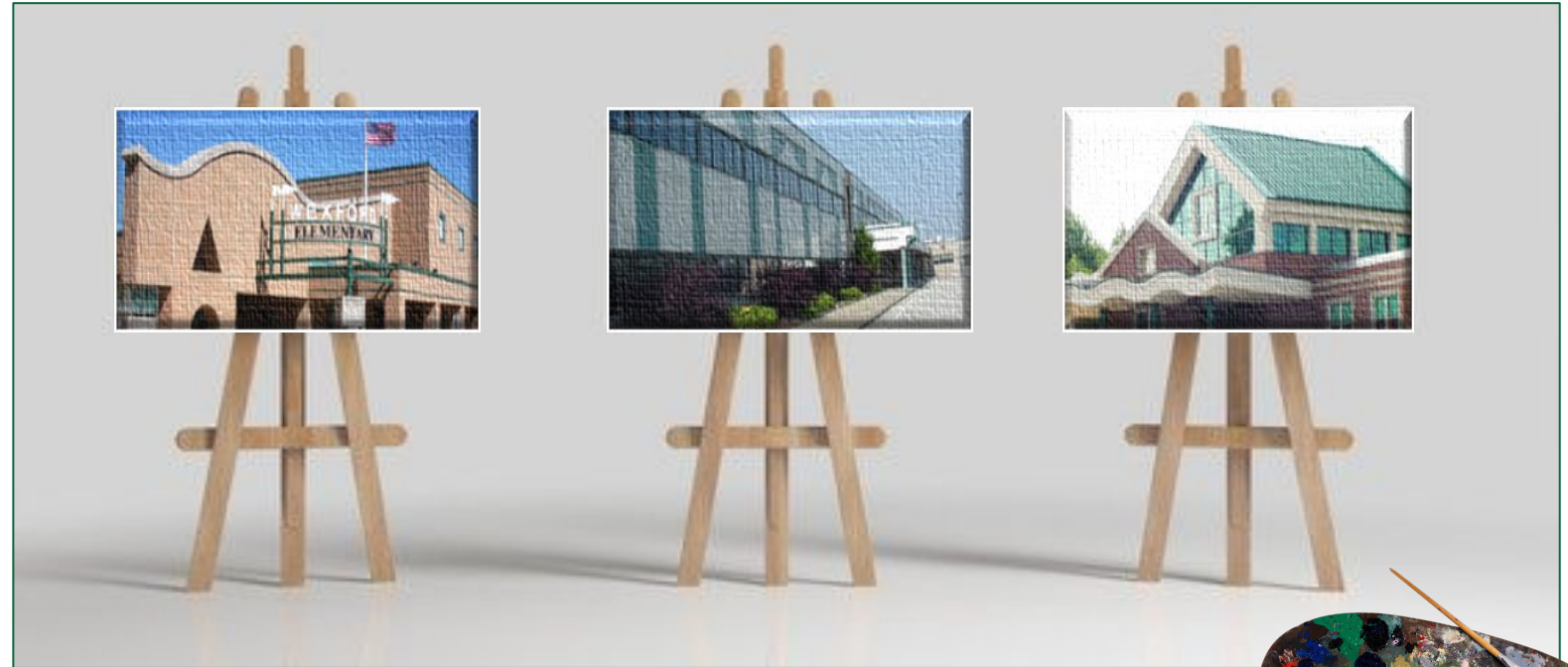




# Redistricting Virtual Town Hall



November 4, 2020



# Purpose of Virtual Town Hall

- ❑ Ensure Common Understanding of Context & Background
  - ❑ Ensure Clarity of “Why” and “When” Redistricting is Happening
  - ❑ Reinforce Decisions to Date about “How” (e.g. Criteria Consensus)
  - ❑ Importance of Facts, Data, & Transparency in Logistics/Planning
  - ❑ Desire to Maintain Unified not Split Community
- ❑ Address FAQ Regarding Redistricting Scenarios & Implementation
  - ❑ “Why” of Scenario B Recommendation
  - ❑ Clarify Considerations & Long Range Implications



# Overview of Structure

- ❑ Questions Collected in Advance through Survey
- ❑ Initial Slides Address Commonly Asked Questions
- ❑ Additional Questions can be Submitted through Survey
  - ❑ Same Link as Initial Communication [http://bit.ly/redistrict\\_pr](http://bit.ly/redistrict_pr)
  - ❑ Monitored by Ms. Hathhorn
  - ❑ Addressed in Context of Session
- ❑ Communication Planned for November 11th to Community
- ❑ Board Meeting Scheduled November 16th for Action on Item



# Process Overview

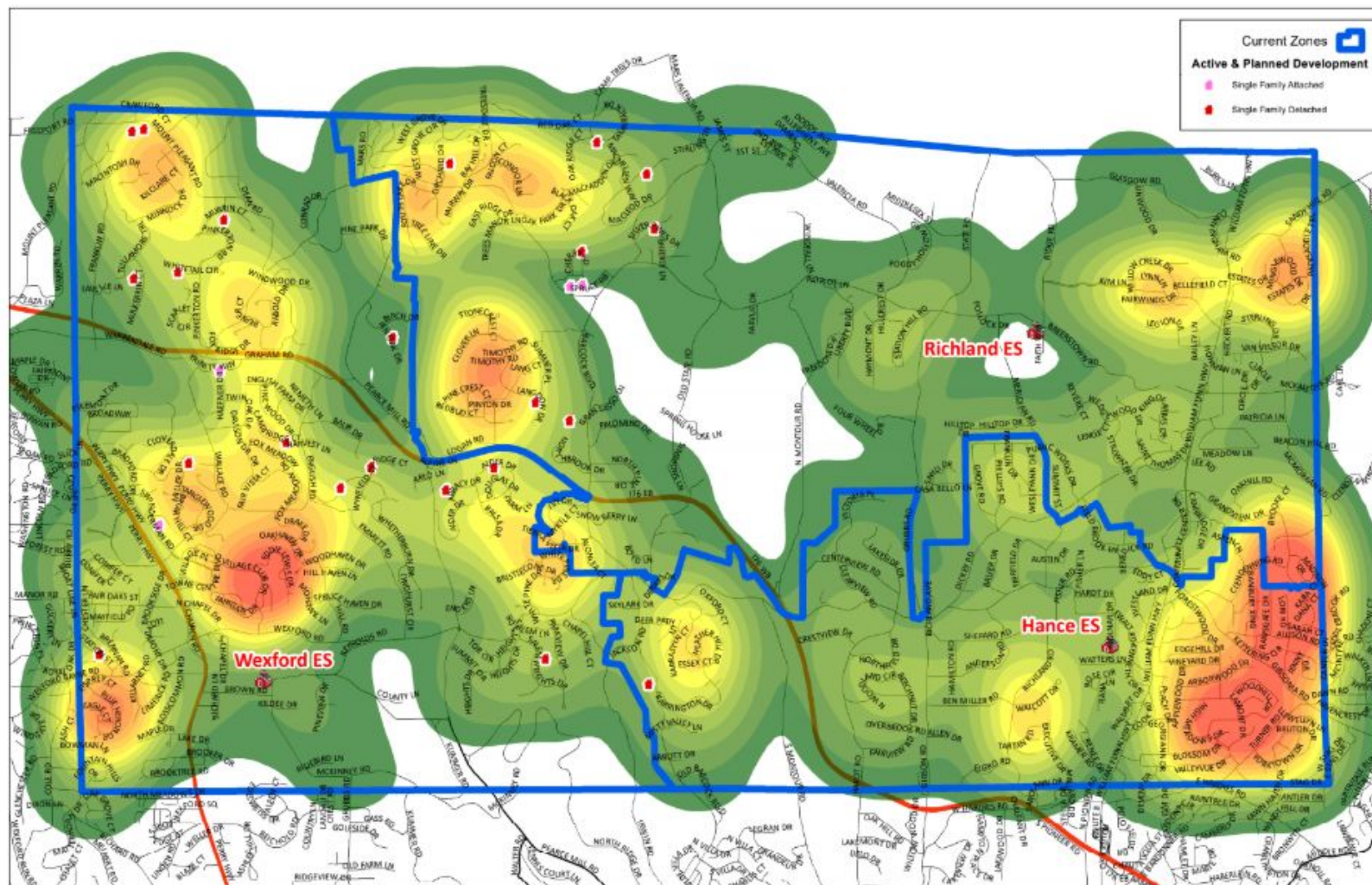
## Demographic Data to Scenario Development

- Identification of Max Enrollment Capacity in Facilities (Winter 2020)
- Initial Demographic Study Conducted with Geocoding (Winter 2020)
- Discussions with Townships & Developers (Winter 2020)
- 10- Year Enrollment Projections Developed (Spring 2020)
- Redistricting Criteria Discussed & Set (Spring 2020)
- Redistricting Criteria Shared with Demographers (Spring 2020)
- Demographers Load Data into Simulation Software (Summer 2020)
- Development of Scenarios for Consideration (Summer/Fall 2020)
- Presentation of 2 Valid Scenarios to Community (Fall 2020)
- Discussion of Scenario Implications & Recommendation (Fall 2020)
- Recommended Board Action (Fall 2020)
- Planning after Approval for Transition Processes (Winter 2020-2021)





# Population Density Map

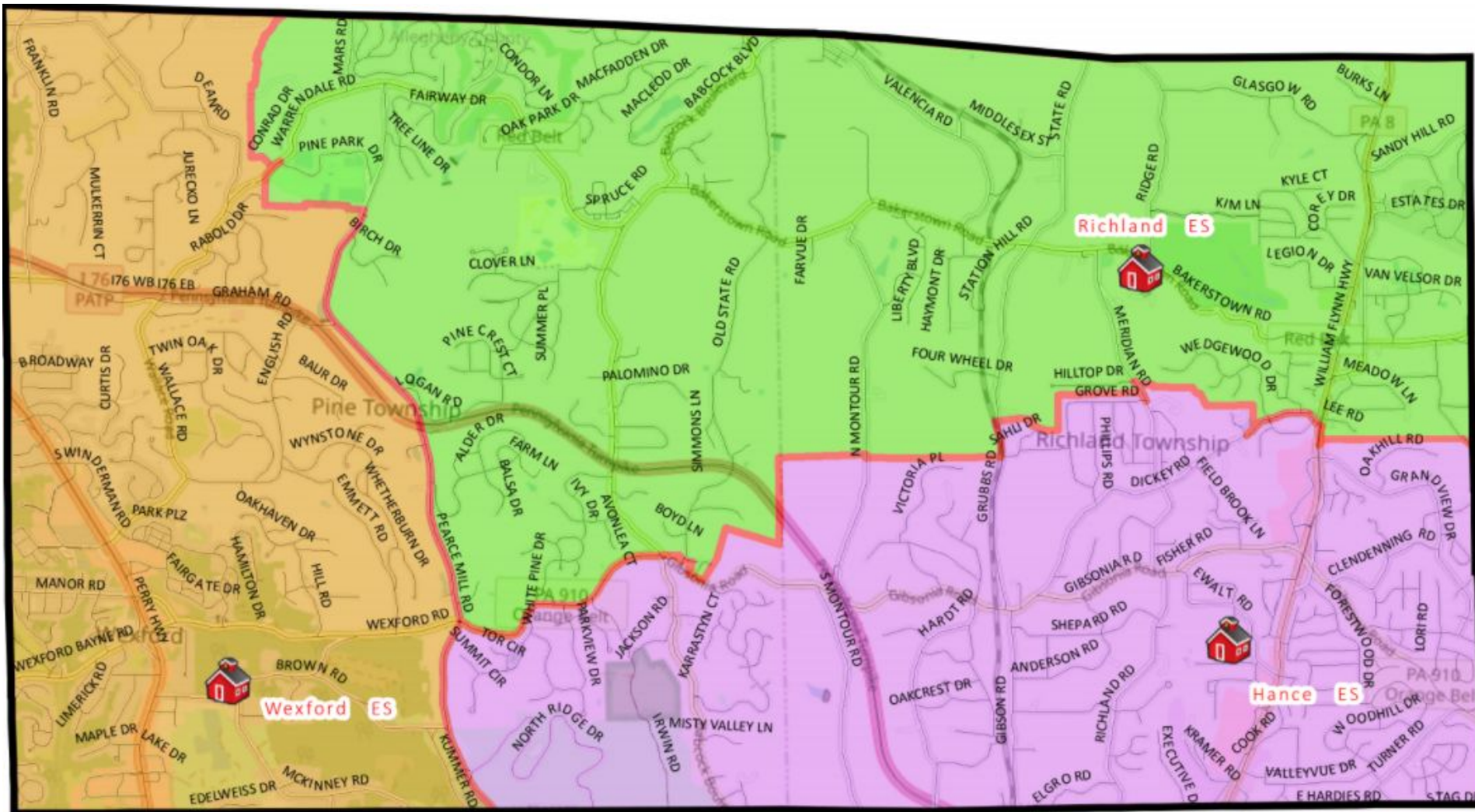


“Focused on learning for every student every day.”





“Focused on learning for every student every day.”





# Scenario B: Enrollment Projections

Proposed Attendance Area for: HANCE ES Plan name: Opt4 - Scenario B											
	CURRENT	PROJECTED RESIDENT STUDENTS									
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
K	99	94	101.5	90.5	82.4	92.2	91.6	89.2	88.9	90.5	90.1
1	101	111	105.7	113.9	101.7	92.6	103.5	102.8	100.1	99.7	101.5
2	112	101.2	111.8	106.3	114.6	102.3	93.1	104	103.4	100.6	100.3
3	117	112.6	101.9	112.4	106.9	115.3	102.8	93.6	104.6	103.9	101.2
K-3	429	418.8	420.9	423.1	405.6	402.4	391	389.6	397	394.7	393.1

Proposed Attendance Area for: RICHLAND ES Plan name: Opt4 - Scenario B											
	CURRENT	PROJECTED RESIDENT STUDENTS									
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
K	95	91.2	105.2	96.2	97.1	100	101.9	100.6	101.2	101.6	101.7
1	106	107.2	108.2	121.7	110.8	111.3	115.2	116.4	114.4	114.6	115
2	103	103.6	109.4	108.4	121	109.9	111.1	113.9	114.7	112.3	112.5
3	97	105.8	111.5	115.5	113.8	126.3	115.5	115.8	118.2	118.6	116.2
K-3	401	407.8	434.3	441.8	442.7	447.5	443.7	446.7	448.5	447.1	445.4

Proposed Attendance Area for: WEXFORD ES Plan name: Opt4 - Scenario B											
	CURRENT	PROJECTED RESIDENT STUDENTS									
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
K	99	96.2	111.3	104.3	114.9	108.9	111	109.9	111.1	110.2	110.5
1	119	114.8	114.5	132.3	123.9	134.4	127.3	128.9	127.5	128.9	127.8
2	119	120.2	118.5	118.5	136.1	126.1	136.6	128.6	130.2	128.8	130.2
3	117	127.3	131.2	129.8	129.4	146.7	135.8	146.2	137.6	139.3	137.8
K-3	454	458.5	475.5	484.9	504.3	516.1	510.7	513.6	506.4	507.2	506.3



# High Level Scenario Comparison

	Scenario A			Scenario B		
Enrollment # in 2023-2024 Peak Enrollment Year	<u>Hance:</u> 422 Students	<u>Richland:</u> 504 Students	<u>Wexford:</u> 439 Students	<u>Hance:</u> 402 Students	<u>Richland:</u> 447 Students	<u>Wexford:</u> 516 Students
Forecasted Section Numbers by Grade in 2023-2024 Peak Enrollment Year	<u>Hance:</u> KG: 5 1st: 5 2nd: 5 3rd: 5 Total: 20	<u>Richland:</u> KG: 5 1st: 5-6 2nd: 5-6 3rd: 6 Total: 21-23	<u>Wexford:</u> KG: 5 1st: 5 2nd: 5 3rd: 5-6 Total: 20-21	<u>Hance:</u> KG: 5 1st: 5 2nd: 5 3rd: 5 Total: 20	<u>Richland:</u> KG: 5 1st: 5 2nd: 5 3rd: 5-6 Total: 20-21	<u>Wexford:</u> KG: 5-6 1st: 6 2nd: 6 3rd: 6 Total: 23-24
Max Sections Possible in Each Facility without Impacting Programming	<u>Hance:</u> 21	<u>Richland:</u> 22	<u>Wexford:</u> 26	<u>Hance:</u> 21	<u>Richland:</u> 22	<u>Wexford:</u> 26

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# Questions Received

1. Why do we need to redistrict for the 2021-2022 year?
2. How was each scenario assessed to make a recommendation based on the criteria?
3. Why can't we revisit the decision-making criteria and factors now?
  - a. Grandfathering Inquiries
  - b. Small and Large Geographic Moves/Neighborhood Impact
  - c. Proximity to School
4. Why couldn't we build another school in the Northwest region?
5. What about the impact on unique, individual family factors?
6. How will district-provided transportation be adjusted?
7. How will children with special needs be successfully transitioned?
8. Are the programming and performance of schools the same across the K-3 buildings?



# 1. Why do we need to redistrict for the 2021-2022 year?

- ❑ Current enrollment and section sizes have us at maximum capacity for room utilization in the building (i.e., we are out of classrooms).
- ❑ The increasing enrollment trends would require the use of special area classroom(s) and would impact the delivery of programming, causing equity issues in the educational experience among our three primary buildings and disadvantaging the students at that school.
- ❑ The realization that a demographic study needed to be updated to determine if redistricting was necessary based on enrollment projections was first identified in 2018-2019 as a key initiative for the 2019-2023 strategic plan. Work has been ongoing since that time.

## 2. Why can't we revisit the decision-making criteria and factors now?

- ❑ The decision-making criteria were agreed upon in the early spring of 2020, prior to developing scenarios. Criteria were eliminated and included for various reasons. It was important to do this prior to naming scenarios so it represented our philosophy, free of the impact of bias or motives.
- ❑ Criteria Frequently Questioned/Discussion:
  - ❑ Grandfathering - Eliminated in the Spring during Consensus
  - ❑ Proximity to School - Eliminated in Spring during Consensus
  - ❑ Small and Large Geographic Moves/Neighborhood Impact - Frequent Point of Analysis when Looking for “Better Solutions” to not be Impacted





# Redistricting Criteria Considerations



- Longevity of Decision and Sustained Plan Length  
(e.g. Minimum 5 Years)
- Factor Projected Student Enrollment from New Housing Developments (i.e., leaving capacity)
- 2 - 3 Options Maximum
- Minimize New Divisions of Neighborhood Footprints if Possible
- Optimization of our Primary School Utilization and Program Delivery
- Simplicity of Plan (Fewer Big Geographic Moves vs. Many Smaller Geographic Moves)

### 3. How was each scenario assessed to make a recommendation based on the criteria?

- ❑ Both scenarios were upheld against these criteria with “program delivery optimization” as the deciding factor for the recommendation. Scenario B allows each school to “fit” the peak year of enrollment within the buildings with the most confidence by section size and overall student population, allowing for some growth and flexibility
- ❑ Scenario B allows 2 sections’ variance at Wexford Elementary in comparison to the peak enrollment if evenly distributed (e.g. reality of “bubbles”).
- ❑ Scenario A at Richland does not allow for full confidence that the programming will “fit” during the peak enrollment year (e.g. 2023-24).

## 4. Why couldn't we build another school in the Northwest region?

- ❑ PRSD has the physical capacity across all grades levels to support students and deliver all aspects of the educational program.
- ❑ Public school districts must ensure operational efficiency and effectiveness to promote fiscal health.
- ❑ Given past periods of growth in the 1990s and early 2000s, the district has been working diligently in a long-term financial strategy to reduce debt as a percent of overall budget and maximize bond refunding opportunities.
- ❑ The ten-year capital funding plan is updated annually to ensure stewardship of existing facilities, however there is no rationale to support a new building at this time.



## 5. What about the impact on unique, individual family factors?

- ❑ With 4,600 students at PR, we understand that there are many unique family circumstances. We empathize with those factors. However, these factors do not lie within the scope/criteria. Examples include:
  - ❑ Parent to work commute times
  - ❑ Childcare options & transportation services of these third parties
  - ❑ Type of family structure (e.g. working v.s. non-working; single or split homes; ages and grade spans of children; etc.)
- ❑ The reality is that what would be beneficial for one family could present challenges for another. It would be impossible to accommodate all families' needs at that level.
- ❑ As a result, sticking to the decision-making criteria at hand is necessary and requires discipline of mind.

## 6. How will district-provided transportation be adjusted?

- ❑ Student Transportation of America (STA) provides busing for PRSD.
- ❑ Software is used on an annual basis to adjust bus routes for the various schools.
  - ❑ For example, the increased student enrollment at Wexford for 2020 - 2021 resulted in an adjustment in the number of buses used to support students. These resources are shifted from schools showing declining enrollment.
- ❑ When the redistricting scenario is finalized, STA will use the software to revised routes at all three primary schools. The software accounts for student loading, route length, route direction and safety protocols.

## 7. How will children with special needs be successfully transitioned?

- ❑ Careful consideration will be given to students with special needs. IEP Teams, including both the educators and family, will be working together to determine what a child might need to be successful.
- ❑ All of our primary schools use the same Multi-Tiered System of Supports and share an Intervention Specialist, a K-3 psychologist, the lead psychologist, and Gifted Academic Leadership Council member to oversee the tiered supports for enrichment and intervention. The same support programs are available at all schools.
- ❑ Students enrolled in the specialty programming at Richland Elementary School (e.g. Life Skills or Autism Support) are assigned to that programming regardless of school zone/assignment and will not be impacted.



## 8. Are the programming and performance of school the same across the K-3 buildings?

- ❑ Yes. All three primary schools deliver consistent educational programs and have earned recognition for performance.
- ❑ Given the overall design structure at PRSD, all students come together in fourth grade at Eden Hall. The district staff work hard to ensure that consistency in curriculum, instruction, assessment and special programs allow for an effective transition.
- ❑ Grade level teachers coordinate pacing guides, update the curricular resources, and design common assessments, also taking part in intentionally-designed professional development in line with key strategic initiatives and recommendations of in-depth program reviews.



# Final Questions & THANK YOU!!





# Background Information







# Strategic Plan 2019-2023



## Finance and Operations

2019-2020	2020-2021	2021-2022	2022-2023
Refine long-range budget planning, debt management and capital funding model (building systems, capacity, technology, infrastructure, and projects)			
Evaluate 2016 Demographic Study Projections v.s. Actuals and Update Study via Third Party Vendor ✓	Third-Party Design and District-wide Process for Evaluation of Redistricting Scenarios at Primary Level (K-3)	Redistricting at Primary Level	

**2019-2020:**  
Updated Demographic Study

**2020-2021:**  
No Redistricting  
(Maintain Current Boundaries)

**2021-2022:**  
Redistricting  
(New K-3 Boundaries)

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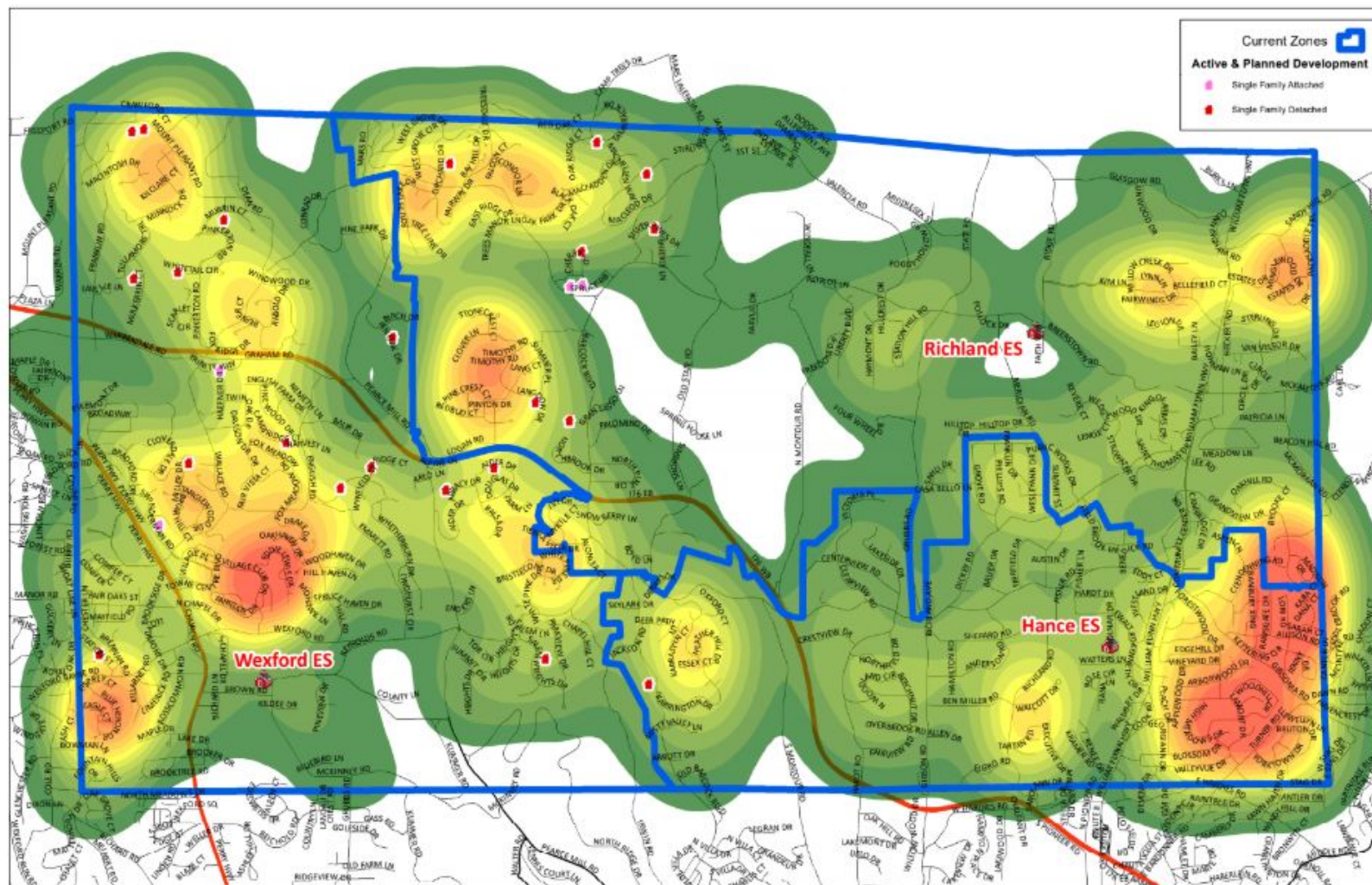
# Background on Enrollment

- **K-12 Overall Enrollment Trends (Stable)**
  - Previous Demographic & Facility Study (2016)
  - Supported through Updated Demographic Study & 10-Year Projections (2020)
- **Shifting in Population & Enrollment (East-to-West)**
  - Wexford Elementary (Increasing)
  - Richland Elementary (Decreasing)
  - Hance Elementary (Slightly Decreasing and Smallest Overall)
- **Facilities & Capacity**
  - Section Projections (Wexford)
  - Room Utilization & Reconfiguration





# Population Density Map



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# New 10-Year Projections

Building	2019-2020	2020-2021 #	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Hance	339	--	--	--	--	--	--	--	--	--
HE Projected		345	351	336	333	324	323	328	327	326
Richland	424	--	--	--	--	--	--	--	--	--
RE Projected		407	402	400	403	401	403	406	404	402
Wexford	543	--	--	--	--	--	--	--	--	--
WEX Projected		589	607	627	640	632	636	627	628	628
K-3 Total	1306	--	--	--	--	--	--	--	--	--
K-3 Projection		1342	1361	1364	1378	1357	1362	1363	1361	1356
K-12 Total	4578	--	--	--	--	--	--	--	--	--
K-12 Projection		4596	4643	4695	4745	4769	4791	4791	4799	4809

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# Facility Capacity & Current Utilization

SCHOOL OF RESIDENCE	SCHOOL NAME	PERMANENT CAPACITY	CURRENT UTILIZATION
	HANCE ES	560	59.6%
	RICHLAND ES	622	68.0%
	WEXFORD ES	582	92.4%

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- 2 - 3 Options Maximum
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# Process Overview

## Demographic Data to Scenario Development

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# Scenario Development: 2 Options

- **Scenario A: Richland East-West Territory**

- Look Fors:

- Northwestern Region of Current Wexford Zone becomes Richland
- Grandview is “reunified” and becomes Hance (Prior Richland/Hance Split)
- Richland/Hance boundary is smoothed
- Wexford/Hance Boundary Maintained Similarly

- **Scenario B: Wexford North-South Territory**

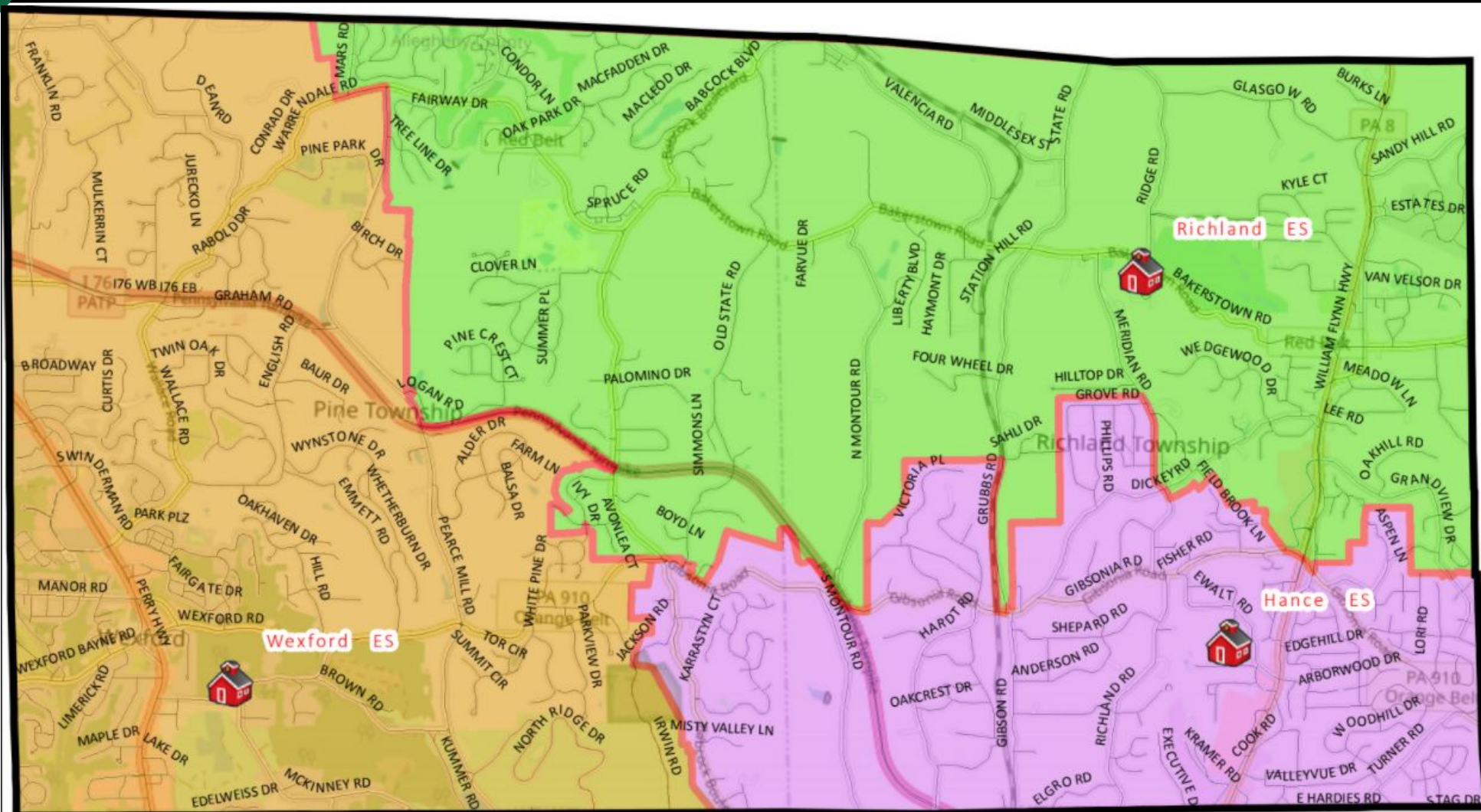
- Look Fors:

- Northwestern Region remains Wexford Zone
- Grandview is “reunified” and becomes Hance (Prior Richland/Hance Split)
- Richland/Hance boundary is smoothed
- Wexford/Hance Boundary shifts West





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# Scenario A: Enrollment Projections

Proposed Attendance Area for: HANCE ES Plan name: OPT1 - Scenario A											
	CURRENT	PROJECTED RESIDENT STUDENTS									
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
K	104	98.8	106.7	95.3	87.2	97.2	96.6	94.1	93.8	95.4	95
1	104	116.5	110.8	119.6	106.8	97.8	108.8	108.2	105.4	105	106.8
2	120	104.1	116.8	111.1	119.9	107.1	97.9	109	108.4	105.6	105.2
3	116	120.7	104.6	117.3	111.6	120.5	107.5	98.3	109.4	108.8	106
K-3	444	440.1	438.9	443.3	425.5	422.6	410.8	409.6	417	414.8	413

Proposed Attendance Area for: RICHLAND ES Plan name: OPT1 - Scenario A											
	CURRENT	PROJECTED RESIDENT STUDENTS									
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
K	103	99.1	115.6	106.7	109.1	110.7	112.9	111.6	112.3	112.6	112.7
1	134	116.8	119.2	135.7	124.4	125.7	128.1	129.6	127.5	127.9	128.1
2	119	132.1	121	121.3	136.6	124.1	126.1	127.5	128.4	126	126.3
3	132	123.4	143.8	129.8	129.2	143.6	131.2	132.5	133.2	133.9	131.3
K-3	488	471.4	499.6	493.5	499.3	504.1	498.3	501.2	501.4	500.4	498.4

Proposed Attendance Area for: WEXFORD ES Plan name: OPT1 - Scenario A											
	CURRENT	PROJECTED RESIDENT STUDENTS									
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
K	86	83.6	95.6	89.1	98.1	93.2	95.1	94.1	95.1	94.3	94.6
1	88	99.8	98.3	112.6	105.1	114.8	109	110.3	109.1	110.3	109.4
2	95	88.9	101.9	100.7	115.2	107.1	116.7	110.1	111.4	110.2	111.4
3	83	101.6	96.3	110.6	109.3	124.3	115.3	124.9	117.8	119.2	117.9
K-3	352	373.9	392.1	413	427.7	439.4	436.1	439.4	433.4	434	433.3

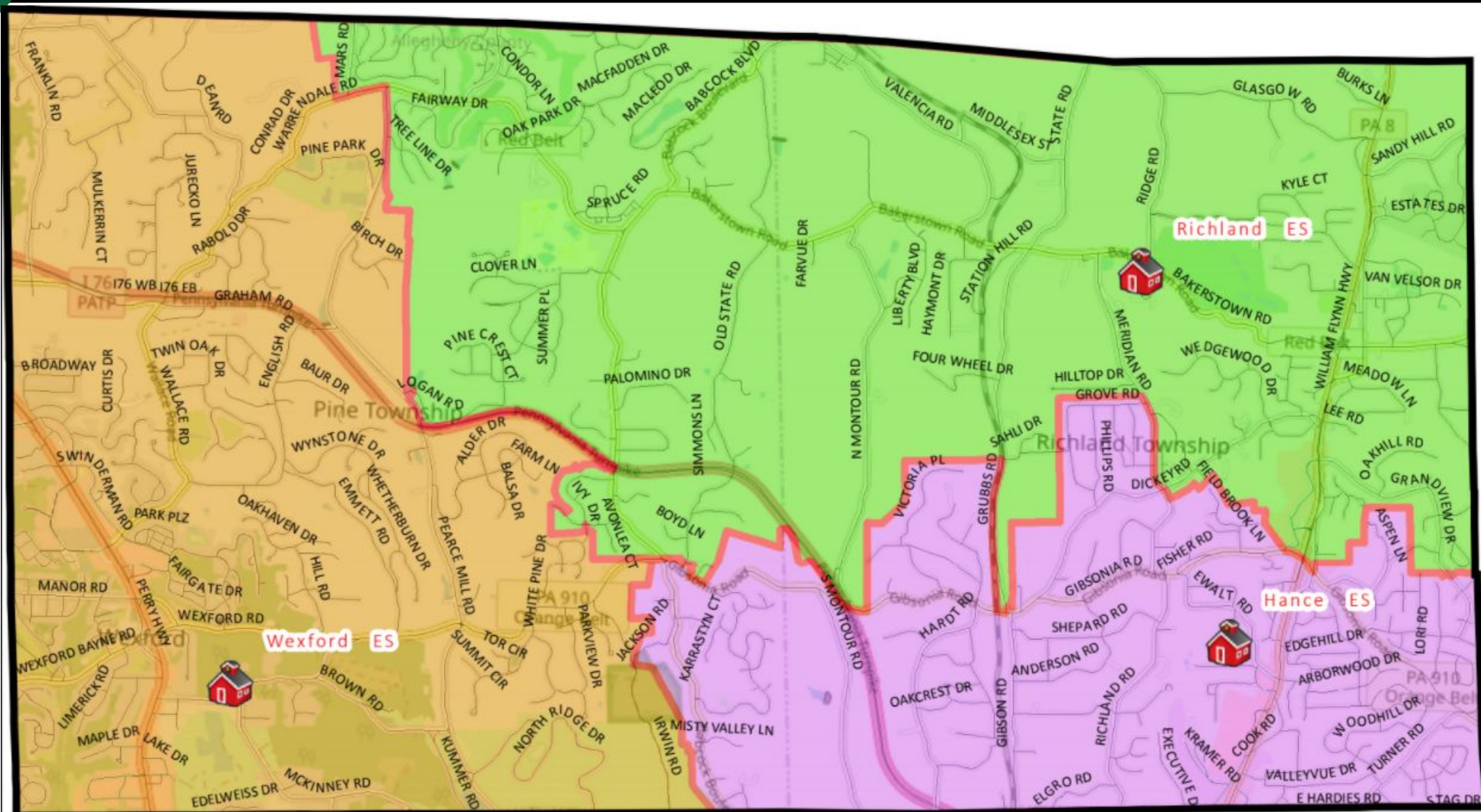
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PINE-RICHLAND SCHOOL DISTRICT

# Current Boundaries in Place since 2012



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# Scenario B: Enrollment Projections

Proposed Attendance Area for: HANCE ES Plan name: Opt4 - Scenario B											
	CURRENT	PROJECTED RESIDENT STUDENTS									
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
K	99	94	101.5	90.5	82.4	92.2	91.6	89.2	88.9	90.5	90.1
1	101	111	105.7	113.9	101.7	92.6	103.5	102.8	100.1	99.7	101.5
2	112	101.2	111.8	106.3	114.6	102.3	93.1	104	103.4	100.6	100.3
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Proposed Attendance Area for: RICHLAND ES Plan name: Opt4 - Scenario B											
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	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
K	95	91.2	105.2	96.2	97.1	100	101.9	100.6	101.2	101.6	101.7
1	106	107.2	108.2	121.7	110.8	111.3	115.2	116.4	114.4	114.6	115
2	103	103.6	109.4	108.4	121	109.9	111.1	113.9	114.7	112.3	112.5
3	97	105.8	111.5	115.5	113.8	126.3	115.5	115.8	118.2	118.6	116.2
K-3	401	407.8	434.3	441.8	442.7	447.5	443.7	446.7	448.5	447.1	445.4

Proposed Attendance Area for: WEXFORD ES Plan name: Opt4 - Scenario B											
	CURRENT	PROJECTED RESIDENT STUDENTS									
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
K	99	96.2	111.3	104.3	114.9	108.9	111	109.9	111.1	110.2	110.5
1	119	114.8	114.5	132.3	123.9	134.4	127.3	128.9	127.5	128.9	127.8
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	Scenario A			Scenario B		
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Forecasted Section Numbers by Grade in 2023-2024 Peak Enrollment Year	<u>Hance:</u> KG: 5 1st: 5 2nd: 5 3rd: 5 Total: 20	<u>Richland:</u> KG: 5 1st: 5-6 2nd: 5-6 3rd: 6 Total: 21-23	<u>Wexford:</u> KG: 5 1st: 5 2nd: 5 3rd: 5-6 Total: 20-21	<u>Hance:</u> KG: 5 1st: 5 2nd: 5 3rd: 5 Total: 20	<u>Richland:</u> KG: 5 1st: 5 2nd: 5 3rd: 5-6 Total: 20-21	<u>Wexford:</u> KG: 5-6 1st: 6 2nd: 6 3rd: 6 Total: 23-24
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# Updated Timeline

- **September 30th:** eBlast to Community
- **October 5th:** Strategic Update at Board Meeting with Options
- **October 19th:** Committee Meeting to Discuss Recommendation
- **November 4th:** Potential Virtual “Town Hall” for Q&A
- **November 11th:** eBlast to Community
- **November 16th:** Board Action Requested
- **Winter 2020-2021:** Begin Transition & Implementation Logistics





# Transition Planning and Resiliency

***Redistricting does not end with drawing new lines; it begins with the drawing of new lines with a focus on effectively managing the transition.***

**Planning Activities will Occur in 2020-2021 in Preparation for Student Transitions to Introduce and Acclimate them to a New Building**

- **Tours of the Building**
- **Student Buddies**
- **Counselor Visits**
- **Transition Discussion Groups**
- **Engagement of PTOs**



## Next Steps:

**Update our Dedicated Webpage  
eBlast to Community with Timeline  
Board Action on Scenario B at 11/16 Board Meeting**

