

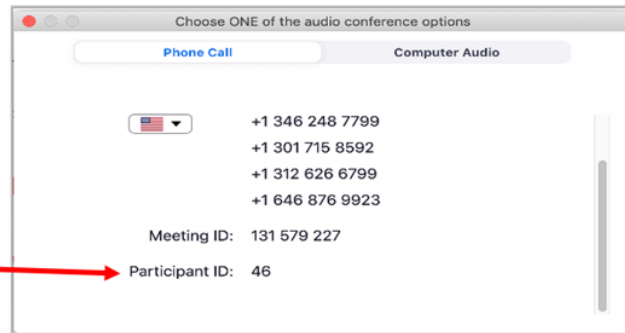
Franklin Pierce Boundary Review Committee Meeting #3

Welcome! Please Test Your Zoom Functions

4. Make sure your name appears in your participant video square.

1. Please connect via computer for audio.

If you must connect via phone for audio, ensure your video and audio are linked using the Participant ID pin.



2. Please turn on your video.

3. Tell us your favorite sport – type it into the **chat box**.



Franklin Pierce Boundary Review Committee Meeting #3

- This session is being recorded for record-keeping purposes. By participating in this session, you are consenting to the recording, retention, and use of this session.
- At any time if you have a question or comment, feel free to place that in the chat, and we will respond to you as soon as possible. If you ask a question or comment verbally, please note that by doing so, you are consenting to the recording, retention, and use of your statements recorded as part of this session.
- Conversations in breakout groups will not be recorded.

Welcome!

The logo for Franklin Pierce Schools, featuring the text "FRANKLIN PIERCE SCHOOLS" in white, bold, sans-serif capital letters, stacked in three lines, centered within a solid red square.

**FRANKLIN
PIERCE
SCHOOLS**

**Boundary Review Committee
Meeting 3
April 22, 2021**

Committee Meeting #3 Intentions & Agenda



Intentions

1. Facilitators introduce participants and process norms for the boundary review committee meetings, the process itself, charge and guiding principles
2. Participants become familiar with the maps and summary statistics reports
3. Participants start to engage in scenario modeling
4. Participants discuss potential scenarios and determine the base boundary scenario to start with at meeting 4

Agenda

- Review charge and guiding principles
 - Review the Springboard Option
- Scenarios from meeting 2
 - Summary Statistics
 - Maps
- Breakout scenario workshops
 - Report outs
 - Fist of Five – Starting boundary option for meeting 3

Committee Meetings Norms & Mindsets



Norms & Mindsets:	Looks like...
1. Keep the needs of students at the center of this work.	<ul style="list-style-type: none">● Asking what's best for children● Helping refocus conversations around students and their future
2. Be fully present.	<ul style="list-style-type: none">● Monotasking with your focus on this session● Minimizing technology distractions● Engaging by computer with video for full participation
3. Respect one another, our time frames, our shared airspace, and our process.	<ul style="list-style-type: none">● Monitoring your own talk time● Speaking your truth and speaking for yourself● Being succinct and listening to learn and understand● Assuming colleagues' positive intent and equal effort
4. Stay in a solution mindset and remember that we are all in this together.	<ul style="list-style-type: none">● Engaging with generosity of spirit● Asking "what if" and considering new ways of doing things
5. Remember! This is a PROCESS.	<ul style="list-style-type: none">● Being with the discomfort of not having all the answers.● Sometimes there will be more questions than answers

Virtual Norms...

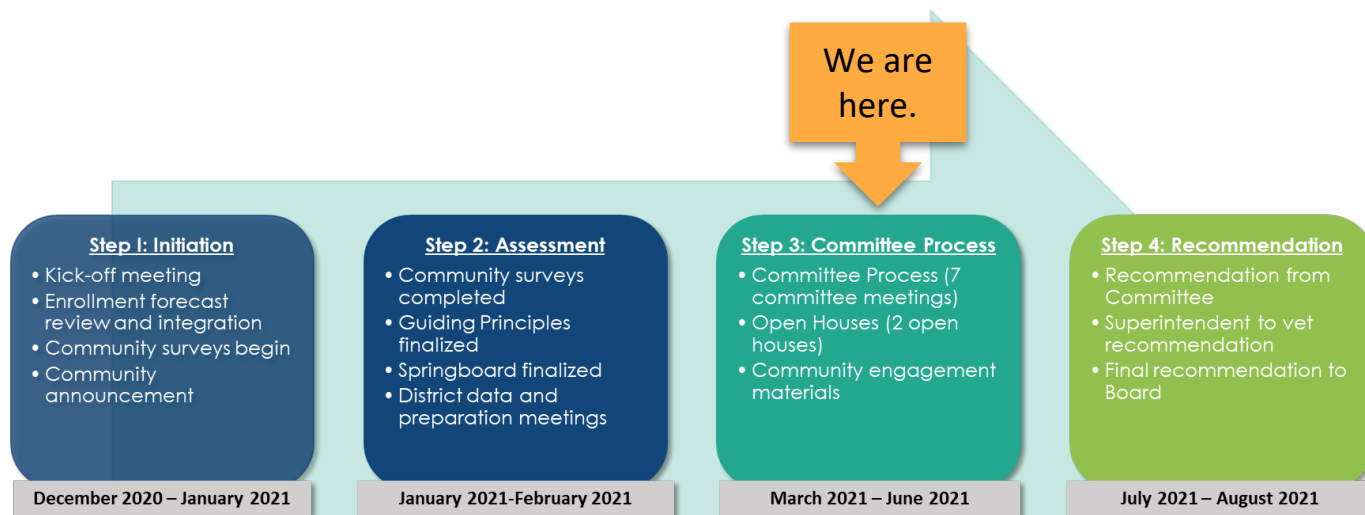
Own your virtual engagement:

1. Turn your video **on** and mute yourself when you're not speaking.
2. Make sure your name is visible in your video box.
3. Use the chat for technical difficulties and accessing links.
4. Don't be afraid to say "Sorry, I missed that..." or "Could someone clarify what we're doing..."
5. Use the chat to announce if you need to step away from the meeting.
6. Allow for humanity (family, roommates, furry co-workers)

WHAT is a Boundary Review?

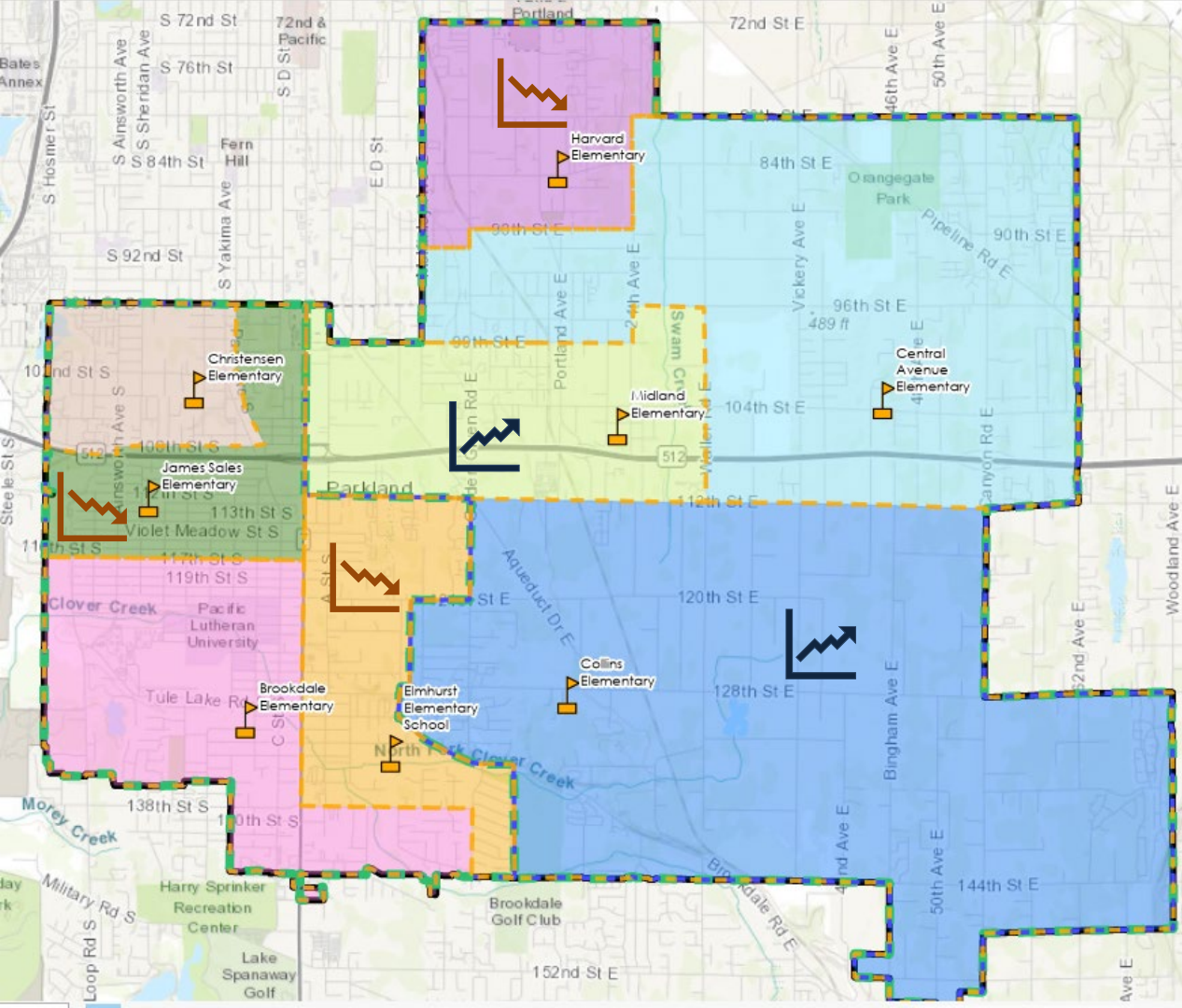
WHEN – the Schedule – We're dedicated to flexibility (thanks a lot COVID)!!

A multi-month,
highly structured
approach to data
analysis &
stakeholder
engagement that
will result in
informed, relevant
plans for Franklin
Pierce School
District



Upcoming meetings:

- Meeting 2 -> April 15th
- Meeting 3 -> April 22nd
- Meeting 4 -> April 29th
- Open house -> May 6th



Existing
Boundaries:

Over-enrolled in
2029:

- Collins
- Midland

Under-enrolled in
2029:

- James Sales
- Harvard
- Elmhurst

Guiding Principles & Committee Charge



THE BOUNDARY REVIEW COMMITTEE IS CHARGED WITH:

Working to identify, refine and review proposed updates to school attendance area boundaries to support long-term balanced enrollment and facility capacity. The committee will engage with the public during open houses in the spring to receive feedback on their boundary options. The committee will provide a recommendation to the Superintendent during the last committee meeting (summer, 2021). The Superintendent will evaluate the Committee's recommendation and bring a proposal forward to the Franklin Pierce School District Board of Directors. Committee members may be asked to participate in the Board Meeting.

FPSD Data 101 – Guiding Principles



GUIDING PRINCIPLES

Core values serve as guiding principles for the development of the springboard proposal. These are developed from [District Policies](#) and insights gained from land use studies and student enrollment forecasting.

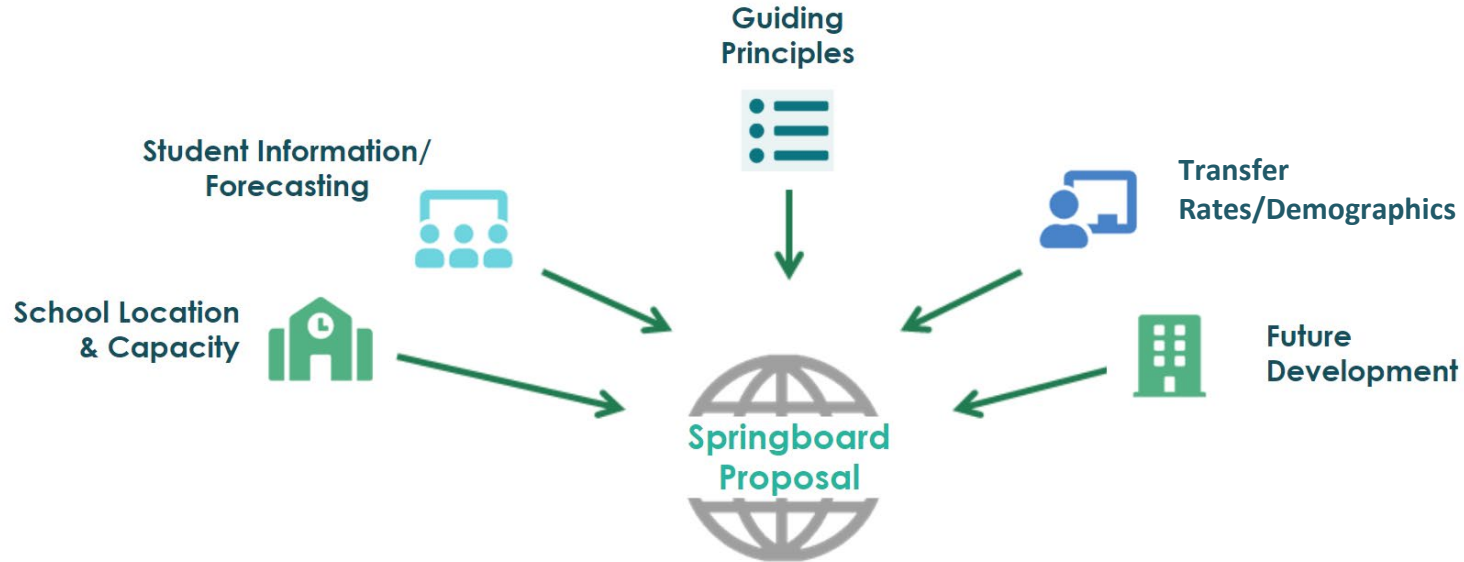
When considering boundary proposals, the Boundary Review Committee will consider, to the extent possible, the following guiding principles. They are not prioritized.

- Take a District-wide perspective by considering individual school capacities and student enrollment to balance enrollment for now and the future.
- Minimize disruption and impacts to special programs or special populations (e.g., Limited English Proficiency, Special Education).
- Work to maintain relationships with a middle school and high school feeder system.
- Consider transportation impacts, and work towards limiting the amount of time required on a bus.
- Make efforts to maximize proximity to home/walkability (e.g., not having to cross busy streets, railroad tracks, and consider natural boundaries).
- Consider racial equity lens.

- Who are the racial/ethnic groups affected by this policy, program, practice or decision and what are the potential impacts on these groups?
- Does this policy, program, practice or decision ignore or worsen existing disparities or produce other unintended consequences?
- How have you intentionally involved stakeholder groups who are also members of the communities affected by this policy, program, practice or decision? Can you validate your assessments in (1) and (2)?
- What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
- How will you (a) mitigate the negative impacts and (b) address the barriers identified above?

Springboard Option

Data will be used to create the boundary springboard option:



Springboard Option Map Statistics

Enrollment and Forecasted Enrollment

Attendance Area

Existing

Springboard Option

School Name	Total Capacity	2019 Count	2019 + / -	2019 % Capacity	2024 Forecast	2024 + / -	2024 % Capacity	2029 Forecast	2029 + / -	2029 % Capacity	2019 Count	2019 + / -	2019 % Capacity	2024 Forecast	2024 + / -	2024 % Capacity	2029 Forecast	2029 + / -	2029 % Capacity
Central Avenue ES	513	439	-74	86%	409	-104	80%	427	-86	83%	482	-31	94%	455	-58	89%	475	-38	93%
Collins ES	513	516	3	101%	535	22	104%	591	78	115%	402	-111	78%	412	-101	80%	459	-54	89%
Harvard ES	513	400	-113	78%	342	-171	67%	358	-155	70%	497	-16	97%	431	-82	84%	453	-60	88%
Midland ES	519	514	-5	99%	475	-44	92%	513	-6	99%	470	-49	91%	434	-85	84%	473	-46	91%
Brookdale ES	513	502	-11	98%	417	-96	81%	427	-86	83%	474	-39	92%	393	-120	77%	403	-110	79%
Christensen ES	475	447	-28	94%	378	-97	80%	386	-89	81%	490	15	103%	416	-59	88%	427	-48	90%
Elmhurst ES	466	392	-74	84%	355	-111	76%	363	-103	78%	367	-99	79%	347	-119	75%	357	-109	77%
James Sales ES	513	409	-104	80%	355	-158	69%	357	-156	70%	435	-78	85%	377	-136	74%	376	-137	73%
Morris Ford MS	1,095	1,038	-57	95%	950	-145	87%	989	-106	90%	1,025	-70	94%	933	-162	85%	970	-125	89%
Perry G Keithley MS	1,025	901	-124	88%	774	-251	75%	734	-291	72%	914	-111	89%	791	-234	77%	754	-271	74%
Franklin Pierce HS	1,689	1,148	-541	68%	1,237	-452	73%	1,292	-397	76%	1,133	-556	67%	1,214	-475	72%	1,270	-419	75%
Washington HS	1,530	971	-559	63%	954	-576	62%	913	-617	60%	986	-544	64%	977	-553	64%	934	-596	61%

Existing Boundaries
2019 Enrollment

Existing Boundaries
Forecasted Enrollment

Scenario Boundaries
2019 Enrollment

Scenario Boundaries
Forecasted Enrollment

Springboard Option Map Statistics

Socioeconomic Indicators

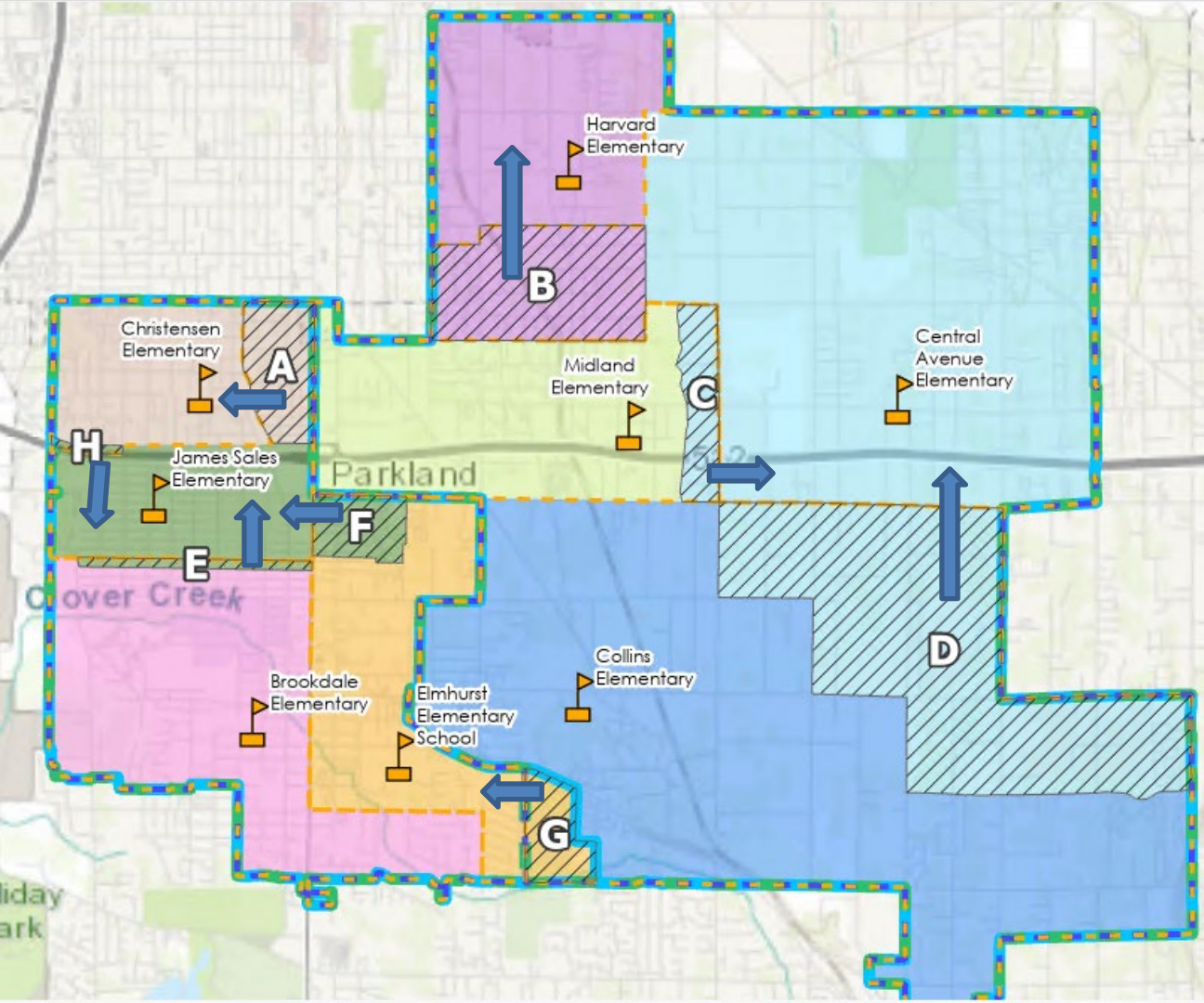
Based on 2019 enrollment ONLY, NOT FORECASTED

SES

Existing

Springboard Option

Grade Group	Attendance Area (School Boundary)	% Special Education	% Racial Diversity	% LEP	% LAP	% McKinney-Vento	% SPED	% Racial Diversity	% LEP	% LAP	% McKinney-Vento
ES	Central Avenue ES	11.1%	50.1%	11.1%	17.6%	1.1%	12.0%	49.2%	7.4%	16.3%	1.2%
ES	Collins ES	12.2%	59.1%	10.6%	20.7%	2.8%	11.8%	60.4%	11.1%	21.2%	3.0%
ES	Harvard ES	13.9%	83.7%	37.7%	30.6%	6.2%	13.3%	78.7%	33.0%	29.2%	5.0%
ES	Midland ES	15.0%	72.6%	13.8%	20.0%	4.1%	15.2%	73.9%	15.5%	20.1%	4.6%
ES	Brookdale ES	11.6%	70.9%	12.8%	23.7%	6.4%	10.7%	72.7%	13.5%	24.0%	6.6%
ES	Christensen ES	15.1%	76.1%	14.6%	14.9%	4.9%	13.8%	75.8%	15.5%	16.4%	4.4%
ES	Elmhurst ES	10.9%	70.1%	12.4%	18.7%	3.3%	12.0%	66.8%	12.0%	18.4%	3.5%
ES	James Sales ES	12.3%	71.9%	14.1%	25.9%	4.3%	13.3%	72.0%	12.4%	24.5%	4.4%
MS	Morris Ford MS	9.3%	69.0%	7.6%	17.8%	4.5%	9.3%	69.0%	7.6%	17.8%	4.5%
MS	Perry G Keithley MS	13.8%	70.0%	7.7%	18.6%	4.5%	13.8%	70.0%	7.7%	18.6%	4.5%
HS	Franklin Pierce HS	10.0%	62.3%	7.7%	1.4%	4.5%	10.0%	62.3%	7.7%	1.4%	4.5%
HS	Washington HS	14.6%	69.0%	5.9%	5.7%	6.9%	14.6%	69.0%	5.9%	5.7%	6.9%



Under the Springboard Option - Change Areas:

- A. Adjusted from James Sales to Christensen
- B. Adjusted from Midland to Harvard
- C. Adjusted from Midland to Central Avenue
- D. Adjusted from Collins to Central Avenue
- E. Adjusted from Brookdale to James Sales
- F. Adjusted from Elmhurst to James Sales
- G. Adjusted from Collins to Elmhurst (MS/HS change as well but no students currently live in this area)
- H. Adjusted from Christensen to James Sales

Scenarios



Definitions and Decisions/Consensus

Definitions

Scenarios = An exploratory boundary modification, do the results meet the committee's charge and guiding principles?

Options = Consensus on a **Scenario** (first to five), base map for the next meeting or open house

Recommendation = The Committee's final **Option** presented to the Superintendent

Proposal = Superintendent vets the **Recommendation** and brings a proposal forward to the Board to conduct a final vote

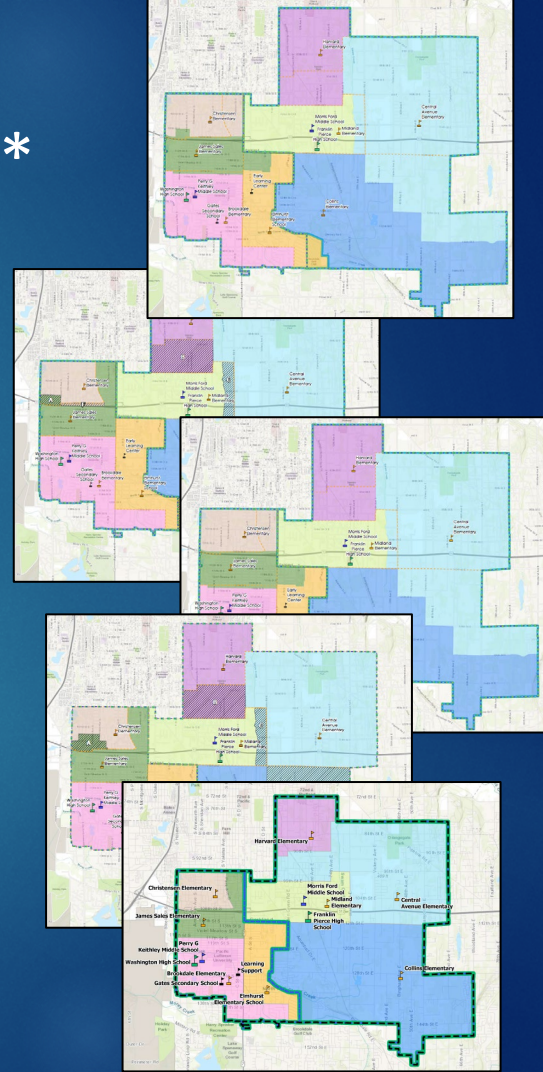
Who provides input

- ☐ Parents/Community/Students
- ☐ Principals/Staff
- ☐ District Team
- ☐ Feedback from Open Houses

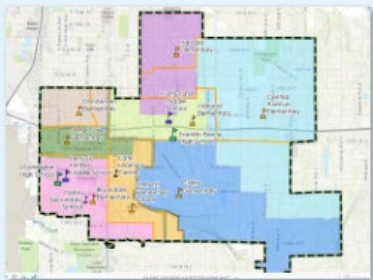
- ☐ Parents/Community/Students

- ☐ Parents/Community/Students

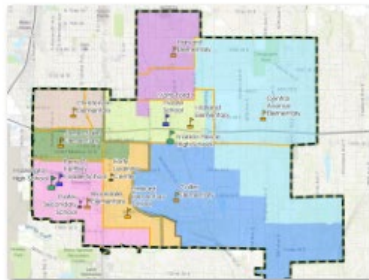
- ☐ District Board of Directors
- ☐ Superintendent



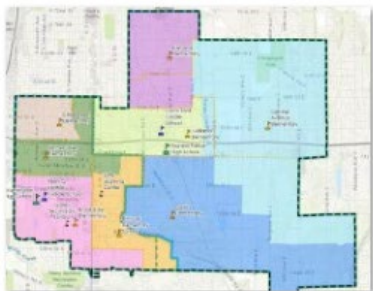
Scenarios from Meeting #2



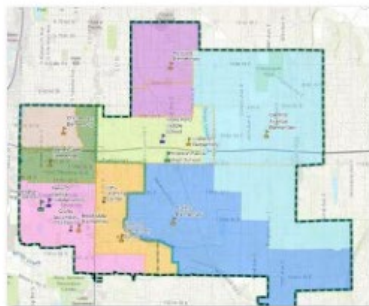
Mtg_Scenario_0E.PNG



Mtg_Scenario_1E.PNG



Mtg2_Scenario_0W.JPG



Mtg2_Scenario_1W.JPG

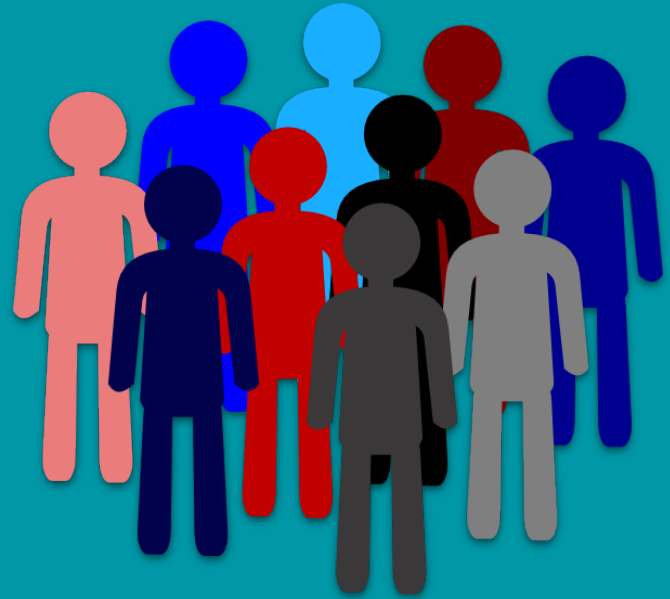
Scenario Library Updated Each Meeting with:

- Maps
- Stats

Let's check in...

Any questions?

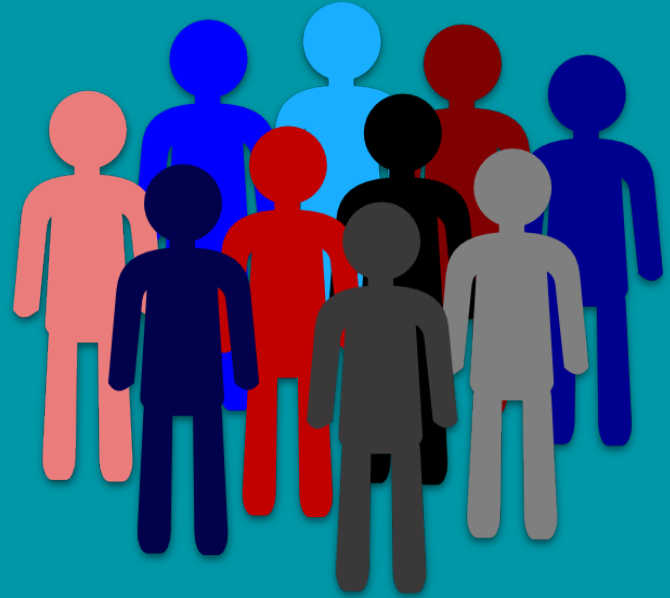
Break and then Break-out!



Report out

Fist to five

Modified Boundary Option?



Fist to Five

7/20/2022

Fist



I don't
support
this

One



I have
some
concerns, if
they can be
addressed,
I would lend
my support

Two



I have
some
concerns
but will
support it
for now

Three



I can
support
this option

Four



I will
support
this option

Five



I will
champion
this option

Next week...



Agenda

- Review:
 - a. Committee charge
 - b. Guiding principles
 - c. Scenario Library
 - d. Boundary Option

- Boundary review in workgroups

Break

- Group discussions
- Boundary options vote (if warranted)