

Planning for the Future:

Boundary Proposals



LAWRENCE PUBLIC SCHOOLS
Learning for All!

January 30, 2012

Discussion Points

- Introduction of RSP & Associates
- Baseline Discussion^(RSP)
 - Elementary and ESL Attendance Areas
 - Catchment Areas
- Proposal 1A
 - Close Kennedy and New York – open new eastside facility
- Committee Activity 1
- Proposal 1B
 - Close New York
- Committee Activity 2
- Proposal 2
 - Close Hillcrest– ESL cluster site moved from Hillcrest to Sunset Hill
- Committee Activity 3
- Next Steps

About RSP – Visualizing Success



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Founded in 2003

Professional planning and educational firm

Expertise in multiple disciplines

Over 20 years of planning experience

Over 70 years of education experience

Over 40 years of GIS experience

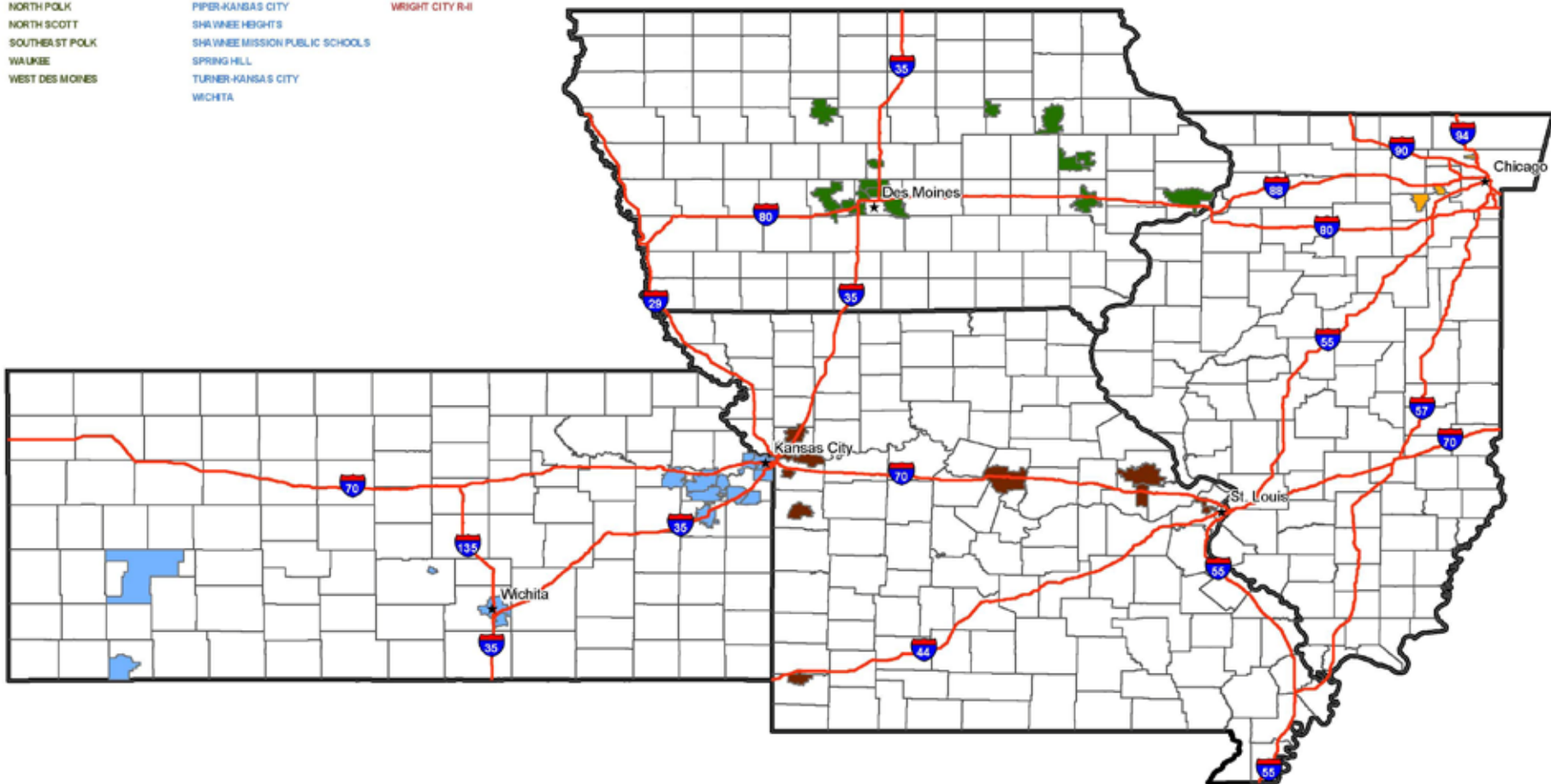
Clients in Arkansas, Iowa, Illinois, Kansas, Missouri, and North Dakota

Projection accuracy of 97% or greater

RSP & Associates - Clients

VISUALIZING SUCCESS

IOWA	ILLINOIS	KANSAS	MISSOURI	OTHER STATES
ADM	GLENDVIEW 31	BALDWIN CITY	COLUMBIA	AR - NORTH LITTLE ROCK
AMES	NAPERVILLE 203	BONNER SPRINGS	DIAMOND R-IV	ND - WEST FARGO
ANKENY	OSWEGO 308	DERBY	FORT OSAGER-1	ND - BISMARCK PUBLIC SCHOOLS
BETTENDORF		ELDORA	HARRISONVILLE-IX	
CEDAR FALLS		GARDEN CITY	KEARNEY R-I	
CEDAR RAPIDS		GARDNER EDGERTON	LADUE	
FORT DOUG		HUTCHINSON PUBLIC SCHOOLS	NORTH KANSAS CITY 74	
INDEPENDENCE		KANSAS CITY	PATTON/VILL R-III	
IOWA CITY		LAWRENCE	RAYTOWN-C-2	
JOHNSTON		LIBERAL	TROY R-III	
LINN-MAR		OTTAWA	UNIVERSITY CITY	
NORTH POLK		PIPER-KANSAS CITY	WRIGHT CITY R-I	
NORTH SCOTT		SHAWNEE HEIGHTS		
SOUTHEAST POLK		SHAWNEE MISSION PUBLIC SCHOOLS		
WAUKEE		SPRING HILL		
WEST DES MOINES		TURNER-KANSAS CITY		
		WICHITA		



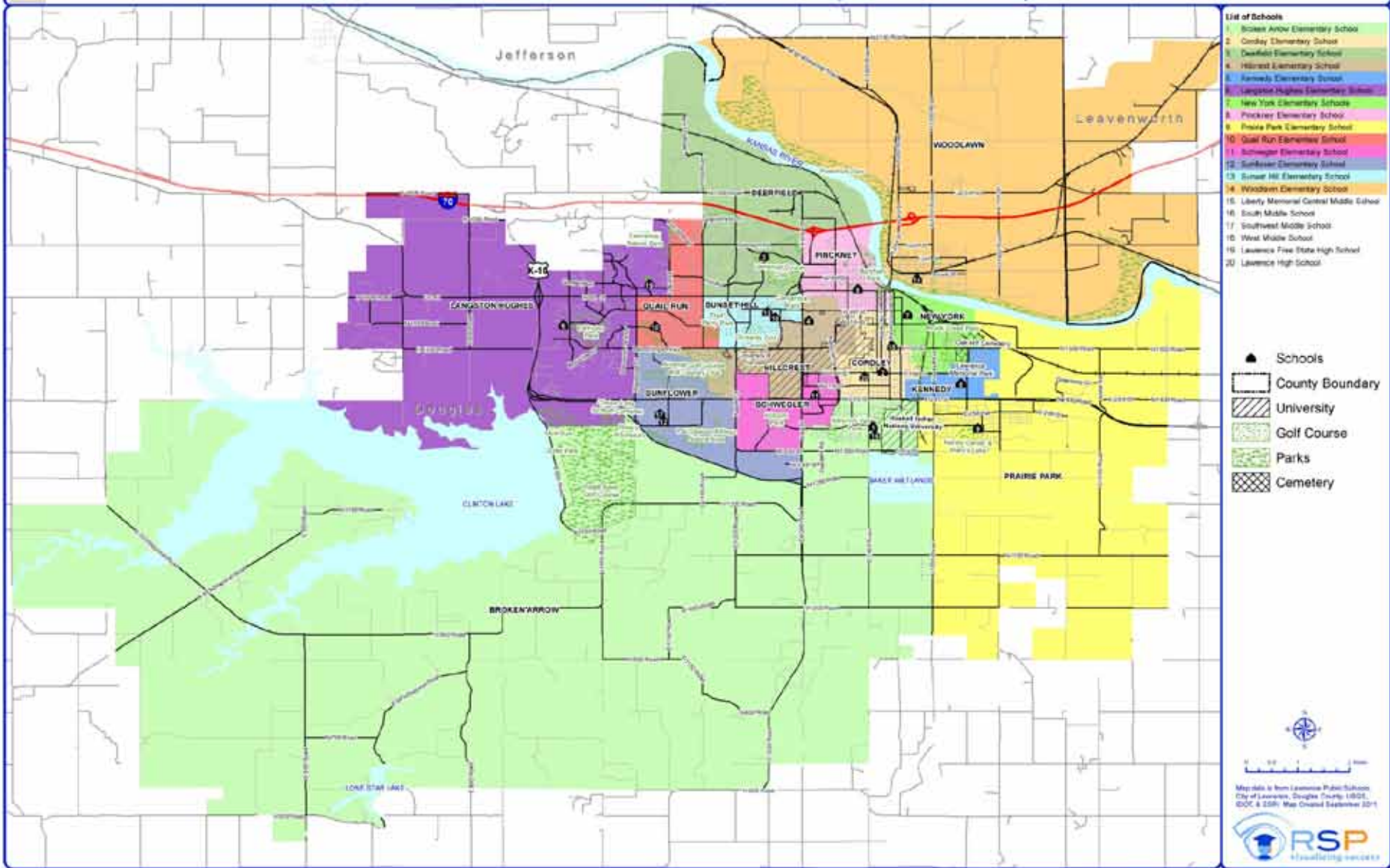
- ★ Major City
- Interstate
- County Boundary
- State Boundary
- IA - Clients
- IL - Clients
- KS - Clients
- MO - Clients

0 25 50 100 150 200 Miles

Background Information

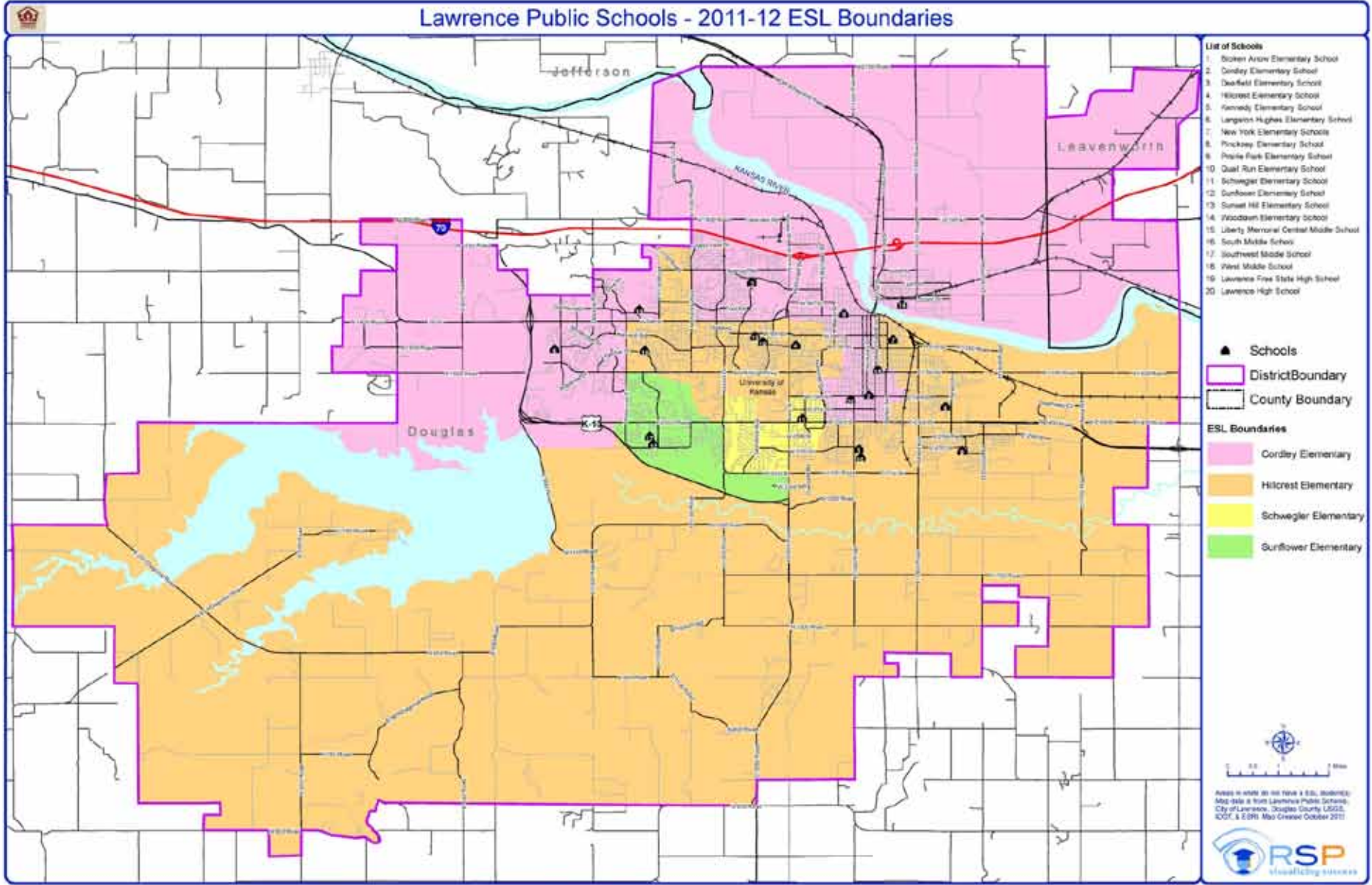
- Current Elementary Attendance Area
- Current ESL Attendance Area
- Catchment Areas

Lawrence Public Schools - Current Elementary School Boundary



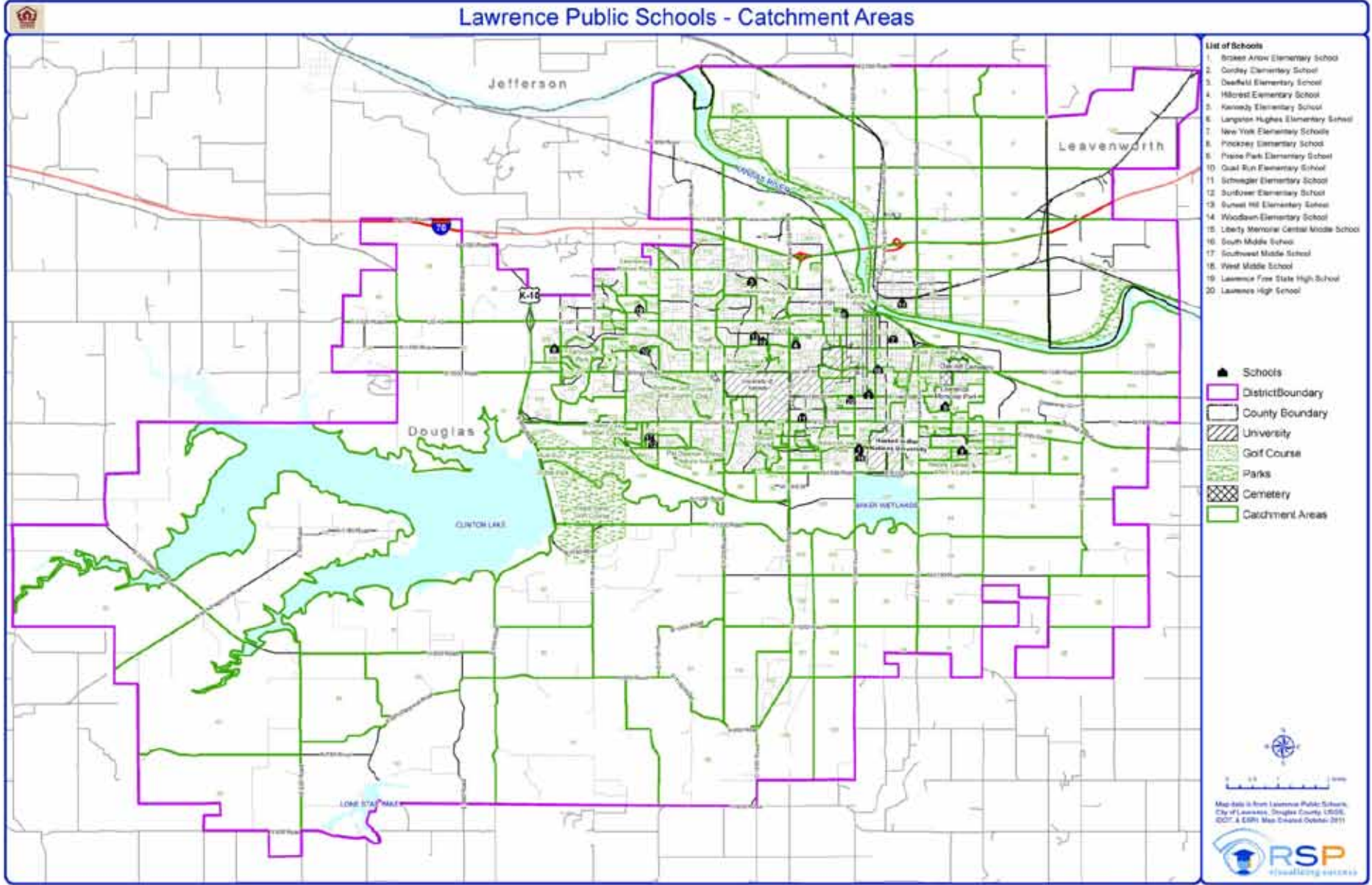
Elementary Map

- District Boundary (purple)
- City Limits
- Major water features
- Elementary Attendance Areas



ESL Map

- Different boundary from elementary – if these services needed the ESL boundary serves as determining which facility the student should attend to receive those services
- Currently clustered sites at Cordley and Hillcrest



Catchment Map

- Natural and Manmade Features
- Follows Attendance Areas
- Type of Development (SF, MF, Dup, TH)
- Green lines represent the Planning Areas RSP created



Lawrence Public Schools - Detailed Catchment Areas with Aerial Imagery



Detailed Catchment Map

- Zoomed into Prairie Park Elementary
- Shows catchment areas
- Aerial of area depicted
- Dots represent location of students

Catchment Definition

An area of land defined by one of the following:

- By Land Use (Residential, Commercial, Industrial)
- By Residential Density (Single-Family, Mobile Home, Duplex, Apartment)
- By Natural Features (Rivers and Creeks)
- By Manmade Features (Railroad and Roads)
- Elementary School Attendance Areas
- Middle School Attendance Areas
- High School Attendance Areas
- ESL Attendance Areas

Committee Information

- Ground Rules
- Vision Statement for Elementary Schools
- Committee Top Three Value List
- Things to consider for Proposals
- RSP's Role

Ground Rules

- Start and end meetings on time
- Let people finish, don't interrupt
- No side-bar conversations
- Avoid evaluation of ideas when brainstorming
- Remain open to the process, leave agendas at the door
- Clearly state status of the proceedings at the end of each meeting
- Create an agenda for the next meeting at the end of each meeting
- No planning meetings will be held between meetings by facilitators, chair or staff, without consulting the Working Group
- Ask, rather than assume
- Don't talk over others
- Everyone is equal in the room, respect one another
- Working Group members are encouraged to challenge facilitators, chairman and superintendent if they appear to be steering the group and veering away from neutrality
- Members of the public may pull up a chair and listen to small group discussions, but will not be allowed to participate in the discussions
- Be present, no texting or phone calls

Vision Statement for ES Schools

1. All 11 or 12 elementary schools remaining after consolidation shall be renovated and expanded to eliminate deficiencies and needs including the elimination of portables.
2. We shall strive to have elementary schools of between 300 and 500 in enrollment to ensure efficiencies and to reflect our community's interest in avoiding schools that are either too large or too small.
3. We shall strive to create and maintain schools that embody a sense of community so that every school is a community school and allowing for as many children as possible to walk or bike to school if they choose to do so.
4. All schools shall have the space to support the district's educational programming including all day kindergarten.
5. There shall be equity in learning environment among all facilities throughout our community.
6. Any new or renovated space shall consider flexibility to accommodate future changes to educational programming.
7. All remaining elementary schools shall be fully utilized before constructing new schools other than those that would replace an existing school.

Vision Statement for ES Schools (cont)

To make this vision possible, we shall reduce the current 15 elementary schools to 11 or 12 schools by closing Wakarusa Valley at the end of the 2010-2011 school year and then consolidate the six schools of Sunset Hill, Hillcrest, Pinckney, Cordley, Kennedy and New York into four or three schools within three years.

This will enable our district to reach the target enrollment goals, to maximize operational funds to increase equity in learning, to focus educational funds on teaching and learning and to make more affordable the necessary renovations of remaining facilities.

Committee Top Three Values List

- Quality over quantity/efficiency
- Equity for all students. No marginalization of any student (understanding, respect)
- Balance, stability, flexibility
- Decisions are not made in a vacuum (Consider broader impact of decisions)
- Value and respect others in group
- Focus on the individual needs of students. (“The tide rises all boats”)
- Drop “sacred cows” and personal agendas to focus on what students deserve
- Look forward and long-term
- Focus on the best interest of all students
- Build on the current success of schools with new ideas (sustainable solutions)
- Respect differing values
- Adaptability

Things to Consider for Proposals

- It's important to look at the individual needs of students instead of just providing classrooms of equal size
- Access to technology is important, especially for low-income students who may not have access to technology at home
- Ensure that students' basic needs are met with full-time support staff
- Allocate support staff at levels recommended for serving challenged populations
- Design facilities with sufficient room for support staff
- Keep class sizes/school sizes within recommended ranges for serving challenged populations
- Equity in playground equipment is important
- Provide adequate paraeducator support
- One small group is uncomfortable with elementary school sizes larger than 400
- Consolidating schools that serve the highest at-risk populations is a concern
- Consolidation shouldn't create a school with a greater #/% of low SES, ESL, racial diversity, etc. without providing additional resources
- Provide healthy classroom environments (air quality, natural light, etc.)
- Focus on the school district's goal to close achievement gaps

Proposal Information

- RSP's Role
- Proposal 1A
- Committee Activity 1
- Proposal 1B
- Committee Activity 2
- Proposal 2
- Committee Activity 3
- Next Steps

RSP's Role in Process

What RSP is the Scope of Services in the creation of Proposals:

- Providing "What If" analysis
- Creating maps to show the "What If" analysis
- Facilitating the discussion of "What If"

What was not in RSP's scope of services in the creation of Proposals:

- Closing a Facility
- Changing Elementary Attendance Areas
- Changing ESL Attendance Areas
- Changing or Adding ESL sites
- Building new facilities
- Updating capacity of facilities
- The criteria, values, or vision to make a recommendation to the BOE

Proposal 1A - Overview

- Projections based on Reside
- Show how ESL students will flow to ESL cluster sites
- Close Kennedy Elementary
- Close New York Elementary
- Open a new elementary at 15th and Haskell (capacity 450)
- Capacity increased to 350 at Cordley, Hillcrest, and Sunset Hill
- Attendance areas remain the same:
 - Langston Hughes
 - Schwegler
 - Woodlawn
- Changed the following attendance areas:
 - Broken Arrow – moved portion to Prairie Park
 - Cordley – moved portion to new facility and Pinckney
 - Hillcrest – moved portion to Pinckney and Sunset Hill
 - Deerfield – gain portion of Quailrun
 - Pinckney – gain portion of Cordley and Hillcrest
 - Prairie Park – moved portion to new facility and gain portion of Broken Arrow
 - Quailrun – moved portion to Deerfield and gains portion of Hillcrest and Sunflower
 - Sunflower – moved portion to Quailrun
 - Sunset Hill – gain portion of Hillcrest
 - New facility – gain New York, portion of Kennedy and Prairie Park

Committee Activity #1

- At Your Table:
 - Choose a facilitator & scribe
- Discuss Proposal 1A:
 - Strengths
 - Concerns
 - Enhancements
- Report out

Proposal 1B - Overview

- Projections based on Reside
- Show how ESL students will flow to ESL cluster sites
- Close New York Elementary
- Attendance areas remain the same:
 - Langston Hughes
 - Schwegler
 - Woodlawn
- Changed the following attendance areas:
 - Broken Arrow – moved portion to Prairie Park
 - Cordley – moved portion to Pinckney, gained portion from New York
 - Deerfield – gain portion of Quailrun
 - Hillcrest – moved portion to Sunset Hill
 - Kennedy – gain portion of New York and Prairie Park
 - Pinckney – gain portion of Cordley and New York
 - Prairie Park – moved portion to Kennedy and gain portion of Broken Arrow
 - Quailrun – moved portion to Deerfield and gains portion of Hillcrest and Sunflower
 - Sunflower – moved portion to Quailrun
 - Sunset Hill – gain portion of Hillcrest

Committee Activity #2

- At Your Table:
 - Choose a facilitator & scribe
- Discuss Proposal 1B:
 - Strengths
 - Concerns
 - Enhancements
- Report out

Proposal 2 - Overview

- Projections based on Reside
- Show how ESL students will flow to ESL cluster sites
- Close Hillcrest
- Relocate ESL from Hillcrest to Sunset Hill
- Attendance areas remain the same:
 - Langston Hughes
 - Woodlawn
- Changed the following attendance areas:
 - Broken Arrow – moved portion to Prairie Park
 - Cordley – move portion to Kennedy and New York, gain portion from Hillcrest
 - Deerfield – gain portion from Quailrun
 - Kennedy – move portion to Prairie Park and gain portion from Cordley and New York
 - New York – move portion to Kennedy and gain portion from Cordley and Hillcrest
 - Pinckney – gain portion from Hillcrest
 - Prairie Park – gain portion of Broken Arrow, Cordley, and Kennedy
 - Quailrun – move portion to Deerfield and gain portion from Hillcrest, Sunflower, and Sunset Hill
 - Schwegler – gain portion from Hillcrest
 - Sunflower – move portion to Quailrun
 - Sunset Hill – move portion to Quailrun

Committee Activity #3

- At Your Table:
 - Choose a facilitator & scribe
- Discuss Proposal 2:
 - Strengths
 - Concerns
 - Enhancements
- Report out