Planning for the Future

17/18 Facility Master Plan

Presented to the District on April 09, 2018

LEARNER CENTERED
COMMUNITY CONNECTED
TEACHER EMPOWERED
Discussion Points

- **Introduction** (Part One)
  - About RSP
  - Clicker Questions
  - Process Emotions - Activity
  - Future of Learning - Video

- **Process** (Part Two)
  - Roles
  - FMP Process
  - Academics, Culture, Economics

- **Guiding Principles** (Part Three)
  - 10 Key Issues
  - Guiding Principles
  - Concerns / Constraints

- **Moving Forward** (Part Four)
  - Next Steps
Part One:
Introduction
About RSP

- Founded in 2003
- Professional educational planning firm
- Expertise in multiple disciplines
- Over 20 Years of planning experience
- Over 80 years of education experience
- Over 20 years of GIS experience
- Clients in Arkansas, Iowa, Illinois, Kansas, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, and Wisconsin
- Projection accuracy of 97% or greater

Planning

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Educators

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Our Clients

NORTH DAKOTA
- Alexander
- Bismarck
- Central Cass
- Fargo
- Garrison
- Glenburn
- Grand Forks
- Jamestown
- Killdeer
- Mandan
- McKenzie County
- Minot
- New Public School
- Northern Cass
- Richardton
- Taylor
- Rugby
- West Fargo
- Wilton

ILLINOIS
- Glenview
- Indian Prairie
- Keeneyville
- Kewanee
- Naperville
- Norridge
- Oswego
- Rockford
- Yorkville

MISSOURI
- Columbia
- Diamond R-IV
- Fort Osage R-I
- Grain Valley
- Harrisonville R-IX
- Jackson
- Jennings
- Kearney R-I
- Ladue
- North Kansas City
- Pattonville R-II
- Platte County R-III
- Raymore-Peculiar R-II
- Raytown C-2
- Rockwood
- Troy R-III
- University City
- Wright City R-II
- Andover
- Baldwin City
- Bonner Springs
- Derby
- De Soto
- Eudora
- Garden City
- Gardner-Edgerton
- Hays
- Hutchinson
- Kansas City
- Lawrence
- Liberal
- Maize
- Manhattan-Ogden
- Newton
- Ottawa
- Pittsburg
- Piper-Kansas City
- Riley County
- Shawnee Heights
- Shawnee Mission
- Spring Hill
- Turner- Kansas City
- Wichita

KANSAS

NEBRASKA
- Adams
- Central NE
- Bellevue
- Millard
- Westside

ARKANSAS
- Bryant
- North Little Rock

MINNESOTA
- Duluth

OKLAHOMA
- Yukon
- Newcastle

WISCONSIN
- River Falls
- Hudson

IOWA
- Adel
- DeSoto
- Minburn
- Ames
- Ankeny
- Atlantic
- Ballard
- Bettendorf
- Boundurant-Farrar
- Cedar Falls
- Cedar Rapids
- Clear Creek-Amana
- Council Bluffs
- Dallas Center
- Grimes
- Fort Dodge
- Gladbrook-Reinbeck
- Grinnell-Newburg
- Independence
- Iowa City
- Johnston
- Linn-Mar
- Newton
- North Polk
- North Scott
- Norwalk
- Okoboji
- Ottumwa
- Rock Valley
- Saydel
- Sergeant Bluff-Luton
- Sioux City
- Southeast Polk
- Urbandale
- Van Meter
- Waukee
- West Des Moines
- Western Dubuque
- West Liberty
- Winterset
Questions and the use of the Clickers are to help RSP, Board of Education, Administration, and the public better understand what you may be thinking about the working draft as well as:

- Keeping your mind engaged
- Get immediate feedback
- Answers will help with future discussions
Activity: Process Emotions (Activity 1)

This purpose of this activity is to visualize what the community will think about the process:

Materials for Discussion:

- Pen and paper
- Emotions about Facility Master Plan:
  - Are you Anxious?
  - Are you Hopeful?
  - Are you Excited?

Directions:

- Choose the emotion (Anxious, Hopeful, Excited) which best fits your feeling about the task and write down the reasons the task makes you feel that way.

Time Limit – 5 to 10 minutes then report out
**Activity: Process Emotions**

**Hopeful:**
- Solve the issues of change
- Outside of the box thinking

**Excited:**
- Great/More opportunity for the district and our students
- New / Creative / Innovative teaching
- Having a plan that is complete and accurate
- Share common goal between all three communities
- New Facility for creative learning

**Anxious:**
- What if growth doesn’t happen at rate proposed
- Will the community support the decision
- What the community is thinking
- Boundary change
- Can we build fast enough
Future of Learning

The Future of Learning by 2Revolutions LLC
https://www.youtube.com/watch?v=xoSJ3_dZcm8
A Community Driven Process
Part Two: Process Discussion
**Process Roles for Entities**

**Board of Education:** Provide the framework of the process, community values, receive the Committee recommendation, listen to community input, and after more discussion approve a plan that will guide the district in making timely decisions for student academic achievement.

**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 County and City jurisdictions and others to create accurate enrollment projections, as well as facilitate meetings that produce positive, meaningful dialogue for the Board to consider solutions for students to experience World Class Educational opportunities in the classroom.

**Committee:** Discuss and analyze information, as well as engage in conversation with other committee members and the community. Examine options presented and evaluate based on the community values and prioritized framework established by the Board of Education, ultimately leading to a recommendation the BOE will consider to implement for a Facility Master Plan.

**Community:** Review the Committee options and provide constructive feedback so the committee and/or Board can consider how any of these ideas might benefit the student educational experiences.
Process Question #1

I support the roles for each of the entities. (Board of Education, Administration, RSP, Committee, and Community)

A. Yes
B. No
- 2 Board of Education Meetings
- 8 Committee Meetings
- 2 Public Forums
- Starts April 2018
- Completed January 2019
Process Question #2

I support the process.
(Timeline, Structure, Involvement, etc.)

A. Yes
B. No

Yes  No
0.0%  100.0%

Board Response 4/9/18
I support the three foundational elements to assist in making the best Facility Master Plan. *(Academics, Culture, Economics)*

A. Yes
B. No
Part Three:
Guiding Principles
How Did the District Get Here

- Residential development activity
  - Tax Abatement Implications
  - Tax Abatement Changes

- Enrollment increasing
  - Younger Families relocating to the community

- Capacity (Classroom Space) needed for the future
  - Location and condition of school ability to meet educational need
Guiding Principles (Activity 2)

The goal of this activity is to solidify the ideas/concepts the committee should focus on in this process:

1. Examine the list of ten issues
2. Circle the top three issues
3. Write on a piece of paper why you feel those issues are important for the committee to focus on

After reporting out to the entire group, the Board will determine if all the Key Issues identified, parts, or additions should be things considered by the committee

(Thinking out of the box changes the possible outcome)

Time Limit – 15 Minutes
Key Issues Identification

Listed below are some initial key areas that answers or direction will be needed to develop guiding principles for the Facility Master Plan Process:

1. Defining what a neighborhood means (ES, MS, and HS) and if or when there is a transition from grade centers to neighborhood attendance areas
2. What is the ideal capacity (students and sections) of a school (ES, MS, and HS)
3. What is the ideal grade configuration (ES, MS, and HS) and appropriate transitions
4. Plan for Future Changes in the District (Transfer Policy, Open Enrollment, academic standards: Special Education (SPED), English Language Learners (ELL), Core and Flex Space, Activity or Extra-Curricular Programs)
5. Defining what equity means in the creation of improvements or new facilities
6. Funding availability to support the desired academic programming and capacity need
7. Build community support in the creation of a Facility Master Plan which will promote world-class academic opportunities for every student to be college and/or career successful
8. Ensure all schools are safe and secure
9. Provide guidance on what happens with existing buildings
10. Provide a timeline for any future building
After the Board discussed the Key Issues Identification items, the believed the following:

• All ten Key Issues Identification are important for the process to be successful
• Some of the items would need to happen regardless of what the committee recommends in the Facility Master Plan process
• The selection of what tier the other items are associated were derived by the discussion and ranking of the Key Issues Identification items. Those items that received more than one vote were considered Tier One, those with one or fewer votes were to be classified as Tier Two
• Board goal is for the committee to adhere to the Absolutes and best as possible address the Key Issues Identification in both Tier One and Tier Two

The Ten Key Issues Identification items should be classified in the following three areas (Shown on next page):

• Absolutes
• Tier One
• Tier Two
**Key Issues Identification**

**Results**

**ABSOLUTES:**

1. Defining what equity means in the creation of improvements or new facilities
2. Ensure all schools are safe and secure

**TIER ONE PRIORITIES:**

1. Build community support in the creation of a Facility Master Plan which will promote world-class academic opportunities for every student to be college and/or career successful
2. What is the ideal grade configuration (ES, MS, HS) and appropriate transitions
3. Defining what a neighborhood means (ES, MS, and HS) and if or when there is a transition from grade centers to neighborhood attendance areas
4. Plan for Future Changes in the District (Transfer Policy, Open Enrollment, academic standards: Special Education (SPED), English Language Learners (ELL), Core and Flex Space, Activity or Extra-Curricular Programs)
5. Funding availability to support the desired academic programming and capacity need

**TIER TWO PRIORITIES:**

1. Provide guidance on what happens with existing buildings
2. What is the ideal capacity (students and sections) of a school (ES, MS, and HS)
3. Provide a timeline for any future building
Guiding Principles Question #1

I support the Facility Planning Committee to use all of the Key Issues Identified in this presentation

A. Yes
B. No
I support providing better educational opportunities at each school so students can reach their academic potential.

A. Yes
B. No

Board Response 4/9/18
Guiding Principles Question #3

I support allowing open enrollment students attending schools as long as it does not negatively impact capacity or district resources.

A. Yes
B. No
Guiding Principles Question #4

I support individual student educational programming handled on a case by case basis through district policies to ensure student need is adequately met.

A. Yes  B. No

100.0%
Concerns / Constraints

Is there anything you feel should be discussed and/or considered by the Master Plan Committee?

Examples to help you consider possible concerns or constraints:

- Special programming school locations
- Past Promises to the community (real or perceived)
- Non-negotiables from the Board
- Questions/Suggestions

Overall Board sentiment: Keep the focus of the conversation on the TAG line:
- Learner Centered
- Community Connected
- Teacher Empowered
Part Four: Moving Forward
Next Steps

Next **Committee Meeting:** April 18, 2018

- **Preliminary Agenda:** Receive Board Charge/Team Building/Identify Need

Next **Public Input:** June 20, 2018

- **Preliminary Agenda:** Communicate and Identify Community Perceptions

**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.
I am prepared for this journey:

A. Yes – Start the Journey
B. Yes – Uncertain of the Journey
C. Yes – This is Going to Be Great