

D20 Boundary Committee
February 23, 2017 – Meeting Minutes
Location – EAC Willow

Committee Members Present: Becky Allan, Janet Barr, Lisa Brigger, Aline Chambre, Allison Cortez, Levka Craft, Eileen Cuthbertson, Hannah Dunn, Stephen Gaines, Tom Gregory, Cindy Hardin, Brookelyn Harvey, Heather Henneman, Joshua Hogan, Charie Horne, Sue Judy, Tracy Kasunick, Kendra Larmour, Doug Lundberg, Keshav Nambiar, Laura Olson, Heidi Pace, Susan Paulson, Henry Reitwiesner, Pat Richardson, Martin Ruybal, Brett Smith, Michelle Tucker, John West

The meeting began at 5:00 p.m.

Ms. Becky Allan began the meeting by inviting everyone to please sign in, take one copy each of the binder updates, and begin dinner. While enjoying the meal, Ms. Allan requested that everyone read the DRAFT minutes from the 2/9/17 meeting. The committee approved the DRAFT minutes from the 2/9/17 meeting without the need for any changes. The D20 Boundary Committee website was projected in order to show the membership how to navigate the site. Ms. Allan then requested that everyone introduce themselves for members who were not present at the previous meeting. After introductions, Ms. Allan stated that copies of the ratified minutes would be available at the next meeting and would be posted to the website.

Ms. Allan discussed the new handouts, to include the updated committee list with email addresses, the final meeting norms, updated factors to address, 2/23/17 agenda, and DRAFT 2/9/17 meeting minutes. Ms. Allan explained that the finalized factors to address document incorporates the dot tallies and new suggested factors from the 2/9/17 meeting, and reiterated that we will revisit these factors as we consider various boundary scenarios. Ms. Allan next reviewed the evening's agenda, briefly discussing each point: Ms. Cindy Hardin will provide a transportation overview; Mr. Tye Tutt, Nor'Wood Development Group, will share information regarding the Wolf Ranch Development; and Mr. Scott Torlucci, Davis Demographics, will guide the group through a PowerPoint slideshow regarding the projection and boundary process.

Ms. Allan directed the members' attention to the capacity and enrollment data for all District 20 schools. She explained that the data show total capacity per school vs. total number of students currently enrolled as of 1/12/17. Where indicated by an asterisk, these numbers include preschool enrollment for schools which offer this program. Ms. Allan asked the group for questions and none were shared.

At this time, several committee members arrived and introduced themselves for the benefit of those who were absent during the 2/9/17 meeting.

Ms. Cindy Hardin was invited to provide a transportation overview. She discussed basic facts such as the different fee structures to ride a District 20 bus, number of miles driven, walk distances (District 20 will not allow students to walk across Powers Blvd. as an example, therefore, transportation is provided to these students), field trips, number of students eligible for transportation, the different types of bus stops available, and number of current transportation employees. Ms. Hardin pointed out that the

public can now see route availability online. District 20 buses are heavily utilized for field trips; therefore, the District occasionally hires Gray Line, Ramblin' Express, and other outside contractors in order to meet demand. Mr. Tom Gregory requested that Ms. Hardin please define a field trip; Ms. Hardin described trips to the theater, Pikes Peak Center, and athletic events, just to name a few. Ms. Hardin next referred the group to the transportation handout. This handout includes information regarding bus routes, service eligibility, safety, student management, payment information, and a list of schools for choice transportation. Ms. Hardin asked for questions and none were shared. Ms. Allan thanked Ms. Hardin for her excellent presentation. Ms. Allan asked Ms. Hardin to clarify a point regarding sidewalks and students currently receiving transportation. Ms. Hardin explained that D20 is currently busing two small walk areas due to construction/sidewalks not being completed.

Ms. Allan next introduced Mr. Tye Tutt, Project Engineer for Nor'wood Development Group. Mr. Tutt began by stating that Nor'wood completed a five-year plan, in terms of lot counts, and discussed an overview of Wolf Ranch to include lot development and roadway construction. Nor'wood is highly market driven; any plans farther than two years out may alter the overview, based on demand. Mr. Tutt explained that Research Parkway between Powers and Black Forest Road is scheduled to be completed in 2017, while Briargate Parkway's construction from Cordera to Black Forest Road is planned between 2017 and 2019. Mr. Tutt showed the group where and when future development would occur. The question was asked if housing will be all single family dwellings or if townhomes are planned. Mr. Tutt stated that construction will be predominantly single dwelling, but another small section is slated for townhomes. Ms. Pat Richardson asked if the builders are known. Mr. Tutt responded yes, for the most part; a list of specific builders is available. Mr. Tom Gregory shared a question regarding the southeast corner of land to be developed. This land is across Powers Blvd., east to Vollmer Road, and is additional land which does not belong to Nor'wood. D20 schools will serve this area, so it will be a part of the committee's consideration. The potential for smaller, tighter houses will produce more students.

Mr. Tutt asked for questions: Ms. Sue Judy requested clarification of the lots in green vs. blue. Green lots are projected for completion by 2020, while blue lots are projected for completion by 2021. Question: What are the squares, circles, triangles? These are planned walkways, community trails, and off-street bike paths. Question: Will a walk path be going under or over Research Parkway? Answer: There is a crossing planned for under Briargate Parkway, but not Research Parkway. The committee requested that developers should "think about the kids" with regard to design. Mr. Tutt stated he will make note of this. Ms. Hardin stated that everything north of Research Parkway would have to be bused. Therefore, if an elevated crossing is available, some students would no longer need to be bused because they could cross safely. Mr. Henry Reitwiesner asked if a traffic light at Black Forest Road and Research Parkway is planned. Answer: This is still in development. Mr. Gregory added that the city will decide this. Mr. Tutt stated that City Traffic Engineering is still working on these details. Nor'wood will provide utilities in consideration of the K-12 Campus. Mr. Gregory clarified that land for the Academy District 20 K-12 campus was "given", or conveyed, by Nor'wood as a requirement due to density. Nor'wood Development is required to convey land to schools and parks. Mr. Gregory also stated Nor'wood has conveyed more land than is required for schools and parks. The conveyance usually occurs all at once. Mr. Tutt shared that a successful school district helps support successful development. Ms. Allan thanked Mr. Tutt for providing an excellent overview to committee members. At this time, Ms. Allan asked the group if there were any questions and none were shared.

Ms. Allan introduced Mr. Scott Torlucci and Mr. Adrian Lopez of Davis Demographics; they are joining the meeting from California via GoToMeeting, which allows the committee to view a live audio/visual PowerPoint projection, as well as interact/ask questions of the Davis team. Mr. Torlucci described Davis Demographics' planning philosophy, which takes into account where students live. Planning is being projected by physical residents. Mr. Torlucci explained that they begin with a base map, then build from there; he will show a live software demonstration later during the meeting. Mr. Torlucci explained that the boundary area of consideration is divided into "study areas" based on roads, river beds, railroad tracks, fence lines, and anything that makes an easy-to-identify boundary. There are approximately 75 students per study area. Study areas are coded by number. The current slide showed a variety of overlays (each dot in the study area represents a student.) Davis looked at planned residential development in order to determine from where the next groups of students will be coming. Davis utilizes data from each study area and phases of planned development to plan for enrollment projections.

Mr. Torlucci showed the group a live demonstration of the data in action, manipulating the map to zoom in, overlaying an aerial image with study areas, and then zooming in to street level. He demonstrated how to select a study area by location, then by students living in that particular study area. He showed how the software program can show number of students and the schools they currently attend. The power of this software is that all data/numbers are updated automatically, whenever any type of change in a study area occurs. The software is very precise, and changes occur immediately. Changes can occur down to the individual street level to assist in determining how a potential boundary change will affect families.

Mr. Torlucci explained that he used data related to where current students live and then looked at birthrates in order to project where and how many future kindergarteners may attend in D20. The next factor to consider is mobility, which attempts to track current migration of students into, out of, and within the District. Mobility measures families moving in and out of the area, student dropouts, housing, military movement, etc. This allows migration to be monitored from past through present to predict the future. Davis also considers student yield factors for various types of residences. Historic data and current enrollment numbers will be used to determine enrollment data for projected years. Mr. Torlucci asked the group to refer to the middle school attendance matrix which was handed out. He explained to the group how to read the matrix; each committee member received copies of attendance matrices for elementary, middle, and high school levels. Each matrix shows the various types of students who attend each school, from neighborhood students, to students who live in another attendance area. The matrices also illustrate how some students attend a school due to a particular service need, such as special education. Ms. Allan reminded members that this is more about understanding the process at this time rather than memorizing actual numbers. Data of total enrolled students vs. total residents, as viewed from the elementary matrix, was also pointed out. Some schools have less students enrolled than they have residents, and other schools have the opposite. Ms. Allan shared that sometimes, specific programming at a school may draw students, such as an immersion program. Mr. Gregory cautioned not to draw conclusions about successes vs. failures from enrollment numbers; location and proximity to other boundaries also factor in. Other factors might be attributed to overflow, being an ESL magnet school, etc.

Mr. Torlucci next showed a map of walk distances. In determining this map, he looked at the number of students in a study area, how many are eligible for transportation, and how many are choosing to attend the neighborhood school. The next slide shown was a student density map; the brighter the red, the more densely populated the area. A high density area was evident along the Powers corridor.

The members were directed to a slide showing third party demographic data. To obtain this data, Mr. Torlucci studied Census Bureau data overlaid on the District data. This data will be utilized to help understand the study areas.

Mr. Torlucci gave a demonstration of how the boundary software works by creating a new prospective high school and how this would change the boundaries between high school students; changes are seen by colors. Blue illustrates an area gaining students, while red shows an area losing students. Mr. Torlucci showed how moving study areas around, by using the software, will change numbers in a table and move colors on the map simultaneously. Mr. Torlucci also reviewed terminology for members in order to assist when asking him to show prospective new boundaries. At this time, Mr. Torlucci reached the end of his PowerPoint presentation. He quickly showed a demonstration of how efficiently he can move the study areas using the software; numbers change just by assigning study areas to a different boundary. Boundary scenarios will contain statistics information and committee members will have draft boundary maps to analyze.

Ms. Allan asked if there were any questions. Mrs. Richardson requested that Mr. Torlucci's PowerPoint presentation be posted to the Boundary Committee website. Ms. Allan will upload the presentation as well as have printouts available for the committee at our next meeting. Question: Can Mr. Torlucci build certain contingencies into the data, such as grandfathering students? Answer: It can be done after the fact, but not immediately. Question: Are School in the Woods students associated with Edith Wolford Elementary numbers? Answer: Yes. There were no other questions from the floor for Davis Demographics. Ms. Allan thanked Mr. Torlucci and Mr. Lopez for their time.

Ms. Allan stated that she will make adjustments at the next meeting in order for the committee to see the presentations on a larger scale. Ms. Allan reiterated the importance of always keeping individual students in mind during the boundary design process and shared appreciation that the software that Davis utilizes supports this philosophy.

Next meeting: Thursday, March 9, 2017, Spruce I Conference Room, 5:00 – 7:00 p.m.

The committee will begin looking at boundary scenarios, working on one school at a time. The first school to consider will be the new elementary school that is slated to open in August 2019. Ms. Allan reminded the members that boundaries will be worked on in phases.

The meeting was adjourned at 7:00 p.m.