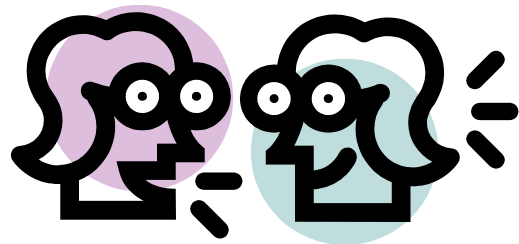


# Board Study Session: Boundary Process Update & Short-Term Facilities Plan

# Work/Study Session Purpose

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✓ Discussion



Decision



✓ Information



✓ Direction

# Key Questions

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- What changes have been made to boundary scenario development or data displays based on feedback?
- Does the Board have the information they need regarding the three scenarios that will be presented for community feedback in September?
- What is the relationship between the equity/balance commitment and the prioritized criteria in each of the three scenarios?

# Session Overview

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- Review equity commitment and prioritized criteria
- Review boundary timeline and process
- Review data display changes in response to feedback
- Present updated draft scenarios
- Preview next steps
- Provide update on short-term facilities plan

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# Timeline and Process

# Leading with Equity

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Lake Washington School District is committed to providing high quality education to all students. As a public school system, we serve a diverse student body. We value diversity of race/ethnicity, gender, ability, and socio-economic status. **State law and district policy specifies that attendance boundaries must not cause imbalance in diversity of student population. The committee will use criteria to evaluate boundary options.**

# Today

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- Range 1.99% - 34.35% Free/Reduced Lunch

# Prioritized Criteria

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1. Maintain neighborhoods to the extent possible
2. Minimize the number of students and families affected
3. Redistribute enrollment to match school capacity and accommodate growth
4. Minimize transportation impacts
5. Use natural boundaries to the extent possible
6. Provide proximity of special programs to the extent possible



# Boundary Committee Task

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- The task of the boundary committee is to analyze the attendance areas of the schools possibly affected by new schools and current/potential overcrowding.

# Scenario Analysis

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## Scenario Implications

Equity/Balance

FRL Range

### *Prioritized Criteria*

Maintain neighborhoods to the extent possible

Description

Minimize the number of students and families affected

Baseline: 1 200 (EL)  
900 (MS)

Redistribute enrollment to match school capacity and accommodate growth

Range of available classrooms (EL) and student capacity (MS)

Minimize transportation impacts

Description

Use natural boundaries to the extent possible

Description

Provide proximity of special programs to the extent possible

Description

# Goal of the Boundary Process

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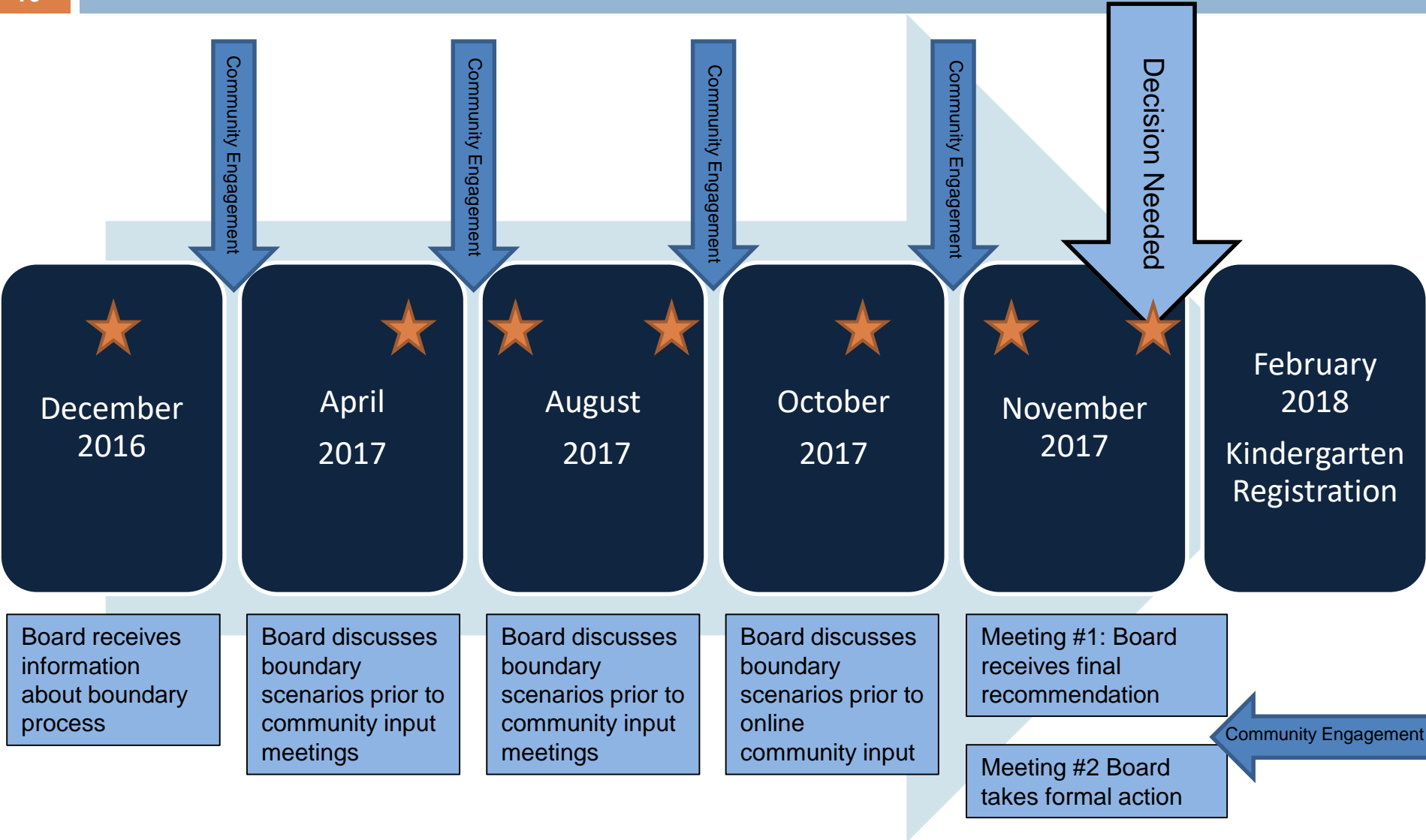
- Develop a final recommendation that provides necessary changes to school attendance areas in order to:
  - ▣ Redistribute students to existing schools
  - ▣ Draw attendance boundaries for new schools
  - ▣ Place district programs and choice schools

# Redmond Area Schools

| Elementary                          | Middle School                     |
|-------------------------------------|-----------------------------------|
| Alcott Elementary                   | Redmond Middle School             |
| Dickinson Elementary                | Evergreen Middle School           |
| Einstein Elementary                 | New Middle School – Redmond Ridge |
| Mann Elementary                     |                                   |
| Redmond Elementary                  | High School                       |
| Rockwell Elementary                 | Eastlake High School              |
| Rosa Parks Elementary               | Redmond High School               |
| Wilder Elementary                   |                                   |
| New Elementary – North Redmond      |                                   |
| New Elementary – Redmond Ridge East |                                   |

# Boundary Timeline

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# Community Input Opportunities

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| Date:                                    | Format                   | Method for gathering input   |
|--|--------------------------|--|
| May 4 – RMS<br>May 9 - EMS               | Open House and<br>Online | <ul style="list-style-type: none"><li>• Verbal discussion</li><li>• Written feedback</li><li>• Rank order preference</li></ul> |
| May 4 - 19                               | Online Open House        | <ul style="list-style-type: none"><li>• Written feedback</li><li>• Rank order preference</li></ul>                             |
| September 26 – RMS<br>September 28 - EMS | Open House               | <ul style="list-style-type: none"><li>• Verbal discussion</li><li>• Written feedback</li><li>• Rank order preference</li></ul> |
| September 26 – October 2                 | Online Open House        | <ul style="list-style-type: none"><li>• Written feedback</li><li>• Rank order preference</li></ul>                             |
| October TBD                              | Online                   | <ul style="list-style-type: none"><li>• Written feedback</li><li>• Rank order preference</li></ul>                             |

# Implementation Planning and Timelines

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## **Elementary:**

- Elementary boundary change will go into effect for the 2018-19 school year
- Students will transition to their new schools for 2018-19 (unless grandfathered, should grandfathering be part of the recommended/adopted boundary)

## **Middle School:**

- Middle School boundary change will go into effect for the 2019-20 school year
- Students will transition to their new schools for 2019-20 (unless grandfathered, should grandfathering be part of the recommended/adopted boundary)

## **High School:**

- High School boundary change will go into effect for the 2019-20 school year
- Incoming freshman will transition to their new school in September 2019
- No students attending high school in the 2018-19 school year will change high school placements

# Changes in response to feedback

- Scenario definition
- Data Displays
- Maps
- Middle School boundary vs. feeder pattern



# Scenario definition

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## Background:

- Feedback received indicated that community members were challenged to provide feedback on Elementary and Middle School scenarios when they were presented in isolation
- ▣ Previously, 3 scenarios were developed for elementary and 3 scenarios were developed for middle school but there was no relation between the elementary or middle school scenarios

# Scenario definition

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## Change:

- All scenarios have elementary, middle school and high school adjustments that are directly related to each other
- Scenarios were developed to be cognizant of a student's experience K-12

# Data Displays

## Background:

- Feedback received indicated that more information was needed to fully understand the implications of boundary adjustments
- Additionally, district programs such as Quest and Special Education were not able to provide feedback as there were not proposals about program adjustments

# Data Displays

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## Change:

- Data displays were updated to include:
  - ▣ Total Classrooms: Current
    - Permanent
    - Portable
    - Program use
  - ▣ Scenario Implications
    - K-5 classrooms needed
    - Proposed program use
    - Remaining classrooms

# Maps

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## Background:

- Feedback received indicated maps needed to be shown in a way that demonstrates the relationship between elementary, middle school, and high school boundary adjustments
- Feedback also indicated that additional information about the Redmond area may be beneficial to help provide context for the recommended changes

# Maps

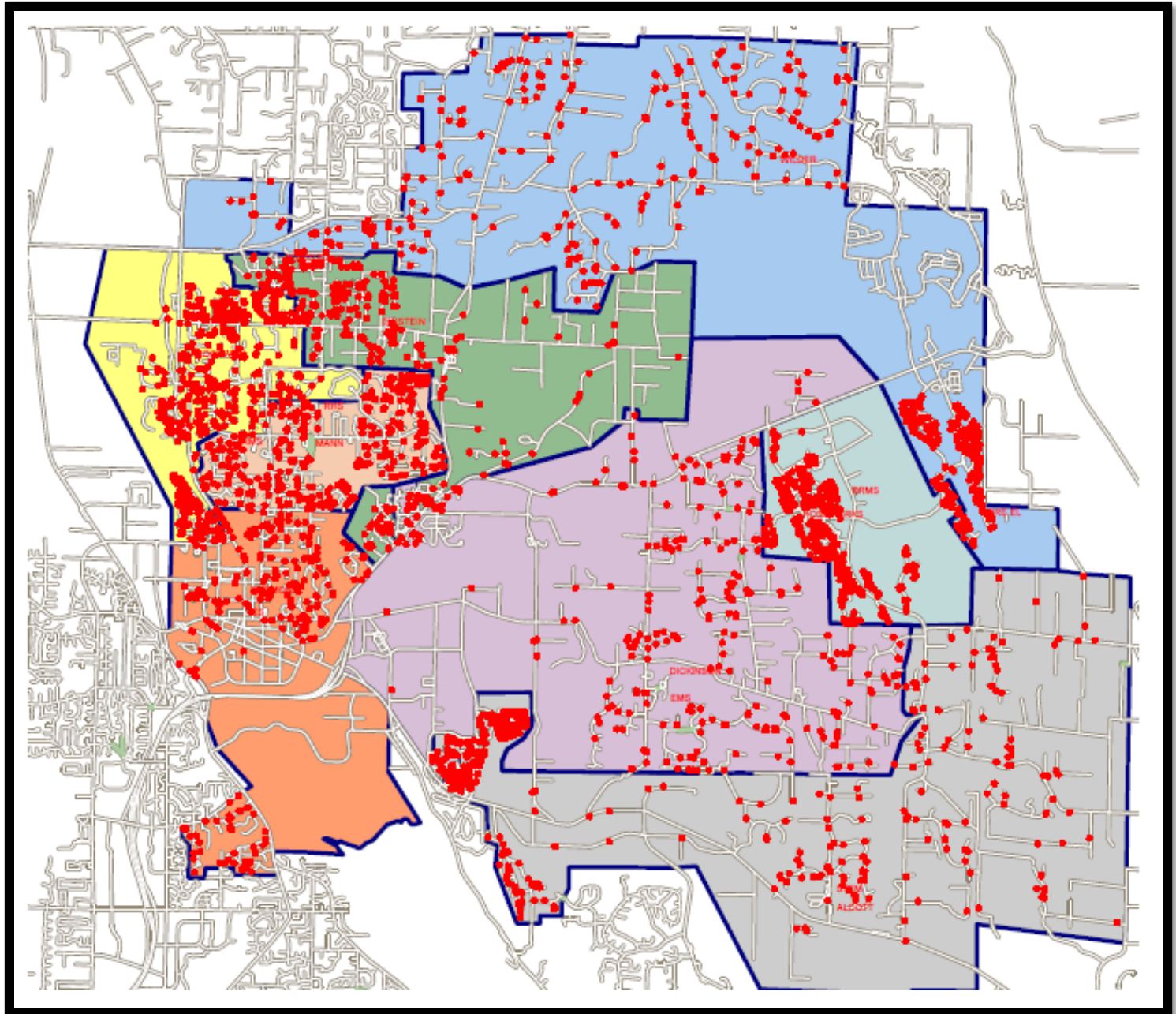
22

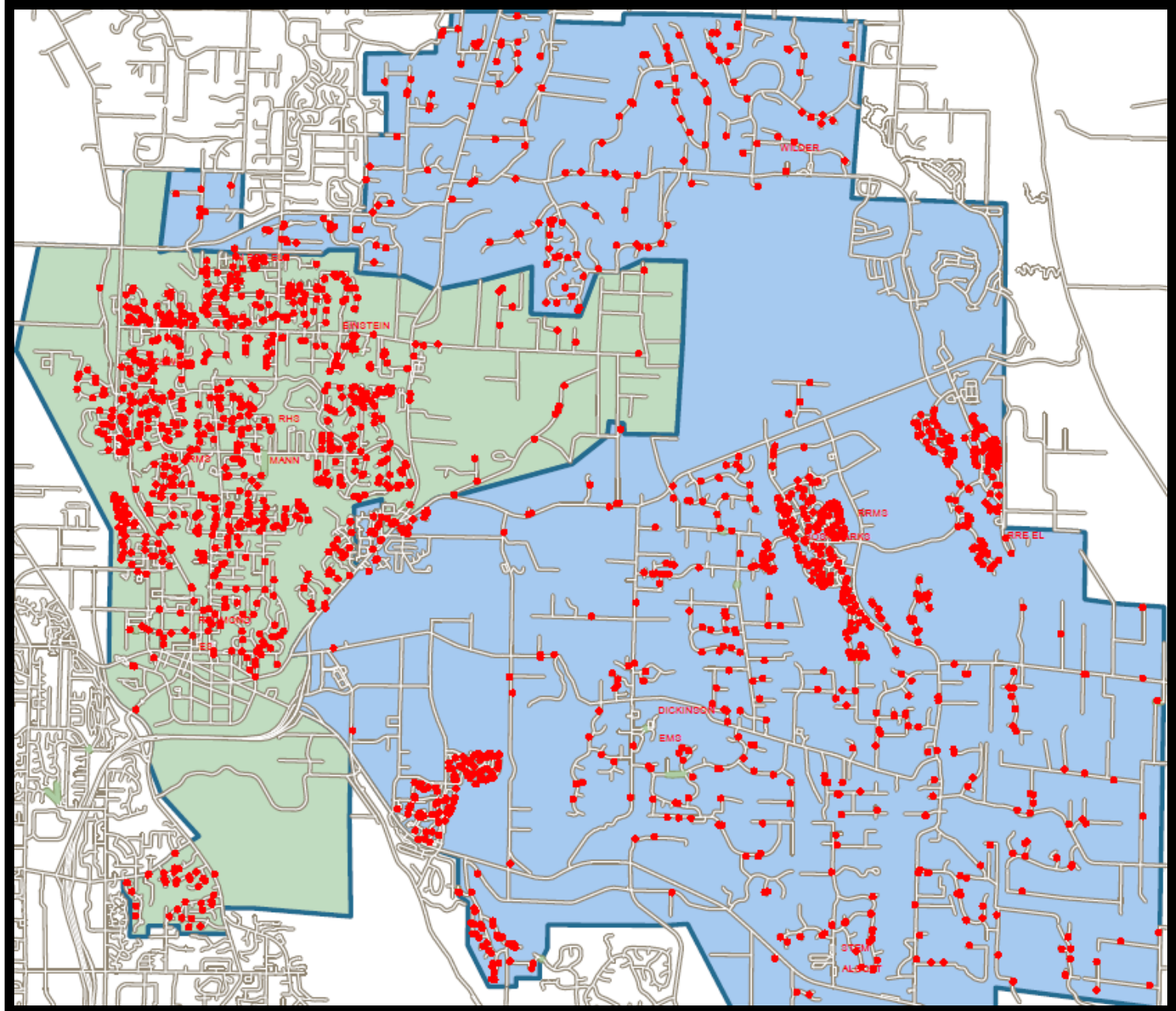
## Change:

- Maps are relational for elementary, middle school and high school
- Density maps for elementary and middle school were developed for the Redmond area
  - ▣ A population density map is used to represent the overall distribution of population within a particular area

## Future Change:

- Provide more description about the unique features of the Redmond area (natural barriers, man-made barriers, etc.)







# Middle School Boundary vs. Feeder

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## Background:

- Feedback received indicated that community members value proximity to schools when at all possible
  - ▣ This is particularly true for families that are within walking distance of their middle school

# Middle School Boundary vs. Feeder

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## Change:

- Scenarios were developed with middle school boundary lines rather than aligning elementary schools with middle schools (feeder pattern)

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# Scenario Development

# Scenario Development

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- The committee has met multiple times since the May community feedback meetings
- The committee considered the following when developing new/updated scenarios:
  - ▣ Feedback from community meeting
  - ▣ Rank ordered boundary criteria
  - ▣ Stated boundary task and goals
- Three new/updated scenarios are in draft form in preparation for the September community feedback meetings

# Draft Scenarios

Scenario 12

Scenario 13

Scenario 14

# Scenario 12

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| Scenario Implications   |   |
|---|---|
| Equity/Balance  | 1.99% - 29% FRL   |
| <i>Prioritized Criteria</i>   |   |
| Maintain neighborhoods to the extent possible                           | Description   |
| Minimize the number of students and families affected                   | 1,545 (EL)<br>671 (MS)                                      |
| Redistribute enrollment to match school capacity and accommodate growth | 0-3 available classrooms (EL)<br>352 under to 89 over (MS)* |
| Minimize transportation impacts   | Description   |
| Use natural boundaries to the extent possible                           | Description   |
| Provide proximity of special programs to the extent possible            | Description   |

\*does not account for program moves

# Scenario 13

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| Scenario Implications   |   |
|---|---|
| Equity/Balance  | 1.99% - 27% FRL   |
| <i>Prioritized Criteria</i>   |   |
| Maintain neighborhoods to the extent possible                           | Description   |
| Minimize the number of students and families affected                   | 1,599 (EL)<br>918 (MS)                                      |
| Redistribute enrollment to match school capacity and accommodate growth | 0-3 available classrooms (EL)<br>504 under to 46 over (MS)* |
| Minimize transportation impacts   | Description   |
| Use natural boundaries to the extent possible                           | Description   |
| Provide proximity of special programs to the extent possible            | Description   |

\*does not account for program moves

# Scenario 14

| Scenario Implications   |  |
|---|--|
| Equity/Balance  | 1.99% - 30%  |
| <i>Prioritized Criteria</i>   |  |
| Maintain neighborhoods to the extent possible                           | Description  |
| Minimize the number of students and families affected                   | 1,763 (EL)<br>864 (MS)                                       |
| Redistribute enrollment to match school capacity and accommodate growth | 0-3 available classrooms (EL)<br>598 under to 144 over (MS)* |
| Minimize transportation impacts   | Description  |
| Use natural boundaries to the extent possible                           | Description  |
| Provide proximity of special programs to the extent possible            | Description  |

\*does not account for program moves



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# Next Steps

# Next Steps

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- Committee will meet to finalize boundary scenarios for the community feedback meetings
- Boundary scenarios will be posted on website prior to community feedback meetings

# Boundary Timeline

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- Sept – Oct: Community Feedback
- October 16: Board Study Session
- November 6: Board Study Session & Recommendation/Presentation
- November 20: Board Action on Boundary

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# Short-Term Facility Plan

# History

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- In 2014 a short term plan was developed to address immediate needs for classroom space through 2017-18, prior to the 2016 bond
  - ▣ Added 69 classrooms through green portables, an addition, reconfiguration of interior spaces and changes to standard of services
  - ▣ Cost: \$20 million dollars (repurpose bond funds/SCAP, impact fees)
- We are in the process of doing a similar short-term facility needs analysis prior to the 2018 bond

# Next Steps

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- Update long-term enrollment and capacity projections once we have actual September enrollment

# Boundary and Bond & Levy Timeline

| Date *   | Board Study Session                      | Board Meeting   |
|--|--|---|
| *Propose Adding<br>September 18 5:00 p.m.<br>Study Session   | Bond & Levy and Short-Term Facility Plan | No Board Meeting  |
| October 2  | Bond & Levy and Short-Term Facility Plan | Bond & Levy Presentation                                |
| October 16*<br>• Propose time change to<br>7:00 p.m. meeting | Boundary                                 | Board Action on Bond & Levy Resolutions                 |
| November 6   | Boundary                                 | Boundary Recommendation & Presentation at Board Meeting |
| November 20  |  | Board Action on Boundary Recommendation                 |