

Lee's Summit R-VII
Comprehensive Facility Master Plan
Phase I - Executive Summary

Board of Education Work Session
December 10, 2018



Table of Contents

Executive Summary:

Lee's Summit R-VII Board of Education Priority
CFMP Process Overview
October 2018 Enrollment Projections from Applied Economics
Parameters for Decision Making
2019-2020 Boundary Recommendation
Application of Board of Education (BOE) Criteria
Phase I Recommendations
Projected Timeline for New Construction, Additions, and Renovations
Foundation of Future Bond Issue
Other Recommendations
Conclusion

Appendices:

Appendix A - CFMP Charter
Appendix B - Summary of Engagement Series I Communication
Appendix C - Summary of Engagement Series II Communication
Appendix D - Summary of Engagement Series III Communication
Appendix E - 2018 Demographic & Enrollment Update, Applied Economics
Appendix F - English Learner (EL) Data
Appendix G - Early Education "Underserved" Data
Appendix H - Sample Transportation Consolidation
Appendix I - Elementary Transfer Data

Lee's Summit R-VII
Board of Education Priority

Adopted July 19, 2018

“Ensure equitable access to future-ready learning environments by further engaging stakeholders in the development of the district’s Comprehensive Facility Master Plan, aligning fiscal resources and adjusting school boundaries to meet the instructional programming and facility needs of all pre-K-12 students.”

CFMP Process Overview

The Comprehensive Facility Master Plan (CFMP) team, in collaboration with the DLR Group, Gould Evans, and LINK Strategic partners, developed a Phase I timeline to address immediate capacity concerns over the course of the fall 2018 semester, as well as, developed long range plans based on Future Ready Learning design principles (Phase II) that will take place in the spring of 2019. The CFMP team established the following goals for the 2018-2019 school year:

- Access and plan for the physical environment of our students
- Address boundary changes to provide equitable educational resources for our schools
- Determine plans to accommodate current and future growth in the District
- Look at the expansion of current facilities and the option of introducing new facilities (or facility)
- Maximize our current resources and more effectively using current facilities
- Determine if the development of a proposal for a bond election is needed
- Look at the Future Learning Environment and how our current and potential future facilities meet this goal
- Evaluate current district buildings and create a long-range plan for future ready concepts

During the Phase I work, the CFMP team was committed to an open and transparent process that incorporated a high level of two-way communication with the community to guide decision making. The scope of work utilized three primary tools to elicit feedback: community engagement meetings, surveys, and online feedback forms. Three community engagement series were held in the months of September, October, and November to provide information and garner direct input from patrons. Simultaneously, the District surveyed staff on key concepts and continued to monitor community responses via online feedback forms.

Community Engagement Series I, in September, framed the current capacity issues and shared the District's vision for identifying instructional needs as the driver for facility design. The second engagement series presented informal boundary proposals along with numerous facility and learning concepts. The final engagement series presented three comprehensive boundary options, as well as, indicated the need for future build projects. Feedback and input was collected throughout the final engagement series, which has led to the current recommendation to the Board of Education.

Engagement Series and Data Collection Overview: The CFMP team was intent on engaging our staff, students, parents and community members throughout this process. The team participated in over 33 hours of formal meetings and 22 hours of community engagement series forums. Additionally, there were many hours spent analyzing, logging and responding to feedback. The following items detail the amount of data we collected.

Engagement Series I

Online survey: 4,730 respondents

In-person attendees: 535 people

Comment cards received and answered: 280 cards and responses

Exit survey: 215 respondents

Engagement Series II

Online survey: 1,937 respondents

In-person attendees: 500 people

Comment cards received: 1,250 post-it notes

Online feedback form on CFMP website: 234 written comments

Exit survey: 60 respondents

Engagement Series III

Thoughtexchange forum: 683 participants, 440 thoughts shared, 28,610 thoughts rated

In-person attendees: 300 people

Comment cards received: 350 post-it notes

Online feedback form on CFMP website: 247 written comments

Exit survey: 32 respondents

We also had a CFMP “contact us” email platform through which community members could email feedback and thoughts directly to the team. We logged 157 emails with 175 corresponding email replies in relation to the CFMP process.

In total, we processed almost 15,000 pieces of feedback or personal conversations throughout the CFMP phase-one process.

CFMP Website: It was important to the CFMP team and the District to track, log, analyze and display the CFMP feedback throughout the process. The CFMP website - www.lsr7.org/cfmp - housed all of the information related to the public engagement series. This site served as a repository for our communications and documents. The site catalogued the surveys, data, collateral, timelines, results, enrollment numbers, capacity maps, parameters and criteria, informal solutions and recommendations.

CFMP Team Members: The District would like to acknowledge the CFMP team who worked on this process:

Members:

Kimberly Alonzo - Administrator, parent and community member
Greg Arens - Citizens Advisory Council, parent, and community member
Brady Cantrell - Parent and community member
Kim Danaher - Parent and community member
Kyle Gorrell - District administration
Hilary Graves - Parent, Parent Teacher Association
Chad Hertzog - Administrator
Laurel Hogue - Higher Education, parent, and community member
Greg Johnson - Administrator, parent, and community member
Blake Little - Parent, staff and community member
John Lovell - Parent and community member
Tim Mathes - Parent and community member
Dena Mezger - City – Public Works
Emily Miller - District administration
Radell Oakman - Parent and community member
Jon Plaas - Business Roundtable and community member
Tracy Sample - Administrator
Joe Snook - City - Parks and Recreation
Jennifer Stevenson - GBEEC and community member
Judy Taylor - Community member
Jodi Thompson - Parent and community member
Kelly Wachel - District administration
Sonja Wald - Parent and community member
Tony Yarbrough - Parent, community and business representative

Ex Officio Members:

Dennis Carpenter, Superintendent of Schools
Katie Collier, Associate Superintendent of Instructional Services
Deborah Delsemme, Assistant Superintendent of Human Resources
Keith Henry, Director of Transportation
Jennifer Kephart, Assistant Superintendent for Elementary Education
Dan Mullen, Director of Data Systems
Dawn Smith, Assistant Superintendent of Equity and Student Services
David Sharp, Assistant Superintendent for Secondary Education
Wesley Metz, Chief Financial Officer

CFMP Boundary Recommendations



October 2018 Enrollment Projections from Applied Economics

The District received updated enrollment projections in October 2018 indicating growth due to new development. The 2018 enrollment projections estimate the district will grow approximately 1,620 students in the next 10 years: 691 high school students, 319 middle school students and 610 elementary students. The current recommendation is based on the new data provided by Applied Economics.

The enrollment table below contains the following information by school:

- Design Capacity: The original design concept that articulates the total seats available or 100% capacity per school.
- Program Capacity: The design capacity is decreased to account for special programs that occupy a standard classroom space.
- 85% Program Capacity: The district has determined 85% as the ideal capacity to allow for instructional flexibility and future growth.
- Attendance Area Enrollment: The projected number of school-aged students that reside within a given school or planning grid.
- By School Enrollment: This data accounts for participation in special programs and intra-district transfers. It is more reflective of the number of students physically present in a school.

In addition, attendance area projections are color coded to indicate the following:

- Blue - Less than 79% capacity (under capacity)
- Green - 80-89% capacity (at capacity)
- Orange - 90-95% capacity (stressed capacity)
- Red - 95-100% capacity (over capacity)

It is important to note, the five-year enrollment projections have proven to be reliable benchmarks (2023-2024). The 10-year projections are more prone to variance (2028-2029) and should be interpreted with caution.

Elementary Enrollment Projections

School	Design Capacity	Program Capacity*	85% Program Capacity	By School 2018-2019	Att. Area 2018 -2019	Att. Area 2023-2024	Att. Area 2028-2029
CCE	658	634	539	542	537	599	650
GWE	517	517	440	440	451	439	444
HHE	658	634	539	537	521	574	797
HGE	493	493	419	463	476	523	545
HPE	658	634	539	581	519	606	607
LSE	329	329	280	291	302	333	331
LFE	658	658	559	525	520	435	415
MAE	446	446	379	490	525	728	887
MLE	658	634	539	555	643	585	484
PLE	658	587	499	523	499	464	418
PVE	1,151	1,034	879	848	751	708	627
RHE	658	658	559	614	619	528	464
SPE	658	658	559	668	683	867	888
SVE	658	587	499	477	453	374	384
TRE	658	540	459	486	473	474	549
UWE	658	658	559	466	471	473	420
WVE	493	423	359	390	448	413	396
WLE	658	658	559	391	409	515	604

* Enrollment “By School” considers impact of district special programs and elem transfers, Applied Economics Table 11

Blue less than 79%, Green 80-89%, Orange 90-95%, Red 95%+

Secondary Enrollment Projections

School	Design Capacity	Program Capacity*	85% Program Capacity	By School 2018-2019	Att. Area 2018 -2019	Att. Area 2023-2024	Att. Area 2028-2029
BCMS	1,227	1,227	1,043	935	959	1,007	1,085
PLMS	1,132	1,132	962	817	810	864	892
SLMS	1,260	1,260	1,071	1,089	1,096	1,111	1,207
LSHS **	2,290	2,290	1,946	1,755	1,793	1,876	1,901
LSN **	2,321	2,321	1,972	1,846	1,914	2,127	2,260
LSW**	2,224	2,224	1,890	2,151	2,185	2,375	2,422

* * Enrollment “By School” considers impact of district special programs, Applied Economics Table 11

** Does not reflect per period enrollment at STA, MIC, Herndon, Cass, Innovation Track

Blue less than 79%, Green 80-89%, Orange 90-95%, Red 95%+

Parameters for Decision Making

Timeline: Boundary adjustments for the 2019-2020 school year.

Grandfathering: Grade level implications for students affected by boundary changes.

- **High School**

- Current (2018-19) 11th graders - Eligible to stay in their current school; transportation provided by the district
- Current (2018-19) 10th graders - Move to newly assigned high school
 - If a current 10th grade student submits a request, he/she will be approved to remain in his/her current school. Parent is responsible for providing transportation. This transfer will be approved for the duration of his/her high school experience; however, the request must be submitted annually.
- Current (2018-19) 9th graders - Move to newly assigned high school
 - If a current 9th grade student submits a request, he/she will be approved to remain in his/her current school. Parent is responsible for providing transportation. This transfer will be approved for the duration of his/her high school experience; however, the request must be submitted annually.

- **Middle School**

- Current (2018-19) 8th graders - Move to newly assigned high school
- Current (2018-19) 7th graders - Move to newly assigned middle school

- **Elementary School**

- Current (2018-19) 6th graders - Move to newly assigned middle school
- Current (2018-19) 5th graders - Move to newly assigned elementary school
 - If a current 5th grade student submits a request, he/she will be approved to remain in his/her current school. Parent is responsible for providing transportation. Following 6th grade, the student will be expected to move to the newly assigned middle school
- Current (2018-19) 4th graders - Move to newly assigned elementary school
- Current (2018-19) 3rd graders - Move to newly assigned elementary school
- Current (2018-19) 2nd graders - Move to newly assigned elementary school
- Current (2018-19) 1st graders - Move to newly assigned elementary school
- Current (2018-19) Kindergarten - Move to newly assigned elementary school

* Transfer considerations relative to any boundary changes would be assessed based upon the details above.

Recommendation for 2019-2020 Boundary Change

The following criteria influenced the CFMP committee in making recommendations. These criteria, combined with the feedback from our engagement series, directed the team to arrive at decisions.

- Instructional Capacity: Number of students assigned to a building that takes into account the number of classrooms and resources needed for art, music, labs, ELL, special education and gifted education
- Safety: Promote safe walk zones and routes to school
- Transportation: Maximize efficiency of bus transportation and minimize ride times
- Enrollment capacity: Student enrollment provides room for future growth
- Class size: Future ready space guidelines for class size at different grade levels
- Distribution of Special Programs: Consider balance and access to district-wide programs
- Previous rezoning: Minimize the need for more than one boundary change in the elementary life of a student
- Program continuity: Minimize school assignment change for students who have spent the majority of their experience in the school
- Sensible and fair boundary lines: Consider the proximity to school, and to the extent possible, look for natural points to define boundaries

Engagement Series I - Key Drivers for Decision-Making

- High-level of interest for each of the proposed solutions for handling capacity and learning needs
- Minimize student impact
- Support for boundary adjustments, renovations, additions and/or new buildings to accommodate enrollment capacity
- Equitable access - 90% of survey respondents agreed that learning environments and programming should support individualized learning needs

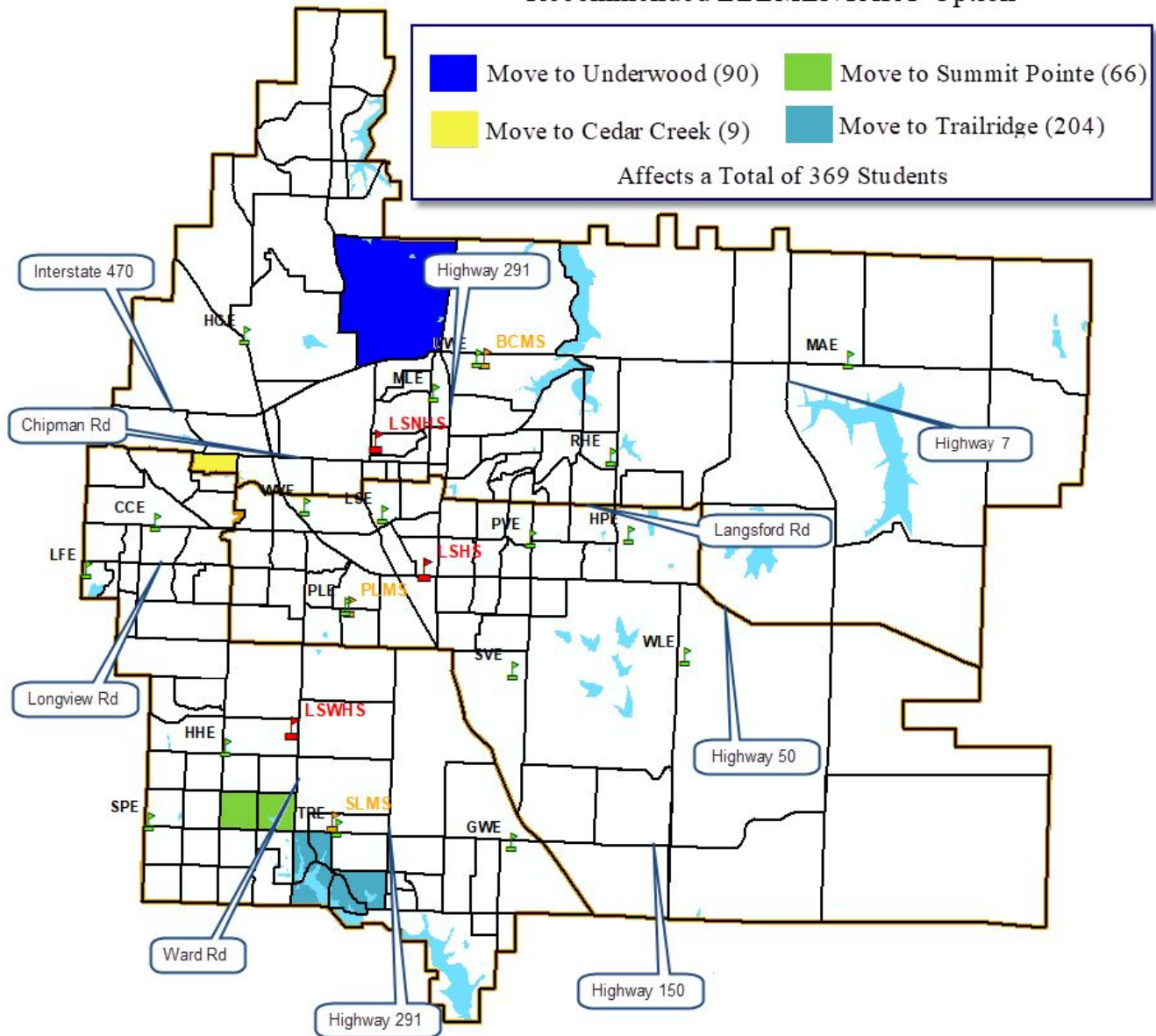
Engagement Series II - Key Drivers for Decision-Making

- Instructional capacity and class size - prioritized highest in our online survey
- Minimize student impact - prioritized highly
- Safety - prioritized highly in our online survey
- Sensible and fair boundary lines - consideration of neighborhoods and being sensitive to neighborhood splits
- Transportation routes - efficiency and safety
- Prioritize grandfathering

Engagement Series III - Key Drivers for Decision-Making

- Minimize the need for more than one boundary change in the elementary life of a student - try not to move students twice when considering additional recommendations
- Transportation routes - efficiency and safety
- Program continuity - minimize school assignment change for students who have spent the majority of their experience in the school
- Sensible and fair boundary lines - consideration of neighborhoods and being sensitive to neighborhood splits
- Enrollment capacity - as we think about long-term implications of programming and instruction, make sure we have room for future growth

Recommended ELEMENTARY Option



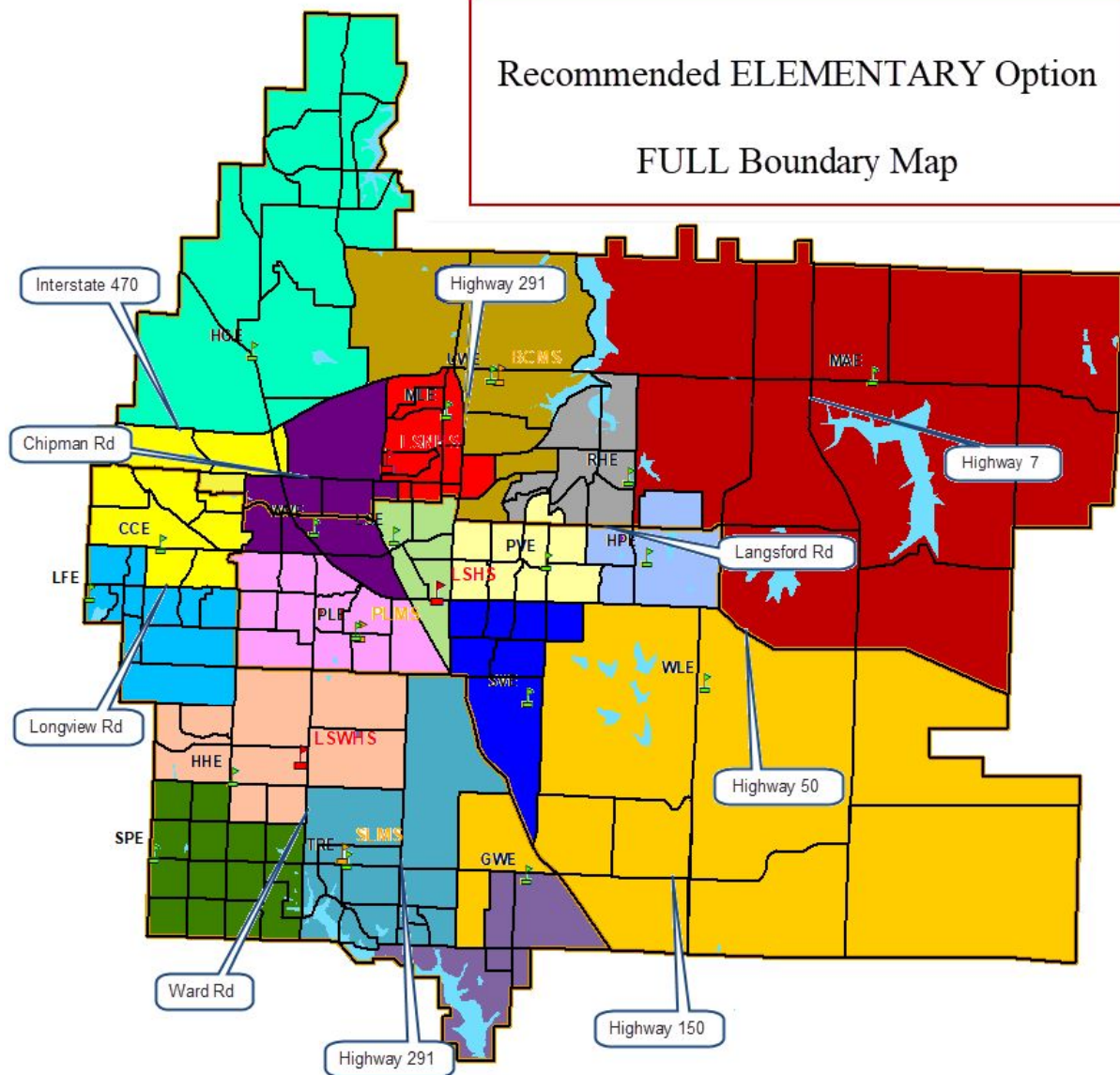
School	85% Program Capacity	School of Residency Enrollment 9/26/18 **	2019-20	2020-21	Proposed Construction Projects 2021-22	Proposed Construction Projects 2022-23	2023-24	2028-29	School	85% Program Capacity	School of Residency Enrollment 9/26/18 **	2019-20	2020-21	Proposed Construction Projects 2021-22	Proposed Construction Projects 2022-23	2023-24	2028-29
CCE	538	545	556	554	568	589	606	656	PLE	499	511	499	494	479	469	464	418
GWE	439	446	451	427	428	424	439	444	PVE	878	780	738	729	713	725	708	627
HHE	538	517	514	523	546	541	574	797	RHE	559	597	600	589	568	542	528	464
HGE	419	477	365	371	392	397	408	446	SPE	559	693	584	619	656	700	746	815
HPE	538	515	533	563	578	576	606	607	SVE	499	461	434	408	388	380	374	384
LSE	279	299	317	323	325	325	333	331	TRE	559	469	639	625	600	599	595	623
LFE	559	524	497	477	473	441	435	415	UWE	559	468	582	579	590	589	587	519
MAE	379	520	552	589	625	662	728	887	WVE	359	438	442	434	422	413	405	390
MLE	538	640	642	635	628	611	585	484	WLE	459	406	437	464	483	505	515	604

** Represents enrollment based on student's physical street address

Color coding based on Program Capacity - Blue less than 79%, Green 80-89%, Orange 90-95%, Red 95%+

Recommended ELEMENTARY Option

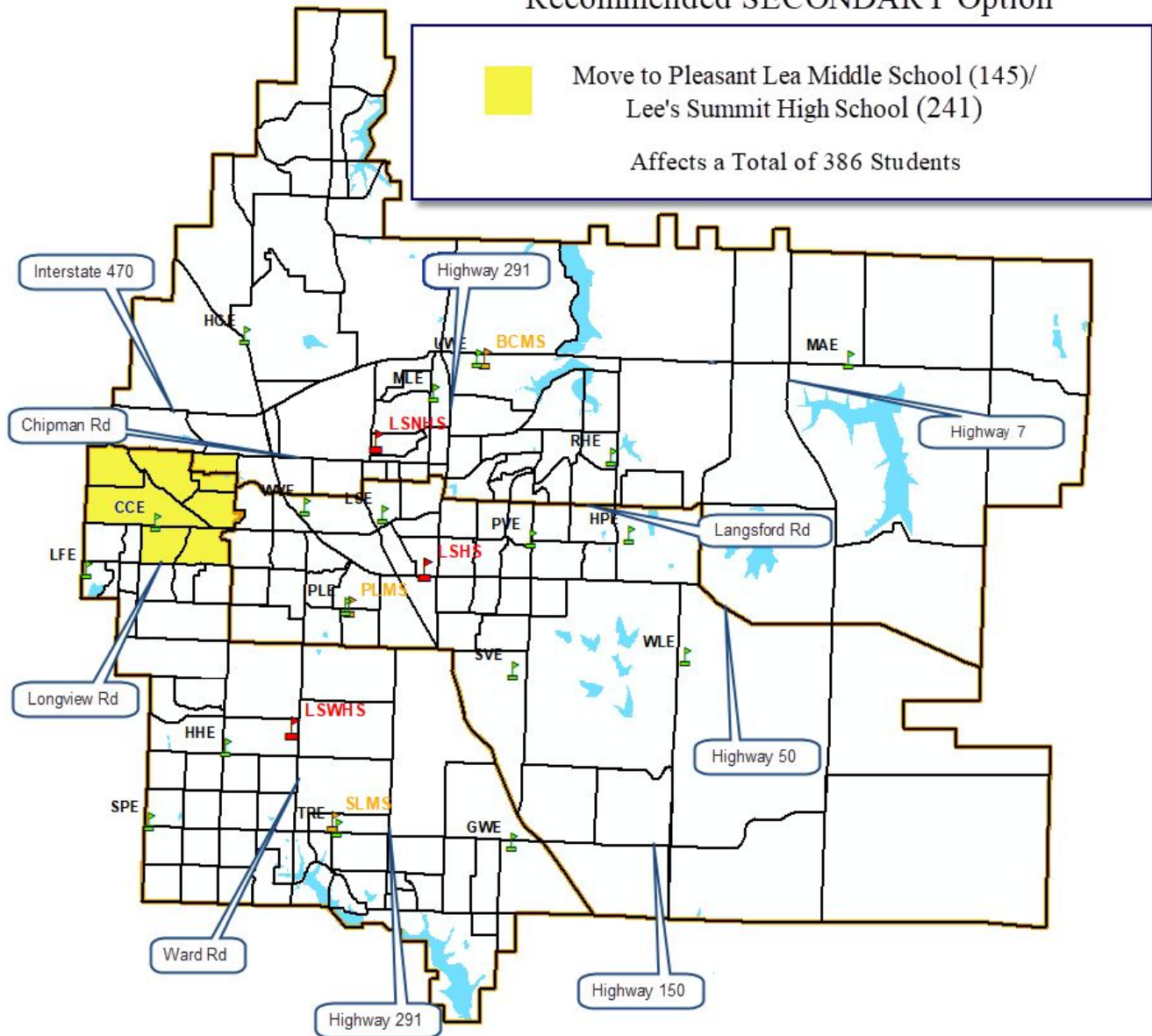
FULL Boundary Map



Boundary Map Legend

 Cedar Creek	 Longview Farm	 Summit Pointe
 Greenwood	 Mason	 Sunset Valley
 Hawthorn Hill	 Meadow Lane	 Trailridge
 Hazel Grove	 Pleasant Lea	 Underwood
 Highland Park	 Prairie View	 Westview
 Lee's Summit	 Richardson	 Woodland

Recommended SECONDARY Option



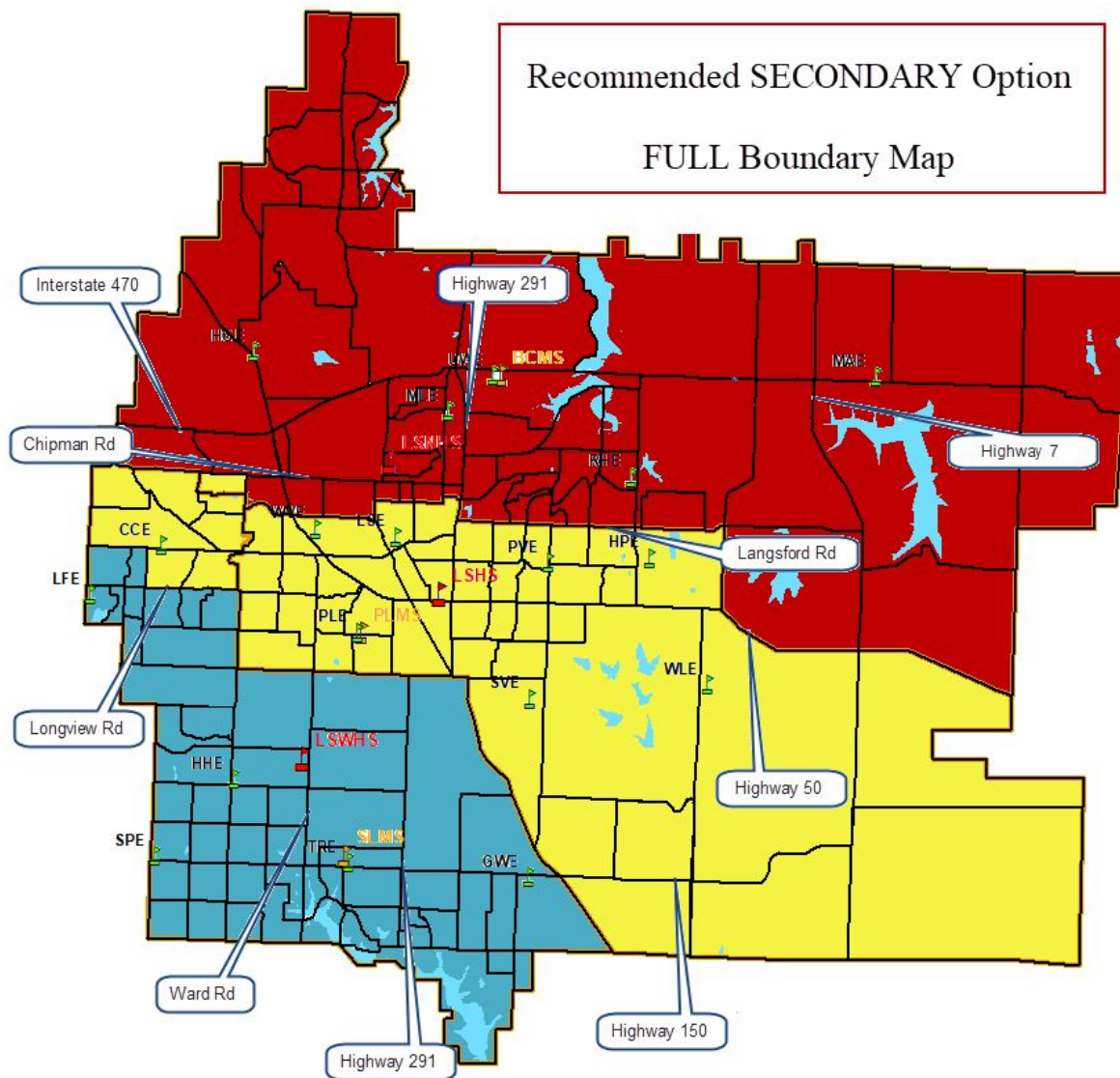
School	85% Program Capacity	School of Residency Enrollment 9/26/18 **	Proposed Construction Projects					
			2019-20	2020-21	2021-22	2022-23	2023-24	2028-29
PLMS	962	818	982	1044	1098	1058	1009	1064
BCMS	1043	958	1030	1005	959	991	1005	1083
SLMS	1071	1090	922	959	970	998	969	1037
LSHS	1946	1786	2081	2086	2113	2139	2223	2232
LSNHS	1972	1918	1872	1948	2031	2084	2117	2256
LSWHS	1890	2181	1958	1995	2011	2054	2037	2095

** Represents enrollment based on student's physical street address

Color coding based on Program Capacity - Blue less than 79%, Green 80-89%, Orange 90-95%, Red 95%+

Recommended SECONDARY Option

FULL Boundary Map



Boundary Map Legend



Pleasant Lea Middle School/
Lee's Summit High School



Bernard Campbell Middle School/
Lee's Summit North High School



Summit Lakes Middle School/
Lee's Summit West High School

Opportunity to Clarify Boundaries

During the Phase I work, minor discrepancies were found in existing and proposed maps that impact a very small number of students. This is a good opportunity to clarify needed adjustments.

- MAE is currently a split school for a very small number of students. Transportation believes that the boundary from Langsford Road south to US 50 should be the East City Limit of the City of Lee's Summit (East side of Summit Mill subdivision). The boundary is currently the center line of Milton Thompson Road and will cause 3-5 students to separate from their peers for middle school and high school.
- An small adjustment will be made for the proposed grid that moves HGE students to UWE. Approximately 3-5 students live off Lee's Summit Road . HGE has buses on Lee's Summit Road and it is a more reasonable boundary to continue to transport those few students to HGE for operational efficiency.

CFMP Phase I Recommendations



LEE'S SUMMIT
R-7 SCHOOLS
Learning for Life

Phase I Recommendations

The proposed Phase I recommendation is designed to accomplish the following: 1) charge District administration with answering key instructional questions raised during the Phase I engagement series; 2) develop a one-to-five year plan for new construction, additions, and modernization based on sound instructional practices; and 3) address immediate capacity issues through boundary changes.

The 2018 enrollment data provided by Applied Economics articulates a clear message; there is a need for new construction within the next one to five years to address capacity issues. The 2018 enrollment projections estimate the district will grow approximately 1,620 students in the next 10 years: 691 high school students, 319 middle school students and 610 elementary students. During the engagement series, a variety of suggestions and ideas were vetted. Below are the ideas that resonated throughout the process and require district administration and staff to effectively study, determine feasibility, and make recommendations regarding the following instructional issues:

1. Determine the best grade level configuration to meet the instructional needs of 6th graders
2. Explore career and technical education opportunities within the district. Programming would incorporate skilled trades instruction (i.e. HVAC, plumber, electrician, etc.)
3. Evaluate the need for additions, modernization, or renovation to meet continued capacity needs and future ready design standards
4. Investigate instructional topics that have high yield outcomes for students (i.e. early education, year-round school, theme-based schools)
5. Evaluate programmatic and spatial needs for students in special programs to be served in their home school (i.e. English Learners)

The narrative below provides further context for the priorities noted above.

1. Determine the best grade level configuration to meet the instructional needs of 6th graders

Middle School Placement of 6th-grade: There are a variety of grade level configurations that have been formally researched throughout the nation. The district needs to evaluate the instructional and social/emotional benefits of moving 6th grade into the middle school setting. LSR7 has maintained a traditional K-6 model and should consider the following:

- Social Emotional Well Being - In a 7th-8th configuration students are constantly focusing on transitioning in or out of the learning community. A 6th-8th configuration provides more stability and predictability for students as they enter and move through adolescence
- Access and Opportunity - Sixth grade students have the opportunity to enroll in exploratory classes and intramural activities

- Community building - A 6th-8th setting can offer a greater sense of community and relationship building with staff, students and parents. The relationships are stronger the longer they are a part of the learning community
- Academics - A 6th-8th setting would necessitate a content specific certified teacher in each core subject area
- Academic/Behavioral Interventions - A 6th-8th setting provides a longer opportunity to address academic and behavioral gaps in a systemic way

A fourth 6th-8th grade middle school may mitigate the need for elementary schools in the northeast and southwest. A map illustrating a *potential* fourth middle school boundary (designated by the green section) is provided below:

Map 1.1 Sample Middle School Four Boundary

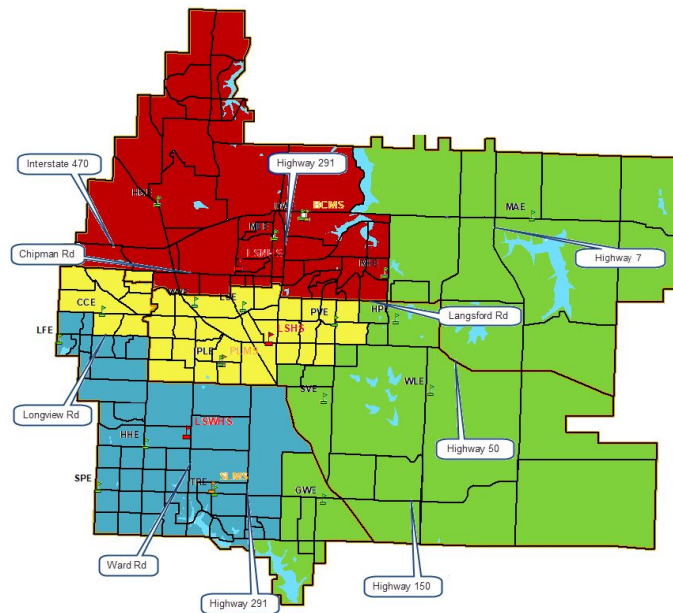


Table 1.1 Sample Middle School Four Capacity

School	85% Program Capacity	School of Residency Enrollment 9/26/18 **	2021-22	2022-23	2023-24	2028-29
PLMS	962	818	1167	1143	1094	1108
BCMS	1043	958	1118	1120	1143	1106
SLMS	1071	1090	1142	1126	1161	1211
NEW MS			1080	1033	1042	1290

Table 1.1 was not color coded because some of the existing middle schools will likely need additions if a fourth middle school is added. This approach would also create a split feeder system. In the

example above, the fourth middle school would feed to all three high schools. With deeper study, other alternatives may arise.

Below is the associated elementary map and projected K-5 enrollment chart. A fourth middle school and comprehensive boundary change would significantly alleviate capacity issues at the elementary level.

Map 1.2 Sample K-5 Elementary Map

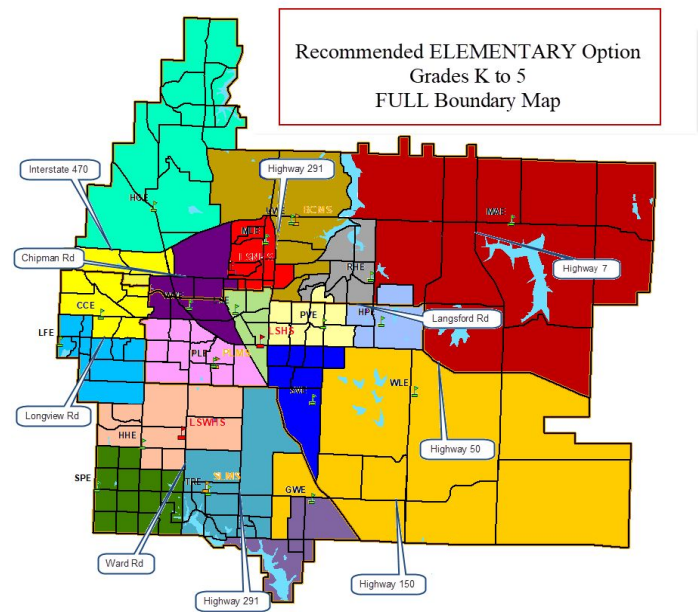


Table 1.2 Sample K-5 Capacity

School	85% Program Capacity	School of Residency Enrollment 9/26/18 **	2021-22	2022-23	2023-24	2024-25	2025-26	2028-29	School	85% Program Capacity	School of Residency Enrollment 9/26/18 **	2021-22	2022-23	2023-24	2024-25	2025-26	2028-29
CCE	538	545	485	506	531	533	539	556	PLE	499	511	398	393	397	385	377	348
GWE	439	446	357	371	376	375	375	375	PVE	878	780	626	611	591	580	565	528
HHE	538	517	438	463	482	519	555	685	RHE	559	597	469	457	446	435	423	391
HGE	419	477	332	343	345	350	356	377	SPE	559	693	570	614	627	643	657	688
HPE	538	515	484	505	523	528	524	514	SVE	499	461	324	318	321	318	319	324
LSE	279	299	277	285	287	286	285	282	TRE	559	469	503	500	499	507	509	525
LFE	559	524	371	366	352	359	359	349	UWE	559	468	505	506	502	487	475	436
MAE	379	520	534	588	637	660	690	753	WVE	359	438	357	350	332	325	316	327
MLE	538	640	536	510	490	474	458	407	WLE	459	406	418	426	442	455	470	513

** Represents enrollment based on student's physical street address

Color coding based on Program Capacity - Blue less than 79%, Green 80-89%, Orange 90-95%, Red 95%+

* These numbers reflect the recommended boundary change and addition of a fourth middle school.

As noted in Table 1.2 above, only four of 18 elementary schools exceed the 85% capacity with the addition of a new middle school. MAE would require an addition to bring its design capacity up to a four section elementary school that can support 559 students as its 85% program capacity target. In addition, a boundary change between PVE, RHE and UWE could absorb additional MAE students. Boundary changes would be used to remedy the other three schools over capacity. Furthermore, the

data in 1.2 demonstrates ample capacity at the elementary level, which would allow for student growth and the implementation Future Ready Learning standards. It also provides space for more students enrolled in district special programs (i.e. EL students) to be served in their home school.

Elementary Placement of 6th-grade: If the District determines elementary school is the appropriate place for 6th-graders, two elementary schools will need to be constructed. One elementary school will need to be constructed in the southwest to alleviate needs at Summit Pointe elementary and Hawthorn Hill elementary schools. At this time, the district will need to purchase a site and a comprehensive boundary study would need to occur prior to its opening. The second elementary school will be built on the existing property the district owns in Chapman Farms.

2. Expand career and technical education opportunities within the district. Programming would incorporate instruction in the trades (i.e. HVAC, plumber, electrician, etc.)

The district is at a pivotal place where it needs to closely evaluate the need for a fourth traditional high school. Applied Economics projects an additional 691 high school students within 10 years. The Per Period Enrollment, Table 1.4, suggests that there is capacity at both LSHS and LSN. However, LSW cannot keep up with its projected enrollment even with the offset of special programs as it has the smallest design capacity. This is the rationale for the immediate boundary change.

Table 1.3 Per Period Enrollment by School

School	LSHS	LSHS		LSNHS	LSHS	LSWHS	LSWHS
Period	SM 1	SM 2		SM 1	SM 2	SM 1	SM 2
1	1,627	1,628		1,734	1,731	2,016	2,011
2	1,658	1,650		1,739	1,719	2,020	2,011
3	1,660	1,655		1,738	1,725	2,023	2,013
4	1,726	1,720		1,800	1,787	2,092	2,084
5	1,638	1,640		1,726	1,713	1,990	1,973
6	1,590	1,591		1,691	1,680	1,970	1,961
7	1,579	1,560		1,642	1,635	1,951	1,946
Advisory	1,607	1,574		1,844	1,839	2,148	2,147
Total School Enrollment	1,755			1,846		2,152	

The data represented in Table 1.4 shows increasing enrollment in half day and full day special programs over the last four years. There is considerable discussion in the business community to prepare students to become “workforce ready.” The District should closely evaluate expanding

programs to include instruction in skilled trades that will prepare students for high skill, high wage jobs. Currently the district sends 94 students to Herndon Career Center and 16 students Cass Career Center. The district should evaluate its expenditures on tuition and transportation for 110 students to have access to these programs. These resources could be redirected to offer additional opportunities to LSR7 students within the district. Summit Technology Academy (STA) is an ideal location for program expansion as the original design plans accounted for a 50% expansion in future years. This would also involve the exploration of full day student assignments at this site and district goals relative to student participation.

Table 1.4 Enrollment in Secondary Special Programs

	2015-16						2016-17						2017-18						2018-19				
	LSHS	LSN	LSW	SRA	Total		LSHS	LSN	LSW	SRA	Total		LSHS	LSN	LSW	SRA	Total		LSHS	LSN	LSW	SRA	Total
Cass	7	3	10		20		10	4	9		23		7	6	4		17		8	3	5		16
Herndon	29	11	32	0	72		25	38	22		85		21	35	22		78		26	34	29	5	94
Innovation Track					0						0						0		17	16	32		65
Summit Tech/MIC	90	108	117		315		63	101	122		286		84	82	126		292		94	105	156		355
Summit Ridge*	40	40	40		120	40	40	40		120	40	40	40		120	40	40	40		120			
Miller Park	1	4	1		6	1	1			2	2	2	2		6		1			1			
Hilltop	4	6	2		12	2	2	2		6	2	1	1		4	1	1			2			
				Total	545				Total	522				Total	517				Total	653			

*SRA has a total of 120 HS seats and 12 MS seats. *Attendance fluctuates and can go a little higher if needed.

In addition, the team also discussed the merits of moving SRA to the same location. This would place at-risk population of students directly in line with more opportunities to prepare them for the workforce. This would also provide LSW with additional capacity for smaller, more specialized classes.

3. Evaluate the need for additions, modernization, and renovation to meet continued capacity needs and future ready design standards

The CFMP team feels that the district must maintain a strong commitment to the modernization and renovation of original schools. Building principals have cultivated a sense of “*Tradition, Pride, Excellence*” within their schools and it is the District’s obligation to see that their efforts are supported in the physical structure of the building.

4. Investigate instructional topics that have high-yield outcomes for students (i.e. early education, year-round school, theme-base schools)

Throughout the Phase I work, three instructional topics emerged needing further research and investigation: early education, year-round school, and theme-based schools. In 2016-2017, the District studied expanded early education opportunities as a means of early intervention for underserved youth. A community survey was conducted that demonstrated strong support for Parents As Teachers (PAT) as well as expanding opportunities for children who would not otherwise have

access to preschool. This continues to be an area of need for the district (refer to Appendix G for additional information).

In addition, year-round school was previously studied by the district. The CFMP team recommends reviewing the research and connecting with other districts in the area to determine feasibility as this is a strategy that can assist in closing the achievement gap.

Finally, the district should investigate the merit of theme-based schools and its overall effectiveness on student achievement.

5. Evaluate programmatic and spatial needs for students in special programs to be served in their home school (i.e. English Learners)

Since 2012, the EL program has grown from 145 students to 502. While the program has experienced considerable growth, the program delivery has remained unchanged where students are sent to 3 elementary schools, one middle school, and one high school to receive direct services. This approach to delivering services is becoming unsustainable due to the increased enrollment. In a 2018 survey, 78% of participating EL parents would like their child(ren) served in their home school (refer to Appendix F for additional information).

Implications for Future Bond Issue

District administration has determined that there are facility needs that will likely result in a 2020 bond issue, pending a future work of the CAC and vote of the Board of Education. Bonding capacity for the Lee's Summit R VII school district is \$301,549,304 (2,010,328,696 AV x 15%). If the district wanted to run a bond issue in April of 2020 there would be \$170-180 million in bonding available at a no tax increase. The estimated cost of building a new elementary would be \$20-25 million, middle school \$50 million or high school \$100 million. Renovation costs would vary depending on the scope of the work. You could estimate \$1-3 million per elementary, \$2-10 million per middle school and \$5-25 million per high school.

Projected Timeline for Construction

Table 1.5 Sample Timeline

ELEMENTARY OR MIDDLE SCHOOL			
		Start Date	Finish Date
Architectural Services RFP			
	Public Advertisement	2/10/2019	2/17/2019
	BOE Award Contract(s)		3/14/2019
District Research			
	Process Action Teams	1/2/2019	4/11/2019
	Tentative BOE Decision	4/11/2019	4/11/2019
Design			
	Schematic Design	3/22/2019	9/3/2019
	Design Development	9/4/2019	10/1/2019
	Construction Documents	10/2/2019	3/2/2020
Bond Election			
	Board Approval		12/19/2019
	Bond Certification		1/21/2020
	Bond Election		4/14/2020
Bidding		3/3/2020	3/31/2020
BOE Award Construction Contracts			4/16/2020

Other Recommendations

- Effective the 2019-20 school year, the district recommends the following: 1) establishes a maximum distance a student will walk to a bus stop, 2) establishes stop spacing (500' for elementary and 1200' for secondary), 3) Review current walk zones and adjust to ensure compliance with board policy for the 2019-2020 school year. There are a cascading benefits by reducing the number of bus stops in a given route. The bus route becomes more efficient which significantly reduces the ride time for students. The reduced route time allows for greater flexibility for possible future bell time adjustments (refer to Appendix H for additional information).
- Effective 2019-20, the district recommends revising the administrative procedure for elementary intradistrict transfer requests that are based on childcare needs. The proposed revised language references, "For transfers due to childcare needs, requests must be made in writing with a notarized and dated statement of services by the provider" (refer to Appendix F for additional data).
- The CFMP team should be reconvened annually to look at changes in enrollment projections with a formal facility evaluation to occur and provided to the Board of Education no less than every five years.

Conclusion: The CFMP team is grateful for the Board of Education's visibility and continued support throughout the three Engagement Series. We ask that on December 13, 2018, the Board of Education approve the proposed boundary recommendation so that the district and community can begin the exciting next steps of planning for our students' futures.