



# Do It Yourself Boundary Revisions

Dr. Kari Monsees, Raymore-Peculiar School District

MASA/MOSPRA Spring Conference

April 5, 2018



# Overview

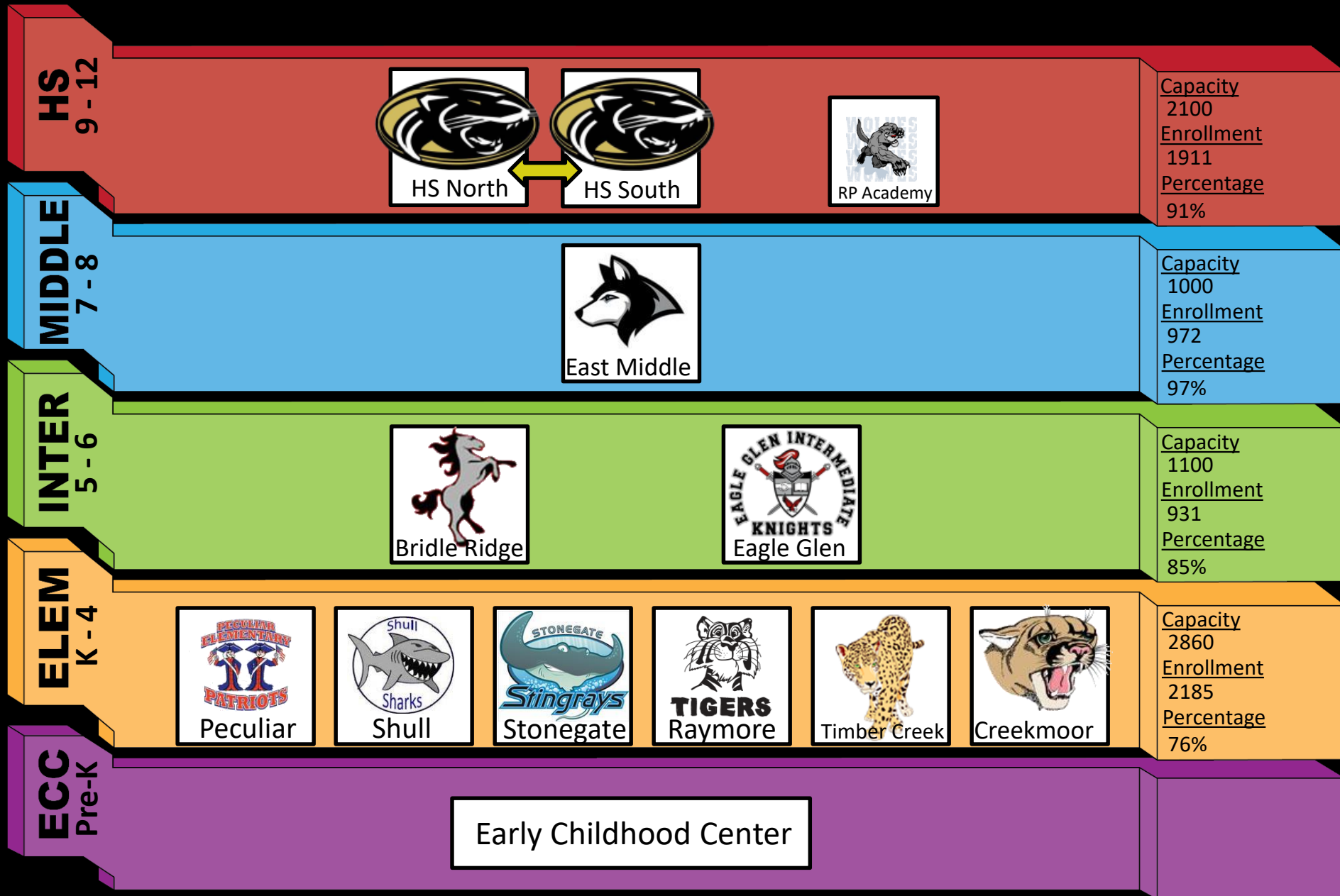
- Background – Long Range Facility Plan
- Committee process
- Timeline/meeting agendas
- Technical/data support
- Community engagement/feedback
- Communication approach
- Final steps/lessons learned



# Background & Context

- Facility plan BOE approved Sept. 2015
- Bond issue approved April 2016
- HS construction began late May 2016
- Attendance boundary revisions – goal Dec. 2016 BOE approval
- New alignment for August 2017

# Current Grade Configurations



**HS**  
9 - 12



Capacity  
2100  
Enrollment  
1911  
Percentage  
91%

**MIDDLE**  
7 - 8



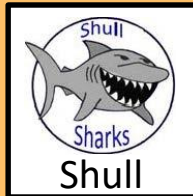
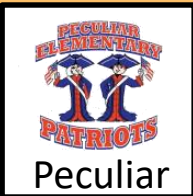
Capacity  
1000  
Enrollment  
972  
Percentage  
97%

**INTER**  
5 - 6



Capacity  
1100  
Enrollment  
931  
Percentage  
85%

**ELEM**  
K - 4



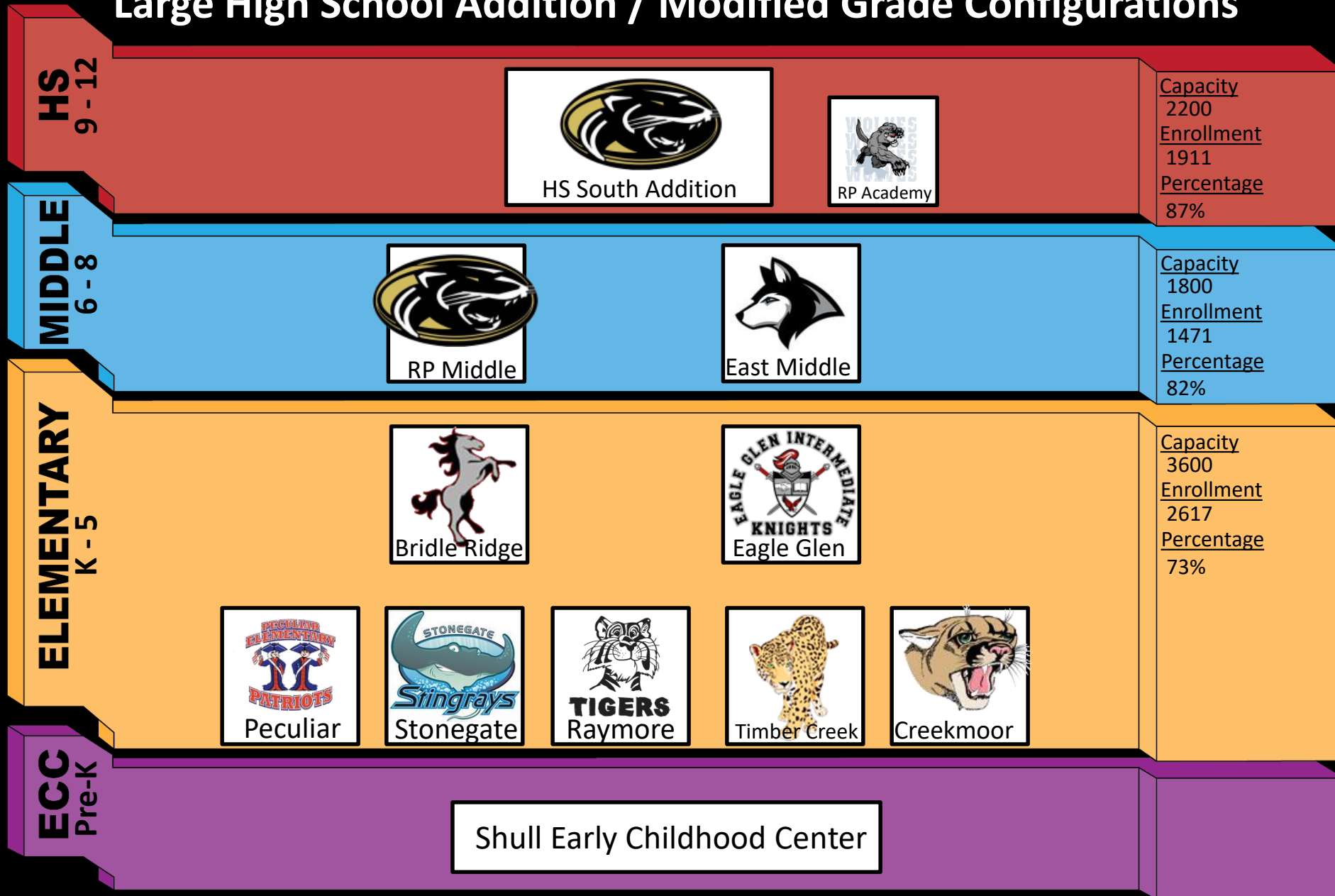
Capacity  
2860  
Enrollment  
2185  
Percentage  
76%

**ECC**  
Pre-K

Early Childhood Center

# Long Range Facility Plan

## Large High School Addition / Modified Grade Configurations



# Grade Configuration Adjustment

Current Grade Configuration	2017-18 Grade Configuration
K-4	K-5
5-6	6-8
7-8	9-12
9-12	

- Reduces one transition between buildings
- Increases building use efficiency
- Renovations required for Bridle Ridge & Eagle Glen to be converted to K-5 (student restrooms, playgrounds, furnishings)
- Contingent upon completion of HS addition



# Facility Plan Implementation Timeline

<b>Approximate Date</b>	<b>Action Step</b>
April 2016	Voter approval of bond issue
June 2016 to August 2017	Construction of HS addition
September to November 2016	Attendance boundary committee work
December 2016	BOE approval of attendance boundaries for 2017-18
January to March 2017	Design work for BR, EG, and Shull renovations
January 2017	Notify families of school assignments for 2017-18
February 2017	Complete staff reassignments as needed for 2017-18
April 2017	Award bids for summer renovations - BR, EG, Shull
August 2017	Start of school in new configuration





# Committee Membership

- ▶ Solicited community volunteers through a google form
  - ▶ Meeting dates/time/location predetermined
  - ▶ Gave a general charge of committee
  - ▶ Asked for number of meetings they could attend
- ▶ Selected participants by attendance area/subdivisions
  - ▶ 3 per elementary/intermediate, 6 from middle school
  - ▶ 30 parents total, 2 BOE members, 7 cabinet team members, 4 technical support
  - ▶ Non-selected members were told they could attend and observe





# Committee Logistics

- ▶ Data binder for each participant
- ▶ Six working groups (tables)
- ▶ Cabinet member at each table
- ▶ Shared google documents to gather feedback
- ▶ Snacks for each meeting (pizza at final meeting)
- ▶ Received permission to share membership list on website



# Committee Charge

The Board asks the committee to analyze data, review solutions, seek appropriate community feedback and ultimately make a new boundary recommendation to the Board by December of 2016. The charge to the committee is to work under these guiding principles:

1. The boundary should support strong educational programming at each school for an equitable experience for each child.
2. The grade configuration for the District shall be K-5, 6-8, 9-12 with Shull as the new Early Learning Center per the approved Long Range Facility Plan.
3. The boundary should accommodate future growth using the most current data available.




# Timeline (See Handout)

- Meetings on 1<sup>st</sup> and 3<sup>rd</sup> Tuesdays (5-7pm)
- September – background, data review
- October – define options, gather feedback
- November – review feedback, refine proposal and submit to BOE
- December – BOE approval



# Agenda – Meeting #1

- Welcome & Introductions
  - Background – Long Range Facility Plan
  - Committee Charge
  - Timeline
  - Operating Norms
  - Data Needed
  - Criteria Prioritization
- 




# Agenda – Meeting #2

- Welcome
- Recap of Last Meeting
- Confirm Boundary Criteria Priorities
- Data Review
- Draft Target Enrollments (K-5 Schools)
- Conceptual Starting Point for K-5



# Agenda – Meeting #3

- Welcome
  - Recap of Last Meeting
  - Data Review
  - Draft Elementary Boundary Scenarios
- 



# Agenda – Meeting #4

- Welcome
- Recap of Last Meeting
- Reach Consensus on Elementary Boundaries
- Explore Middle School Boundaries
  - ← Review Projected Enrollment and Demographic Information
  - ← Middle School Adjustment Calculator
- Gaining Feedback from our Community





# Agenda – Meeting #5

- (Skipped one planned meeting while gathering stakeholder feedback)
- Welcome
- Review Survey Feedback (sent electronically prior to meeting)
- Respond to Frequently Asked Questions
- Finalize Recommendations



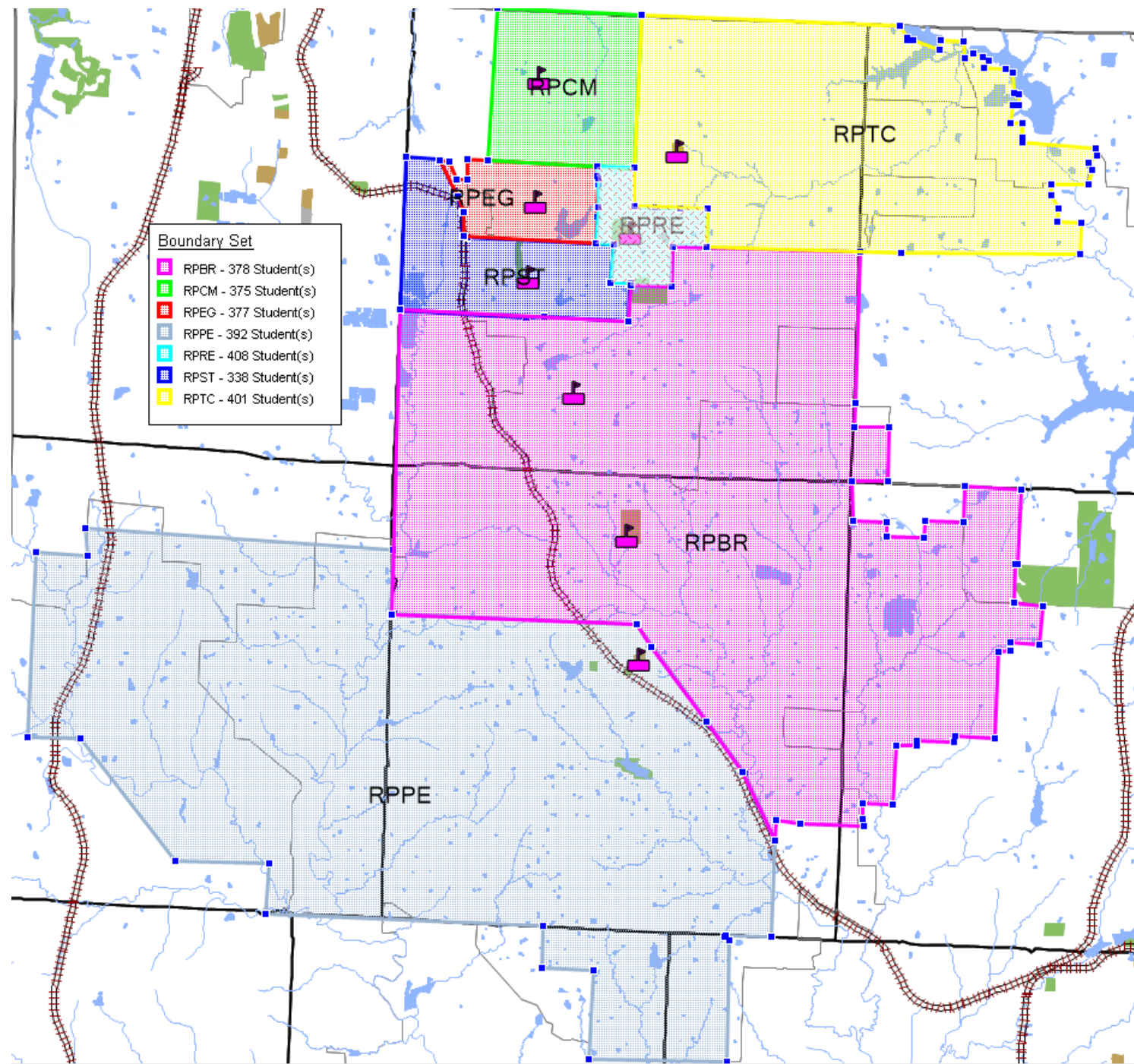
# Data Collected/Provided

- Current enrollment figures
- Projected future enrollments
- Old demographic study (2011-12 data)
- Building capacities
- Residential development information
- Building enrollment targets for 2017-18

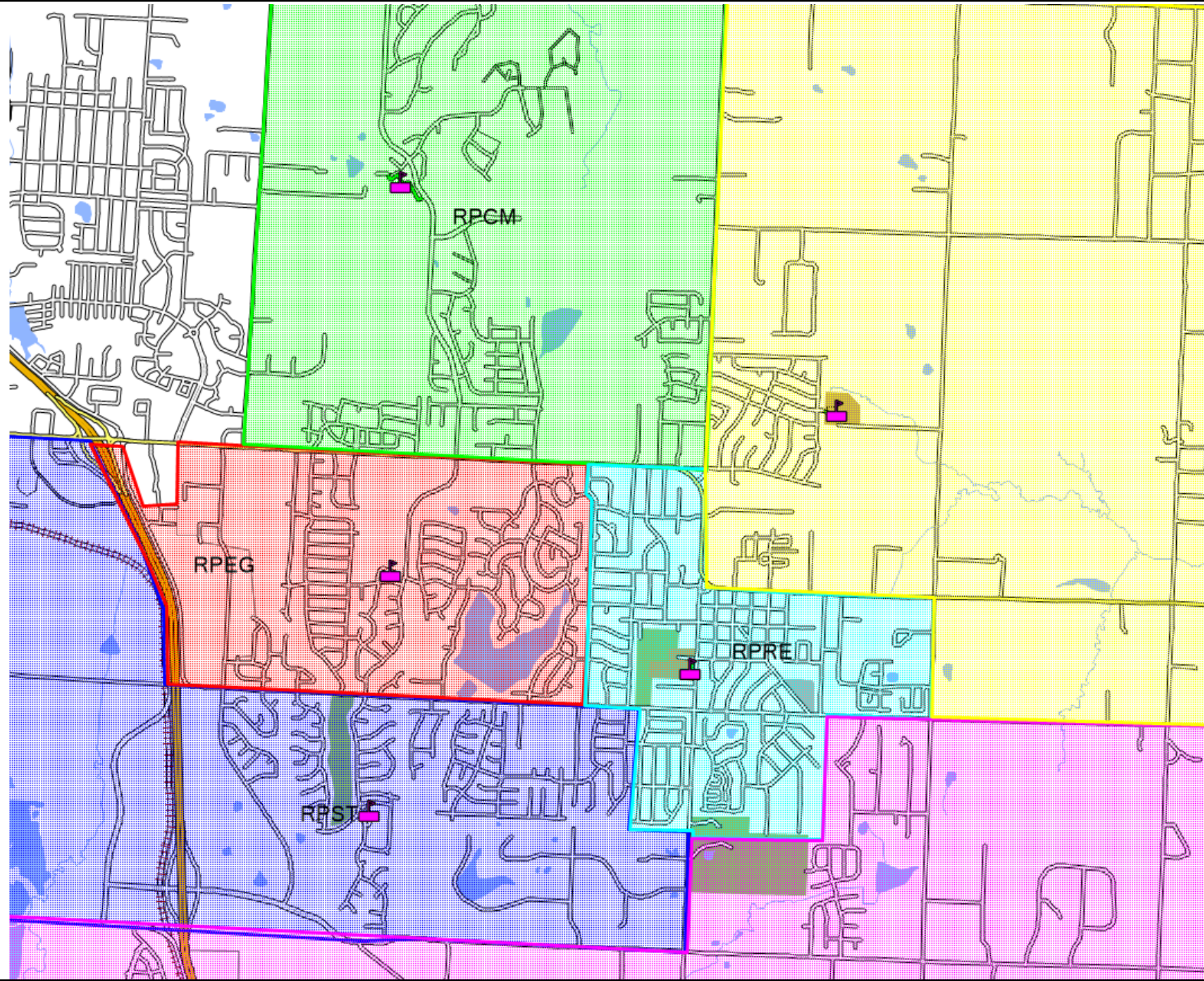


# Technical Aspects of Process

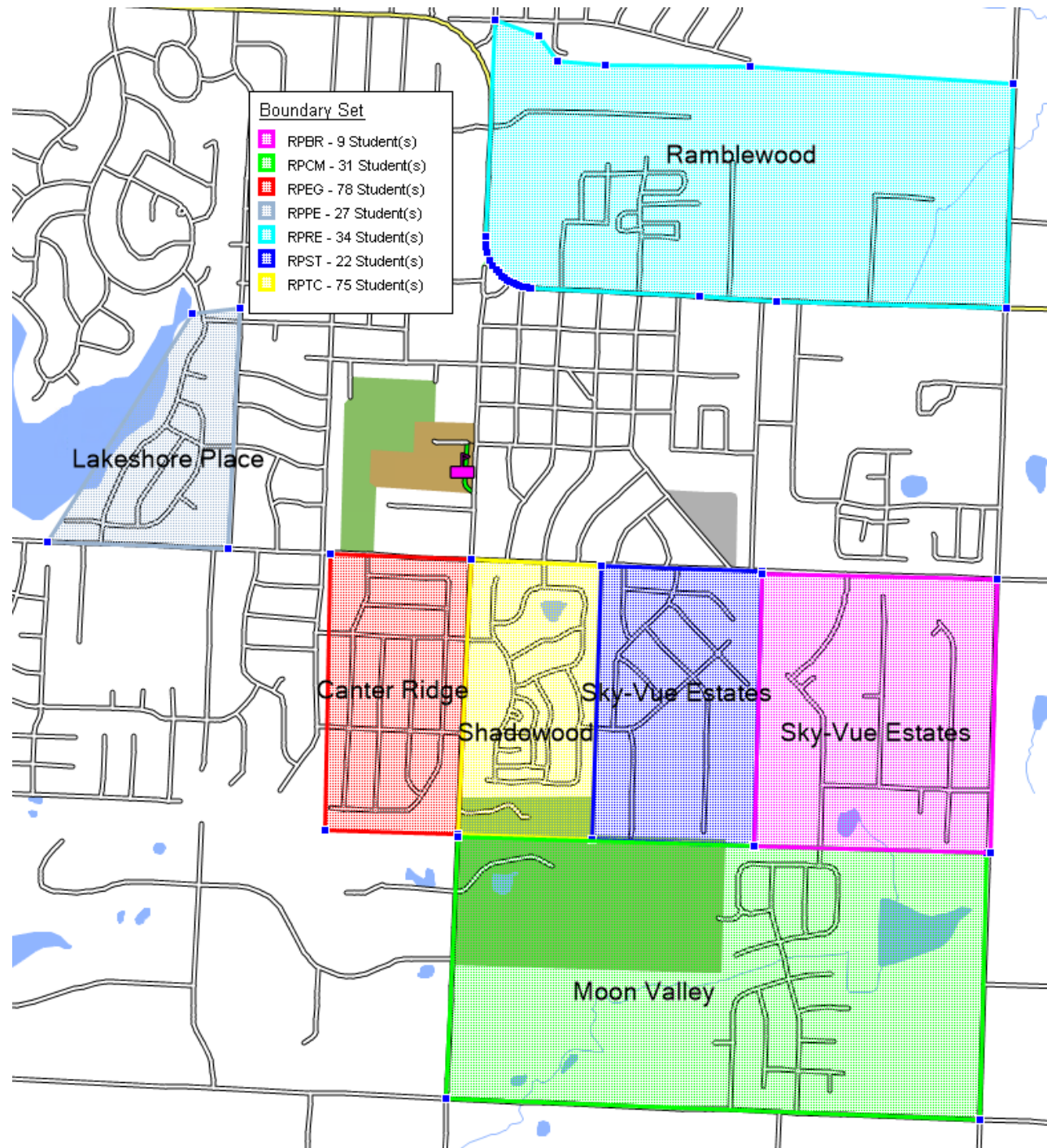
- Bus contractor utilizes TransFinder
- District purchased extra user license to access and utilize
- Tech department generated maps through TransFinder based on input, then combined with SIS information to generate demographic profiles
- Used city housing profile data to help target lower starting enrollments in higher growth areas
- Architect helped create/print draft boundary maps/boards for feedback and detailed final versions
- City of Raymore GIS employee produced finalized detailed maps













# Boundary Criteria Priorities:

## ➤ Highly Important Criteria

- Contiguous attendance areas
- Demographic balance considerations
- Keeping neighborhoods intact





# Boundary Criteria Priorities:

## ➤ Moderately Important Criteria

- Projected boundary duration/space for projected enrollment
- Efficient building utilization
- Transportation considerations



# Boundary Criteria Priorities:

## ➤ Less Important Criteria

- Feeder system considerations
- Fiscal considerations (Capital and/or Operational)
- Use major arterial roadways to divide attendance areas



# Stakeholder Feedback

- Coincided with fall Parent-Teacher conferences
- Advertised through all communication channels
- Poster boards at each school location (K-8)
- Handout with link & QR code to feedback survey
- Shared content with principals to send out as well
- Survey open for approximately 12 days
- Open-ended question for feedback



# Stakeholder Feedback

- Approximately 150 responses
- 40% Looks good!
- 40% Don't move my kid!
- 20% Miscellaneous observations & questions
- Used to develop FAQ document



# Ongoing Communication

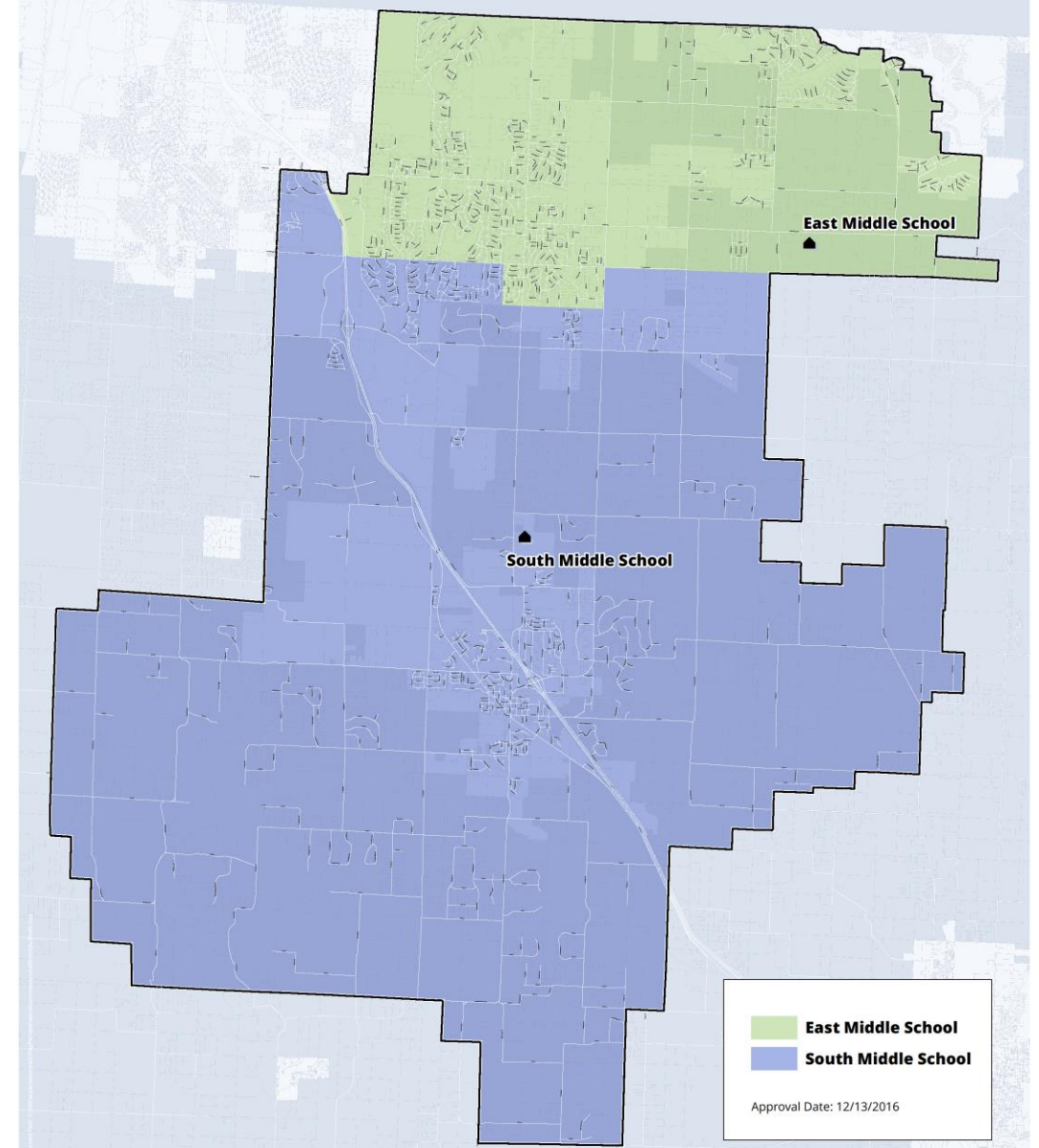
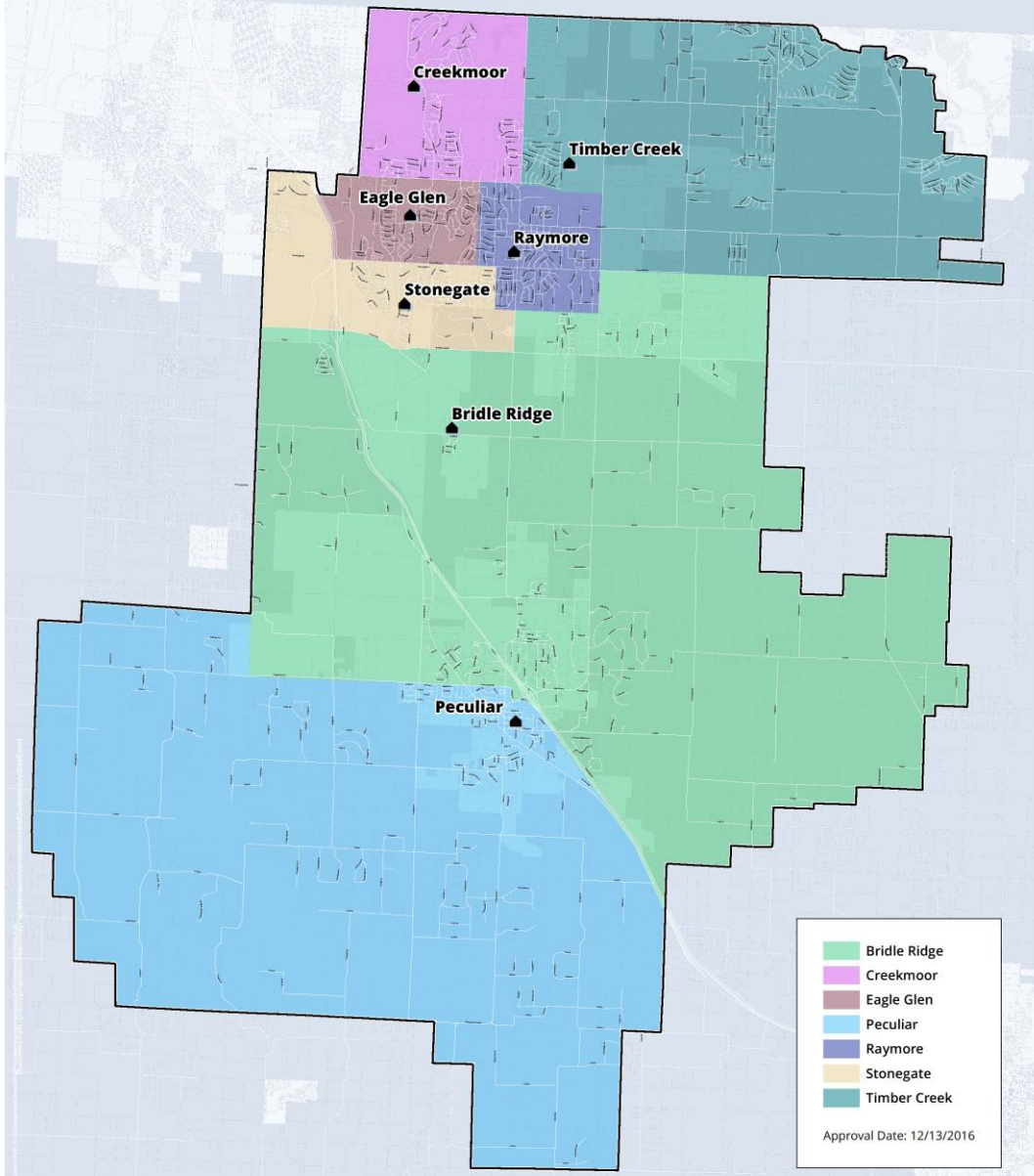
- Dedicated page on website
- Meeting summaries posted
- Regular updates through social media and all electronic communication
- Progress reports at each Board meeting
- Promotion of final boundaries
- Notice letters to families with transportation eligibility information



# Final Steps

- Produce high quality maps
- Educate building office staff on maps
- Share FAQ document repeatedly
- Schedule open house and orientation events to ease the transition
- Make staffing adjustments for new boundaries

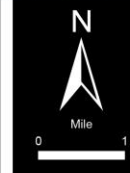




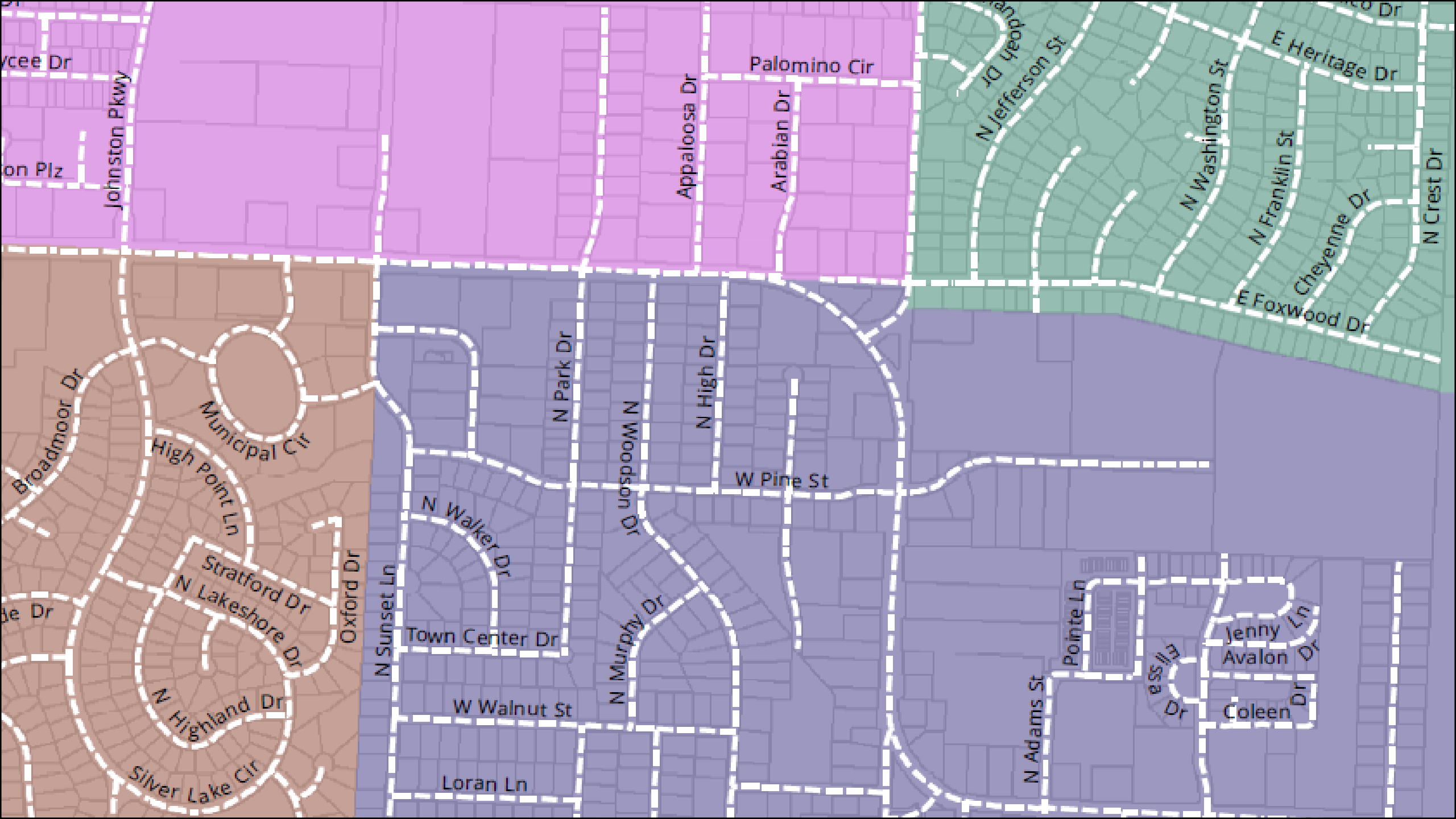
# Elementary School Attendance Areas



# Middle School Attendance Areas







lycee Dr

Johnston Pkwy

on Plz

Palomino Cir

Appaloosa Dr

Arabian Dr

N Jefferson St

N Washington St

N Franklin St

Cheyenne Dr

E Foxwood Dr

E Heritage Dr

N Crest Dr

Broadmoor Dr

Municipal Cir

High Point Ln

Stratford Dr

N Lakeshore Dr

N Highland Dr

Silver Lake Cir

Oxford Dr

N Park Dr

N High Dr

W Pine St

N Walker Dr

Town Center Dr

W Walnut St

Loran Ln

N Tussock N

N Murphy Dr

N Adams St

Pointe Ln

essila Dr

Jenny Avalon Dr

Coleen Dr

N Crest Dr



# Lessons Learned

- Adjusting transportation eligibility was more problematic than the boundary change
- Parents don't always read their letters from school
- Staff members can sometimes be the most challenging committee members
- Tell them what you are going to do, tell them as you are doing it, then tell them what you did, and then tell them again



# Lessons Learned

- Avoid grandfathering to the extent possible
- Identify locations for specialized programs afterwards
- Start working on new bus routes early
- Match summer school programs to new building configuration
- Good committee members often make good board candidates



# Questions?

- <http://www.raypec.k12.mo.us/1072/Attendance-Boundary-Committee>
- [kari.monsees@raypec.org](mailto:kari.monsees@raypec.org)