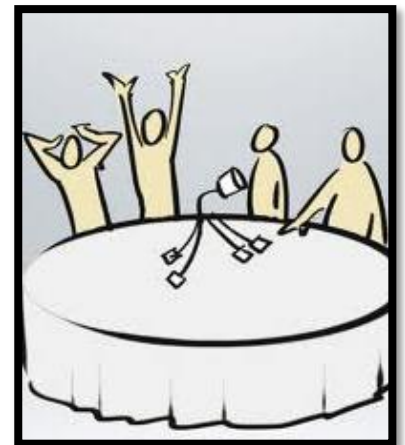
- Guiding Principles

Directions:

- Raise your hand if you agree with the Guiding Principles?

Time Limit – 1 minute then report out

Board Vote Results: 6-0



Boundary Criteria Options

The following are always to be considered:

- Exceptional education must take place at each facility in every option
- The goal is to focus on Board of Education goals and priorities, and provide for the educational need of each student

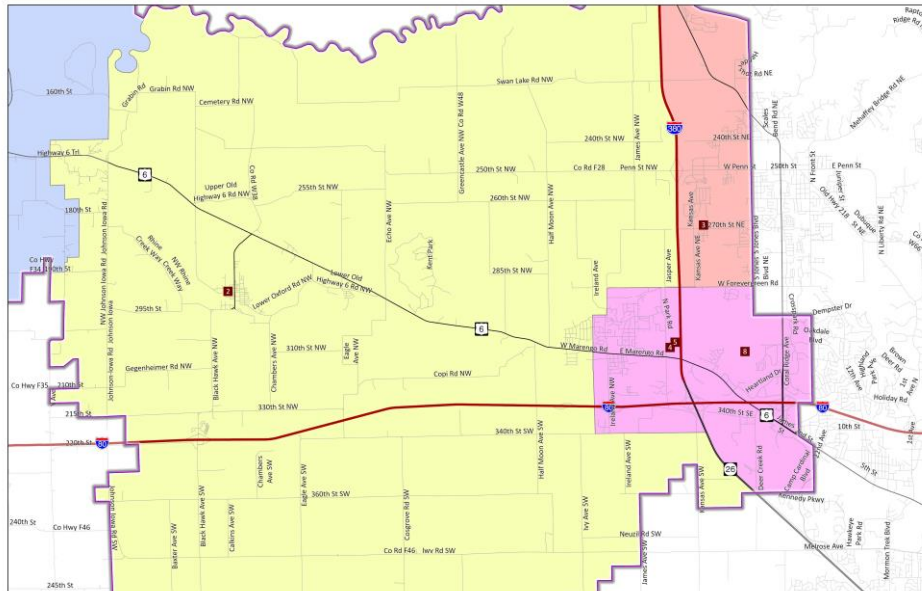
Boundary Criteria Example (alphabetized):

1. Boundary Natural Features
2. Demographic Considerations
3. Duration of Boundaries
4. Fiscal Capital Consideration
5. Fiscal Operations Consideration
6. Neighborhoods Intact
7. Projected Enrollment/Capacity Considerations
8. Students Impacted by Boundary Change
9. Transportation Considerations

Contiguous Attendance Areas

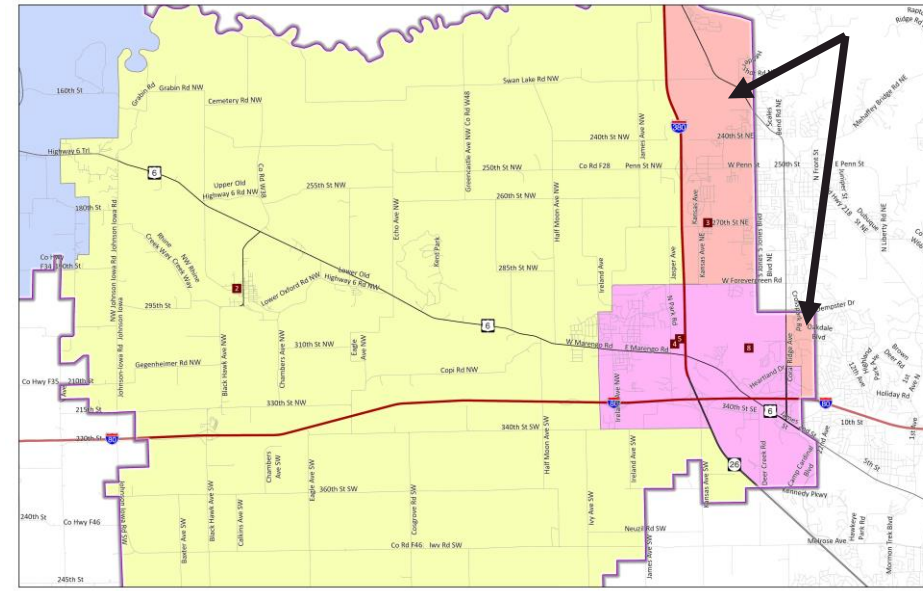
Goal – attendance areas follow natural features that make visual sense in the community

- When it is possible, contiguous attendance areas should be maintained
- Compact grouping of planning areas should be maintained
- All areas of the District should be assigned to an elementary attendance area



Contiguous

An attendance area is not split, creating compact contiguous attendance areas. Currently the district has contiguous Elementary Boundaries.



Not Contiguous

An attendance area is split to create islands that results in noncontiguous attendance areas

NOTE: The red line is the current elementary boundary.

VISUAL ONLY: does NOT reflect a proposed boundary option

Demographic Considerations

Goal – demographic diversity should be balanced among our schools

- Demographic diversity could be examined to minimize overloading any school with any one variable
- These variables could *potentially* include census household salary average, home values, ethnicity, housing products, and programming needs

Race and Ethnicity by Student Reside:	Asian	African American	Hispanic	Native American	Native Hawaiian	Two or More	White	Total
Amana Elementary	20	43	19	2	0	16	130	230
Clear Creek Elementary	3	23	43	1	1	22	156	249
North Bend Elementary	17	44	26	0	0	11	210	308
Tiffin Elementary	8	32	38	1	0	18	201	298

Source: RSP and CCA School District

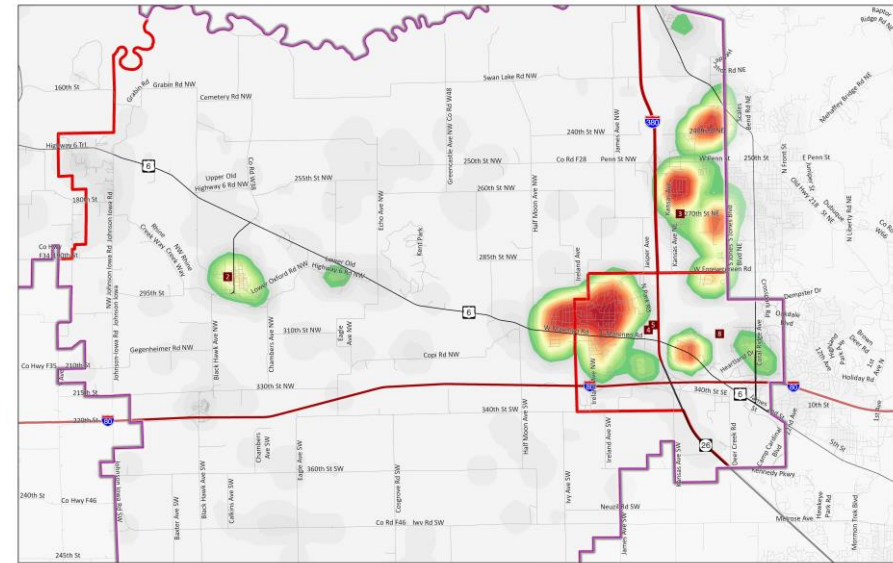
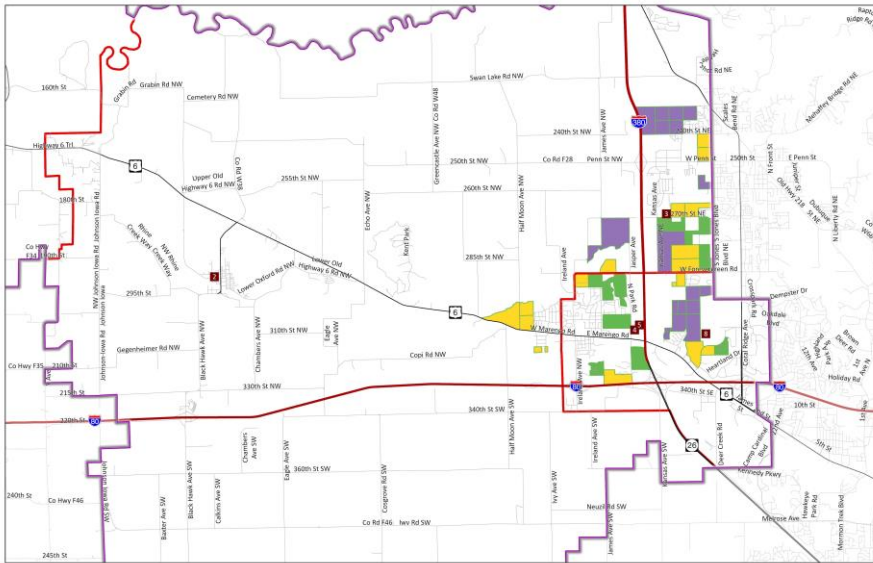
Analysis tables can provide context to the current diversity of students

Note: Data table does NOT reflect accurate student data. Tables serve as an example of a demographic analysis.

Duration of Boundaries

Goal – attendance areas remain the same for as long as possible

- This factor addresses the ability of an attendance area to accommodate the anticipated enrollment for a projected period of time
- Where possible, attendance areas should be stabilized to limit the number of future boundary changes
- Boundaries should be planned to last for a significant period of time (utilize potential growth)



Other variables to consider for the duration of boundaries are residential growth areas within boundaries to account for future student growth.

- **Green Areas: Current Growth**
- **Yellow Areas: 5-Year Growth**
- **Purple Areas: 10-Year Growth**

Knowing where students currently live can help understand how long the boundaries can be sustainable.

- **Red: highest current student density**
- **Green: low current student density**
- **Gray: no current student density**

NOTE: The red line is the current elementary boundary.

VISUAL ONLY: does NOT reflect a proposed boundary option

Fiscal Capital Considerations

Goal – for no additional expenses on brick and mortar projects

- Consider the impacts on capital costs
- Ensure boundary changes minimize the need and/or effectively eliminates the need for additional construction projects
- Factors to include:
 - New facility construction
 - Building additions and/or remodeling
 - Mobile classrooms/demountable wall relocations
 - Other capital costs



VISUAL ONLY: does NOT reflect a proposed boundary option

Fiscal Operational Considerations

Goal – for no additional expenses on staffing for each school

- Where possible, boundaries should be planned to maximize district resources in a fiscally responsible manner and take advantage of economics of scale
- Ensure boundary changes minimize the need for more staffing to ensure class size follows district policy
- Factors to include:
 - Staffing requirements
 - Educational program needs
 - Other operational costs

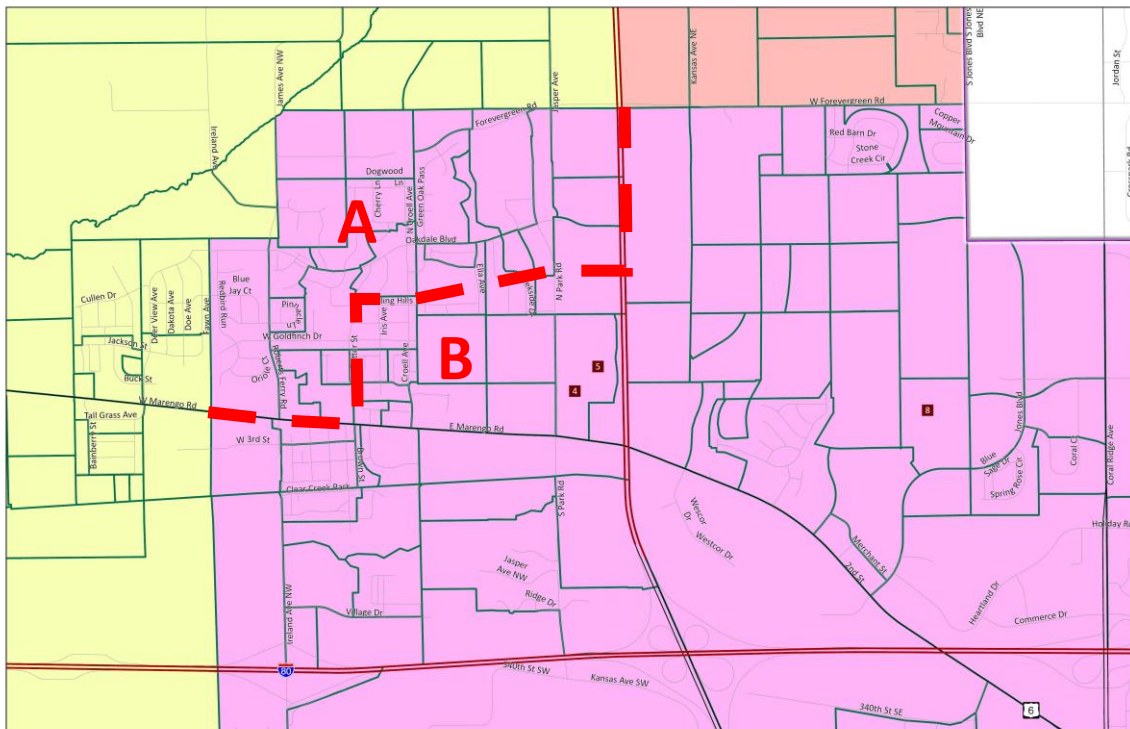


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Neighborhoods Intact

Goal – each planning area (subdivision) attends the same schools

- Where possible, neighborhoods should not be split between two schools
 - A neighborhood is defined as the smallest division of a planning area that can be subdivided by a natural line of demarcation, such as a stream or major traffic way
- There should be logical limits to define a neighborhood



Green lines represent a complete neighborhood (planning area)

*Splitting a planning area would be represented as the **dashed Red line labeled A and B** resulting in that planning area attending two different schools*

VISUAL ONLY: does NOT reflect a proposed boundary option

Projected Enrollment

Goal – balanced, logical enrollment that works within the confines of school capacities

- Considers building utilization, student enrollment, staffing needs and the educational program(s)
- Where possible, attendance boundaries should be created to anticipate the projected enrollment and the program/current capacity of the building

Projected Enrollment	Structural Capacity	Reside Projections (Current Boundaries):				
		2023/24	2024/25	2025/26	2026/27	2027/28
Amana Elementary	425	139	141	138	144	140
Clear Creek Elementary	500	340	345	353	356	371
North Bend Elementary	525	418	413	445	465	475
Tiffin Elementary	550	438	478	530	553	565
Student Total:	2,000	1,335	1,377	1,466	1,518	1,551

Source: RSP and CCA School District

Efficient building utilization should attempt to maximize student population without exceeding capacity.

The projection tables is based on student reside:

- **Green Shading:** Below 75% utilization
- **Orange shading:** Above 100% utilization

Students Impacted (SIBC)

Goal – minimize how many students are impacted by the new attendance areas

- SIBC determines the number of students that will be impacted by a boundary change
- Where possible, minimize the number of existing students impacted by a boundary change

Reading left to right indicates an impact on students from their current boundary to the concept boundary.

For example: The 4 students currently residing in Amana Elementary would now reside in Clear Creek Elementary in this concept.

Consideration should be given to the number of students affected by a potential boundary change, specifically how many students from one particular school could be affected.

ES SIBC Table:	Concept Reside				SIBC Total
	Amana Elementary	Clear Creek Elementary	North Bend Elementary	Tiffin Elementary	
Current Reside	Amana Elementary	Clear Creek Elementary	North Bend Elementary	Tiffin Elementary	SIBC Total
Amana Elementary	0	4	0	2	6
Clear Creek Elementary	9	0	4	6	19
North Bend Elementary	0	3	0	5	8
Tiffin Elementary	0	3	4	0	7
Student Impacted Total:	9	10	8	13	40

Source: RSP and CCA School District

VISUAL ONLY: does NOT reflect a proposed boundary option

Transportation Considerations

Goal – attendance areas do not require additional bussing expenses and do not result in unreasonable time for a student on a bus

- Proximity to school is one indicator of travel time, and it is needed to account for actual travel times
- While students may not necessarily attend the closest school; distance, transportation time, and routing should be considered, and minimized where possible, in formulating attendance boundaries



Colored rings indicate proximity to each school:

- **Red:** within .25 miles
- **Orange:** within .5 mile
- **Yellow:** within 1 miles
- **Green:** within 1.5 miles

Rings may overlap creating spaces between schools that are equidistant from different schools.

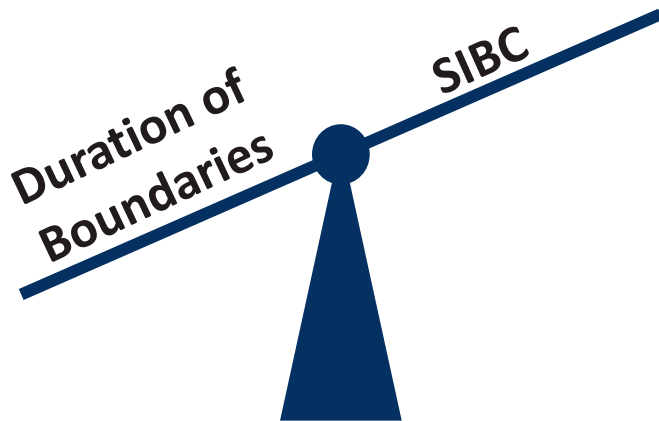
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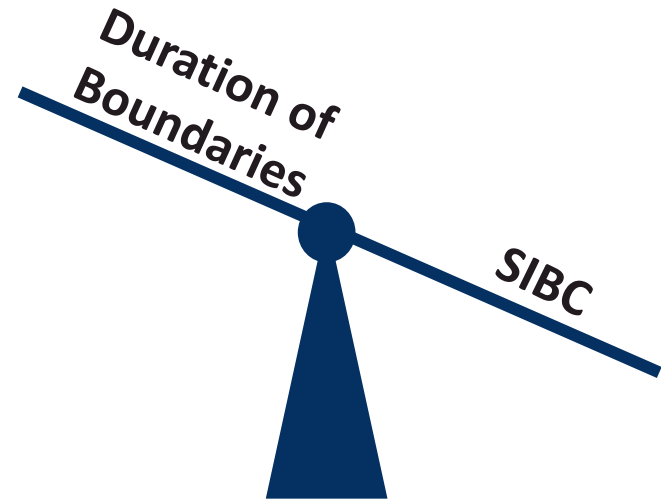
Contradicting Boundary Criteria

- In some cases, the Boundary Criteria may contradict one another
- A solution that may enhance one boundary criteria may work against a different one

For example: Duration of Boundaries vs Students Impacted in Boundary Change



Creating a boundary that impacts the least amount of students possible may not be as durable or long-lasting



Creating a long-lasting boundary that is as durable as possible may impact many students

This is why establishing a **PRIORITIZED LIST OF BOUNDARY CRITERIA** is important. In cases of contradictory criteria, a prioritized list will help the recommendation meet board objectives.

Activity 3: Prioritize Boundary Criteria

The purpose of this activity is to prioritize the boundary criteria to assist with evaluating and benchmarking scenarios:

Materials for Discussion: Boundary Criteria Examples

Directions: On the provided note card please write in prioritized order (#1, #2, #3) the boundary criteria you believe are the most important to guide the decision of making a change to the attendance areas

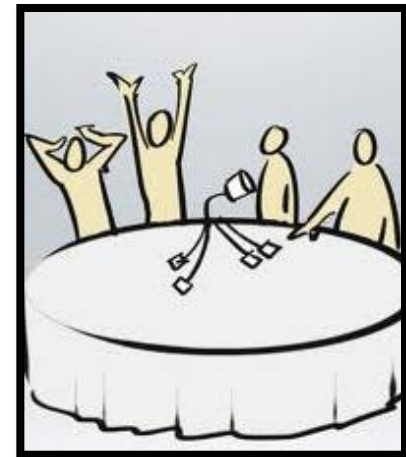
Time Limit – 5 minutes then report out

RSP will weight the criteria in the following way:

- #1 will get 3 points
- #2 will get 2 points
- #3 will get 1 point
- The criteria with the greatest number will be #1 and so on

Board Ranking Results:

1. Fiscal Consideration – Operational
2. Neighborhoods Intact
3. Fiscal Consideration – Capital
3. Projected Enrollment/Building Utilization



Next Steps

STEP 1 | Enrollment Analysis

- RSP completed 2023/24 Enrollment Analysis
- Timeline contingent on RSP receiving Official Count Day student data

STEP 2 | Administrative Boundary Process

- District Administration Meeting #1: November 2, 2023
- District Administration Meeting #2: November 16, 2023

STEP 3 | Public Input Opportunities

- Public input session scheduled to be December 3rd and 4th

Communication | Utilizing all media formats (newspaper, social media, district website, newsletters) to inform the community of the process and charge to the committee so they can follow what happens and prepare for the possible boundary changes that are being discussed.

Notes
