



# **K-3 PROGRAMMING AND BOUNDARY STUDY UPDATE**

Regular School Board Meeting  
December 13, 2011





## HISTORY OF THE STUDY

- The K-3 Programming and Boundary Study began in the fall of 2010, Phase I of the year-and-a-half process.
  - We performed an internal analysis of space available at the Westwood complex for the 201112 school year.
  - As a result of this initial phase of the study, no recommendations for programming or boundary changes for 2011-12 resulted, but the need to refine boundaries in the near future became evident.
- The School Board accepted a first draft of a Guiding Change document, Winter 2010-11, to guide the next steps of the decision-making process



## HISTORY OF THE STUDY

- In Phase II, the district continued to collect, review, and update data related to elementary programming options, as well as optimal school and facility usage. We utilized a demographer and analyzed data related to births, housing, and future enrollment trends in the cities of Blaine, Spring Lake Park, and Fridley.
- Beginning in Summer 2011, a *Design Team*, comprised of school principals, administrators, and transportation officials, utilized this data to identify dozens of potential boundary and programming scenarios throughout the fall.
- This work was guided by the following over-arching desired results of the study:



## DESIRED RESULTS

- Address growth and placement of choice options (Spanish Immersion, Lighthouse, others)
- Utilize space and staffing effectively
- Reasonable bus or drive times between home and school
- Effectively manage current and future enrollment trends
- Impact as few students as possible

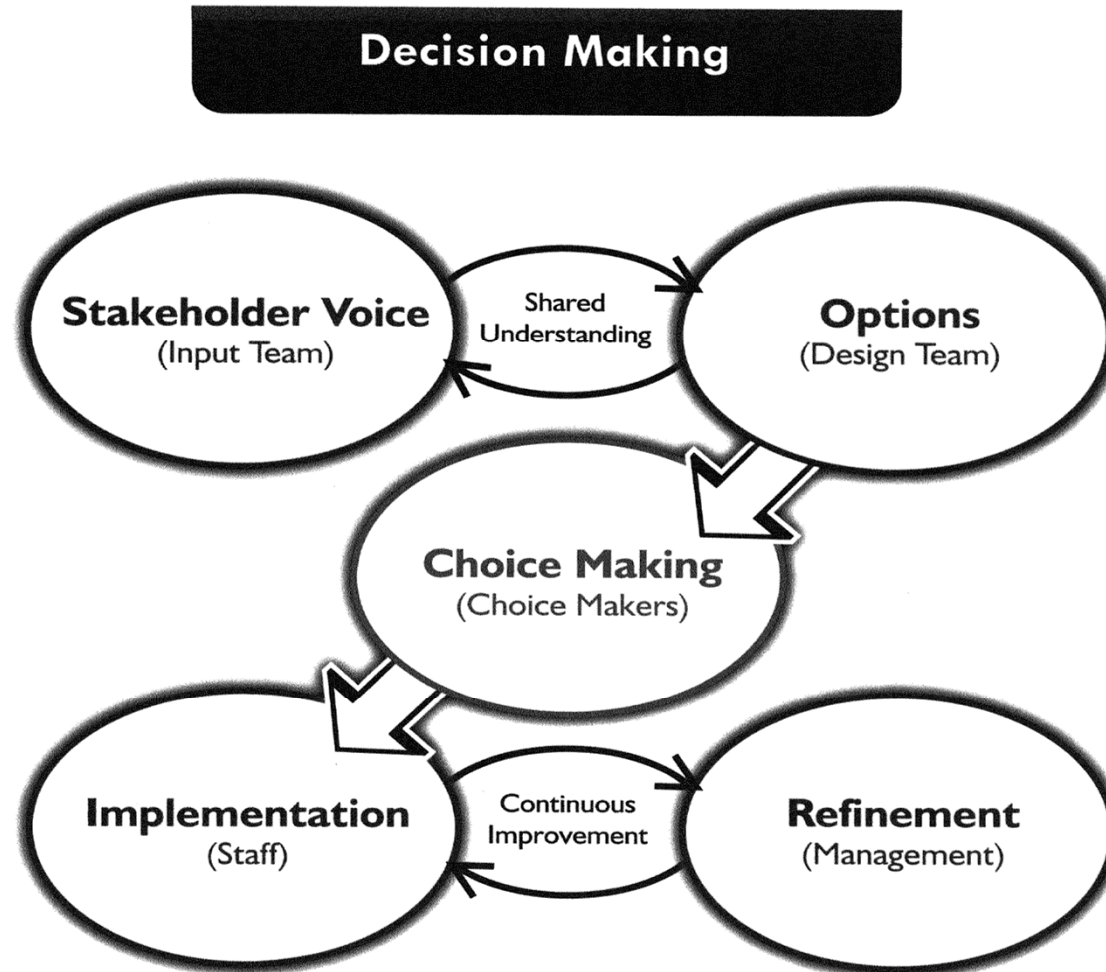


## BOUNDARY PROCESS TO DATE

- Over forty scenarios were initially developed and reviewed by the *Design Team*, and subsequently reduced to a smaller number of which were considered to be the most viable options for review at December meetings of the *Input Team* and School Board
  - The *Input Team* is comprised of parents representing the district's three K-3 schools and Spanish Immersion Program
  - Community Information Sessions will also take place so parents and community members have the opportunity to share feedback on narrowed options



## DECISION-MAKING PROCESS





## OPTIONS

- The most viable options were reviewed with the *Input Team* and School Board last week
- The *Design Team* has met numerous times since gathering this input, to further review the options presented, as well as additional options developed as a result of feedback gathered from each team
  - These *Design Team* meetings included staff from Wold Architects to gain their expertise in effective utilization of our facilities



## ASSUMPTIONS GUIDING THE PLANNING EFFORTS

- K-3 school capacities, target sections
  - Northpoint 750 6-8 sections per grade level
  - Park Terrace 625 4-6 sections per grade level
  - Woodcrest 575 3-5 sections per grade level
- Targeted capacity to best meet instructional needs of students and effectively staff our sites and programs
- Kindergarten enrollment at 450 in future
- Prefer that bus rides not exceed 45 minutes
- Spanish Immersion continues at 75 students per grade (Ultimately a K-5 program)



## OPTIONS

- Of the forty options reviewed, most were removed from consideration for any combination of the following reasons:
  - Students would be on buses too long
  - Result in schools over targeted capacity
  - Remaining students at site would have class sizes well below district average
  - Result in a school becoming racially isolated, which state law prohibits
  - Result in isolating our free/reduced population to one site
  - Result in K-3 schools near 95% capacity



## NEXT STEPS

- At this time, *Design Team* members do not feel as if there is yet an identified viable option that meets the overarching desired results of this study. Several additional weeks are deemed necessary.
- Numerous variables –leading to possible new options– are being considered and require thoughtful additional consideration in order for the *Design Team* to recommend options that can best be sustained over time
- The *Design Team* will take the next few weeks to refine current and developing options that can be effectively implemented in the future



## NEXT STEPS

- The *Design Team* will continue to meet with the *Input Team* in December and January to gather feedback from this parent group on options
- Based on the desire for further study, the Community Informational Sessions initially scheduled for December 20 will be rescheduled to January
- By week's end, a K-3 Programming and Boundary Study section will be added to the district website