VISUALIZING SUCCESS

Planning for the Future

Norfolk Public Schools
Public Input Sessions
September 23 & 24, 2024

Agenda

I. Introduction	5:30-5:35pm
II. Data Foundation	5:35-5:45pm
III. Proposed Solutions	5:45-6:00pm
IV. Public Input	6:00-7:00pm

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I. INTRODUCTION

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RSP & Associates

RSP Quick Facts:

Founded in 2003
Professional educational planning firm
Expertise in multiple disciplines (GIS, Planning, Facilitation)
Over 20 years of planning experience
Over 80 years of education experience
Over 20 years of GIS experience
Projection accuracy of 97% or greater

RSP Clients:

RSP was started with the desire and commitment to assist school districts in long-range planning.
RSP has served over **130** clients in:

Arkansas	Minnesota	South Dakota
Colorado	Missouri	Tennessee
Iowa	Nebraska	Wisconsin
Illinois	North Dakota	
Kansas	Oklahoma	

RSP Planning Team:

Robert Schwarz, CEO
Military, County, City, and School District Planner
University of Kansas, Master of Urban Planning (MUP)
American Institute of Certified Planners (AICP)
Accredited Learning Environment Planner (ALEP)

Ginna Wallace, Planner
City, Demographic, and School District Planner
University of Kansas, Master of Urban Planning (MUP)
American Institute of Certified Planners (AICP)

RSP Recent Projects:

Columbus Public Schools
Enrollment Analysis, 2022/23

Elkhorn Public Schools
Enrollment Analysis, 2023/24

Omaha Public Schools
Enrollment Analysis, 2020/21

South Sioux City Community Schools
Enrollment Analysis, 2022/23

Our Partners:

esri Partner Network Silver
Poll Everywhere
GEOMARVEL
MetroQuest
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Why are we here?

CHALLENGE:

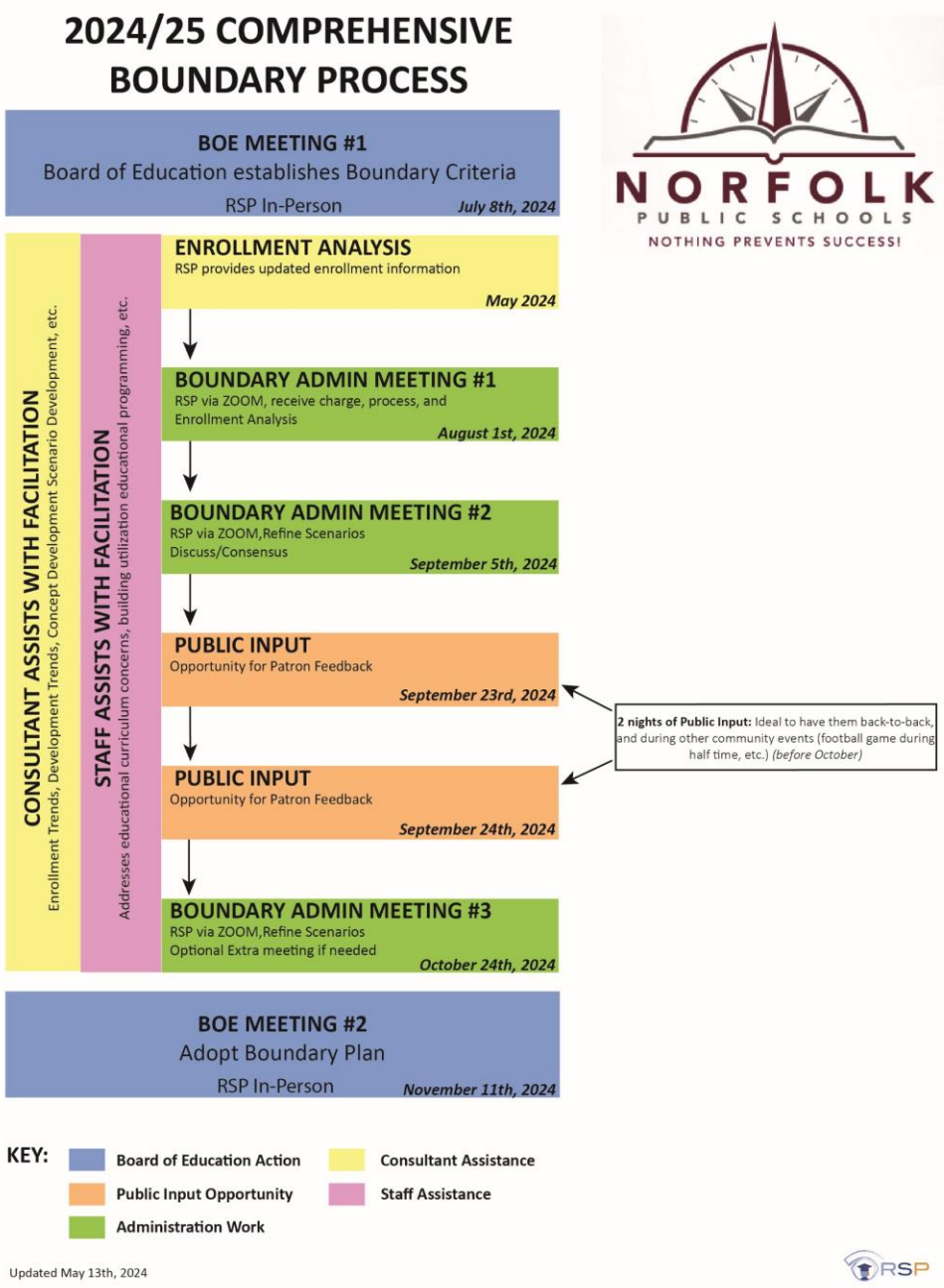
- Jefferson Elementary forecasted over-utilization challenges
- Imbalance of class sizes between schools

GOAL:

- Balance enrollment and class sizes between elementary schools

AVENUES OF CHANGE:

- Potential adjustments to elementary attendance areas
- Potential adjustments to the Boundary Exceptions Policy
- Combination of adjustments in elementary attendance areas AND Boundary Exception Policy



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II. DATA FOUNDATION

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Step 1: Enrollment Analysis

District enrollment to increase by 45 students by 2027/28

- **Elementary enrollment to increase by 30 students by 2027/28**
- **Middle school enrollment to increase by 75 students by 2027/28**
- **High school enrollment to decrease by 60 students by 2027/28**

Preferred capacity was provided by the district for elementary buildings and analyzed in regard to projected enrollment.

The preferred capacity is forecasted to be surpassed at some point in the in the next five years at:

- Jefferson Elementary School
- Washington Elementary School
- Woodland Park Elementary School

An elementary Boundary Analysis is being conducted in 2024 to alleviate elementary over-utilization challenges

Residential growth should be monitored for indication of enrollment growth:

- In 2023, 23 single-family units were built in the district
- Over 2,200 potential units were identified for development stages in the next ten years
- Timing of infrastructure projects, floodplain, and supply chain challenges are limitations to the speed of residential projects – RSP recommends monitoring these factors closely

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Sophisticated Forecast Model Methodology

Built-Out $S_{c,t,x} = S_{c-1,t-1,x} * GC$

Let:

- S = The number of students, either an actual count or a projected count
- x = A subscript denoting an attendance ares in the School District
- c = Grade level
- t = Time (years)
- GC = Growth component either modeling enrollment increase or decrease based on historical information, expressed as a real number

Developing $S_{c,t,x} = S_{c-1,t-1,x} + (BP_{t,x} * R_{c,x})$

Where: $BP_{t,x} = \left(\frac{(CP_x)(BT_x)(A_x)}{\sum x (CP_x)(BT_x)(A_x)} \right) * CT$

Let:

- S = The number of students, either an actual count or a projected count
- x = A subscript denoting an attendance area in School District
- c = Grade level
- t = Time (years)
- BP = Building permit forecast as given by the Building Permit Allocation Model (BPAM) model
- Rc, x = Student Enrollment ratio of cohort c in planning area x
- CP = Capacity of a planning area as expressed by available housing units
- BT = Building history trend of planning area
- A = An index which models the likelihood of development
- CT = Building permit control total forecast

This is the **central focus** of everything RSP does.

The model is based on what is happening in a school district. The best data is statistically analyzed to provide an accurate enrollment forecast. The District will be able to use RSP's report and maps to better understand demographic trends, school utilization, and the timing of construction projects.

The SFM is…

- a social science… not an exact science; it identifies behavior trends to determine the propensity of them to be recreated
- valuable in how our team created and analyzes the geography at a planning area level for any commonality which while help produce an accurate forecast

Some variables examined for each planning area (but not limited to) are…

- natural cohort (district data)
- planning area subdivision lifecycle (a RSP variable)
- the value of homes (county assessor data)
- type of residential units like single-family, multi-family, townhome, mobile home, etc. (county assessor data)
- year units were built
- estimated female population (census data)
- estimated 0-4 population (census data)
- existing land use (county and city data)
- future land use (county and city data)
- capital improvement plan (county and city data)
- future development (county and city data)
- in-migration of students (district data) & out-migration of students (district data)

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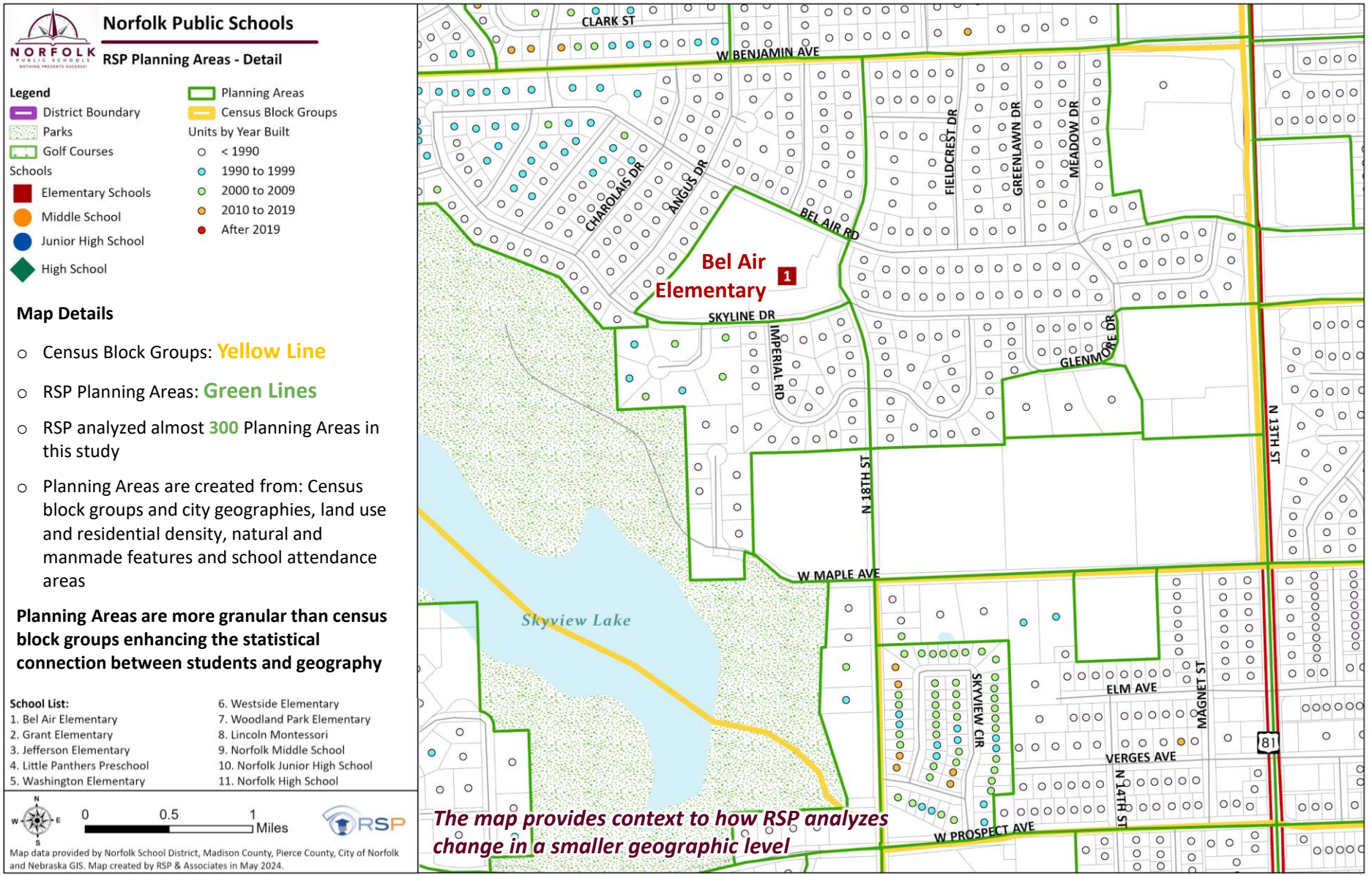
RSP Planning Areas Map



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Understanding the Model

RSP Recommended to continually monitor the following indicators:

Enrollment may decrease more than forecasted if…	Enrollment may increase more than forecasted if…
⊖ Decreasing share of live births	⊕ Increasing share of live births
⊖ Current housing stock does not re-green (continues to age)	⊕ Current housing stock re-greens (turns over)
⊖ Housing development experiences minimal potential growth	⊕ Housing development experience more potential growth
⊖ Economic indicators challenge the ability for new homeowners and affordability aspects of the district	⊕ Economic indicators improve the ability for new homeowners and the affordability aspects of the district
⊖ Demographic shifts in community and/or surrounding communities	⊕ Demographic shifts in community and/or surrounding communities
⊖ Incoming Kindergarten class smaller than outgoing senior class	⊕ Incoming Kindergarten class larger than outgoing senior class

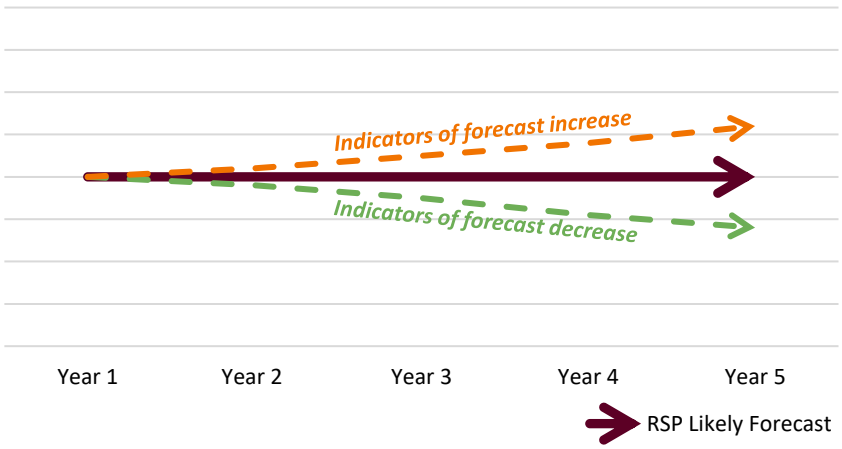
See graphic below to illustrate how the different variables may impact forecasted enrollment outlook:

Main Takeaway:

- These factors are not all positive or negative. Each has a different impact on future outlooks.
- State education policy change may impact enrollment outlook. This analysis assumes policies will continue as they currently operate throughout the projection time frame.
- It is important to continue to monitor these factors – RSP modeling attempts to find the most likely outcome:

The goal of this study is to help the board, administration, and public understand how to make the best decision for the students at the classroom level.

Example of Forecast Evolution



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Birth Rate Information

Madison County Live Births and Norfolk Kindergarteners 5 Years Later

Calendar Year	# Live Births	Birth Change	% Birth Change	School Year	# Kdg	%Kdg of Live Births
2006	536	3	0.5%	2012/13	318	59.3%
2007	540	4	0.7%	2013/14	324	60.0%
2008	537	-3	-0.6%	2014/15	332	61.8%
2009	510	-27	-5.0%	2015/16	303	59.4%
2010	528	18	3.5%	2016/17	334	63.3%
2011	558	30	5.7%	2017/18	289	51.8%
2012	480	-78	-14.0%	2018/19	333	69.4%
2013	532	52	10.8%	2019/20	341	64.1%
2014	479	-53	-10.0%	2020/21	326	68.1%
2015	575	96	20.0%	2021/22	322	56.0%
2016	500	-75	-13.0%	2022/23	325	65.0%
2017	512	12	2.4%	2023/24	320	62.5%
2018	514	2	0.4%	2024/25	288	350
2019	493	-21	-4.1%	2025/26	276	336
3-Year Average	506.3	-2				
3-Year Weighted Average	503.2	-7.8				

Low Range
High Range

Source: Nebraska Department of Health and Human Services and Norfolk School District

Main Takeaway: The decline of live births in Madison County can potentially result in smaller kindergarten classes. To keep similar or greater enrollment, the district will need to experience an increase in the market share of future kindergarten students. RSP recommends continuing to monitor this variable for more understanding on demographic trends as propensity of Madison County live births enrolling in Norfolk Public Schools.

Live Birth Observations

- Tracks the number of Madison County live births and the corresponding number of kindergarten students five years later
- The number of live births have been generally decreasing with less than 550 live births report each year since 2016
- There is a limitation with this variable as the state of Nebraska has not published live birth reports since 2019
- Norfolk Public Schools tend to enroll 60 to 65% of Madison County live births (market share)
- Kindergarten enrollment has varied between 289 to 341 students per year
- Based on this variable the past five years of market share, the kindergarten classes moving forward are forecasted to be between
  - 276 to 288 students on the low end
  - 336 to 350 students on the high end

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Disclaimer: Less than 12% of kindergarten students reside outside of Madison County (Stanton, Pierce, Wayne counties). With limited live birth data, Madison County table was included in the report. All county information was utilized in Kindergarten projections.

Past Enrollment by Grade

Enrollment By Grade

Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	K-12 Total	K-12 Change	K-12 % Change
2009/10	323	311	301	291	289	267	299	305	291	301	289	303	305	3,875		
2010/11	332	311	301	292	291	282	271	287	307	302	309	283	331	3,899	24	0.6%
2011/12	330	315	310	301	296	292	285	257	288	327	293	300	311	3,905	6	0.2%
2012/13	318	324	315	306	304	304	289	284	269	307	322	305	328	3,975	70	1.8%
2013/14	324	328	315	309	299	305	295	286	289	279	323	329	344	4,025	50	1.3%
2014/15	332	315	323	311	301	296	313	304	297	303	289	322	360	4,066	41	1.0%
2015/16	303	339	324	322	313	314	301	325	304	301	310	291	337	4,084	18	0.4%
2016/17	334	299	341	318	323	324	312	309	335	326	310	321	303	4,155	71	1.7%
2017/18	289	345	303	335	323	330	318	311	304	348	318	317	341	4,182	27	0.6%
2018/19	333	298	350	308	337	335	330	324	317	329	354	322	319	4,256	74	1.8%
2019/20	341	337	294	328	314	343	316	327	346	342	340	356	326	4,310	54	1.3%
2020/21	326	320	311	282	319	314	332	312	316	336	325	325	362	4,180	-130	-3.0%
2021/22	322	333	322	322	275	334	319	334	311	333	343	326	333	4,207	27	0.6%
2022/23	325	324	335	326	331	277	323	311	330	319	338	333	358	4,230	23	0.5%
2023/24	320	325	327	330	322	314	291	326	317	350	327	322	361	4,232	2	0.0%

Source: Norfolk Public Schools (2009/10 to 2023/24)

Observations:

- Largest K-12 class in 2023/24: **12th grade with 361 students**
- Smallest K-12 class in 2023/24: **6th grade with 291 students**
- The graduating senior class is larger than the incoming Kindergarten class which will **decrease total enrollment**
- The largest historical increase was from 2017/18 to 2018/19 with an increase of 74 students
- The largest total enrollment since 2009/10 occurred in 2019/20 with 4,310 students enrolled
- 2023/24 has the largest grades since 2009/10 in: **9th grade**

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Cohort Student Change

Enrollment Grade Change

From	To	K 1st	1st 2nd	2nd 3rd	3rd 4th	4th 5th	5th 6th	6th 7th	7th 8th	8th 9th	9th 10th	10th 11th	11th 12th	K-12 Change	K-12 % Change
2009/10	2010/11	-12	-10	-9	0	-7	4	-12	2	11	8	-6	28	24	0.6%
2010/11	2011/12	-17	-1	0	4	1	3	-14	1	20	-9	-9	28	6	0.1%
2011/12	2012/13	-6	0	-4	3	8	-3	-1	12	19	-5	12	28	70	1.7%
2012/13	2013/14	10	-9	-6	-7	1	-9	-3	5	10	16	7	39	50	1.2%
2013/14	2014/15	-9	-5	-4	-8	-3	8	9	11	14	10	-1	31	41	1.0%
2014/15	2015/16	7	9	-1	2	13	5	12	0	4	7	2	15	18	0.4%
2015/16	2016/17	-4	2	-6	1	11	-2	8	10	22	9	11	12	71	1.7%
2016/17	2017/18	11	4	-6	5	7	-6	-1	-5	13	-8	7	20	27	0.6%
2017/18	2018/19	9	5	5	2	12	0	6	6	25	6	4	2	74	1.7%
2018/19	2019/20	4	-4	-22	6	6	-19	-3	22	25	11	2	4	54	1.2%
2019/20	2020/21	-21	-26	-12	-9	0	-11	-4	-11	-10	-17	-15	6	-130	-2.8%
2020/21	2021/22	7	2	11	-7	15	5	2	-1	17	7	1	8	27	0.6%
2021/22	2022/23	2	2	4	9	2	-11	-8	-4	8	5	-10	32	23	0.5%
2022/23	2023/24	0	3	-5	-4	-17	14	3	6	20	8	-16	28	2	0.0%
3-Year Average		3.0	2.3	3.3	-0.7	0.0	2.7	-1.0	0.3	15.0	6.7	-8.3	22.7	17.3	0.4%
3-Year Weighted Average		1.8	2.5	0.7	-0.2	-5.3	4.2	-0.8	1.5	15.5	6.8	-11.2	26.0	13.2	0.3%

Source: Norfolk Public Schools (2009/10 to 2023/24)

Observations:

- Largest 3-year average K-12 class cohort increase: **11th to 12th grade (+22.7)**
- Largest 3-year average K-12 class cohort decrease: **10th to 11th grade (-8.3)**
- Overall percent change from previous year: **0.05% (increase of 2 students)**
- Instructional Modality will have to be monitored to determine if the students who are not attending the district still reside in the district and if or how many return to receive services in the future years

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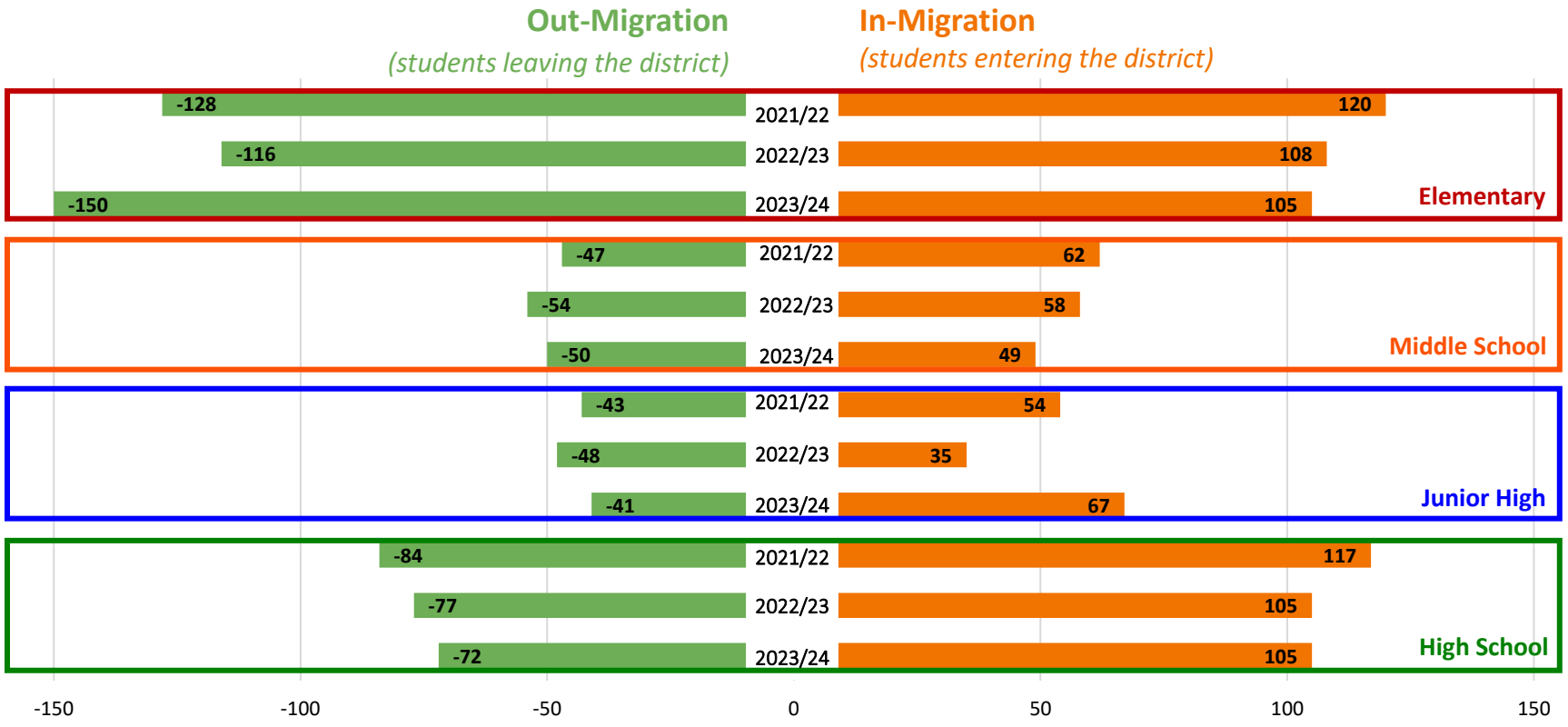
3-Year Student Migration Trend

Updated 6/27/2024



Source: Norfolk Public Schools and RSP

Definition

Out-Migration: Shows number of students in grade K to 11th that were attending the District in the previous year, but are not attending the District in the current year.

In-Migration: Shows number of students in grade 1st to 12th that are attending the District in the current year, but were not attending the District in the previous year.

Observations

- 2021/22 lost 302 students and gained 353 students; **NET: +51**
- 2022/23 lost 295 students and gained 306 students; **NET: +11**
- 2023/24 lost 313 students and gained 326 students; **NET: +13**

Main Takeaway: The district has experienced a positive net gain of transfer students for the past three years. There tends to be more new students entering the district than past students exiting the district.

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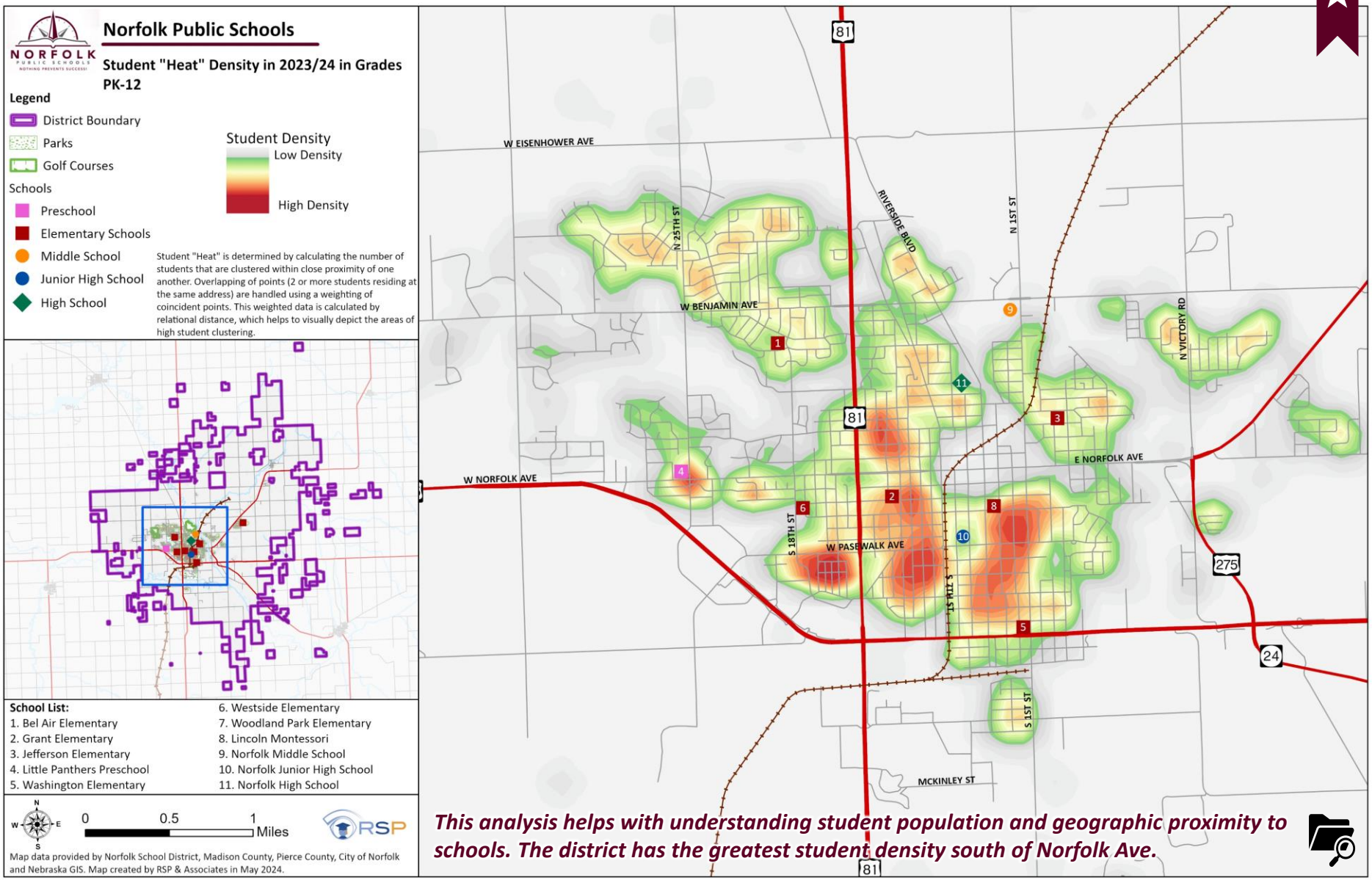
Student Density Heat Map (PK-12)



This analysis helps with understanding student population and geographic proximity to schools. The district has the greatest student density south of Norfolk Ave.

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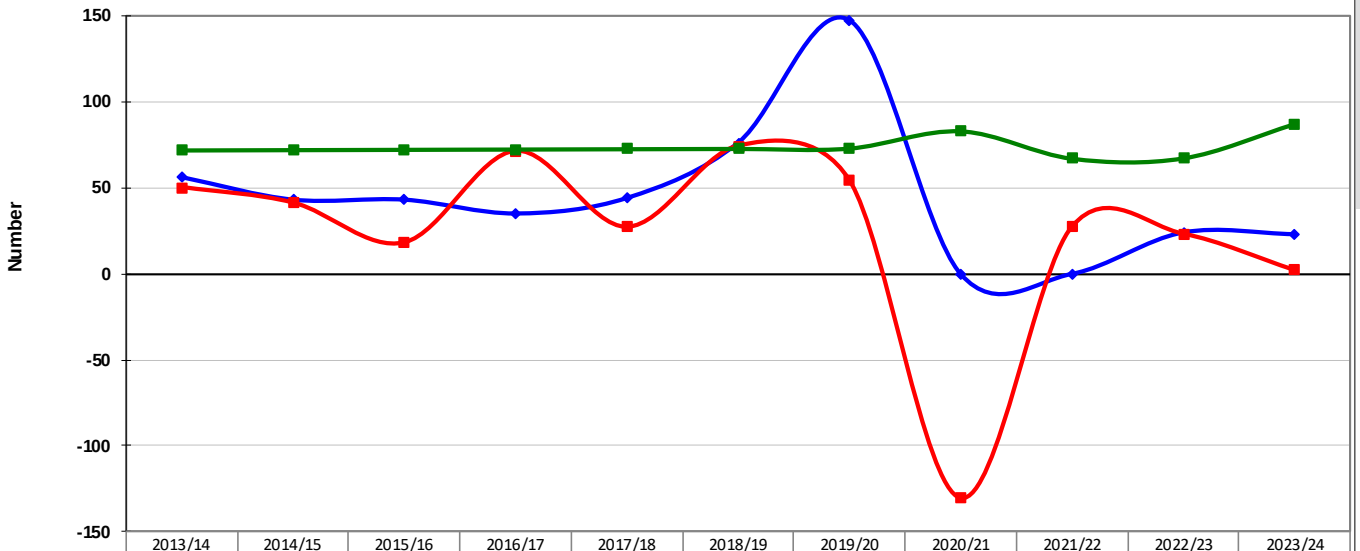
Population, Development, & Enrollment



	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Certificate Occupancy	56	43	43	35	44	76	147	0	0	24	23
Enrollment Change	50	41	18	71	27	74	54	-130	27	23	2
Population Change	72	72	72	72	72	73	73	83	67	67	87

Source: Census Bureau, Madison, Pierce, Stanton, Wanye Counties, and Norfolk Public Schools

Benchmark data to determine if there is a correlation between:

- Population change
- Building activity
- School enrollment

Graphic Explanation

- **BLUE LINE:** Building activity has averaged about 45+ units a year
- **GREEN LINE:** Census data indicates a stable, slightly increasing population
  - Population shows the estimated growth of the whole decade
  - New decennial census often affects year-to-year change
- **RED LINE:** Student enrollment has been generally increasing year to year
  - 2020/21 saw a decrease in students, likely due to COVID-19 pandemic

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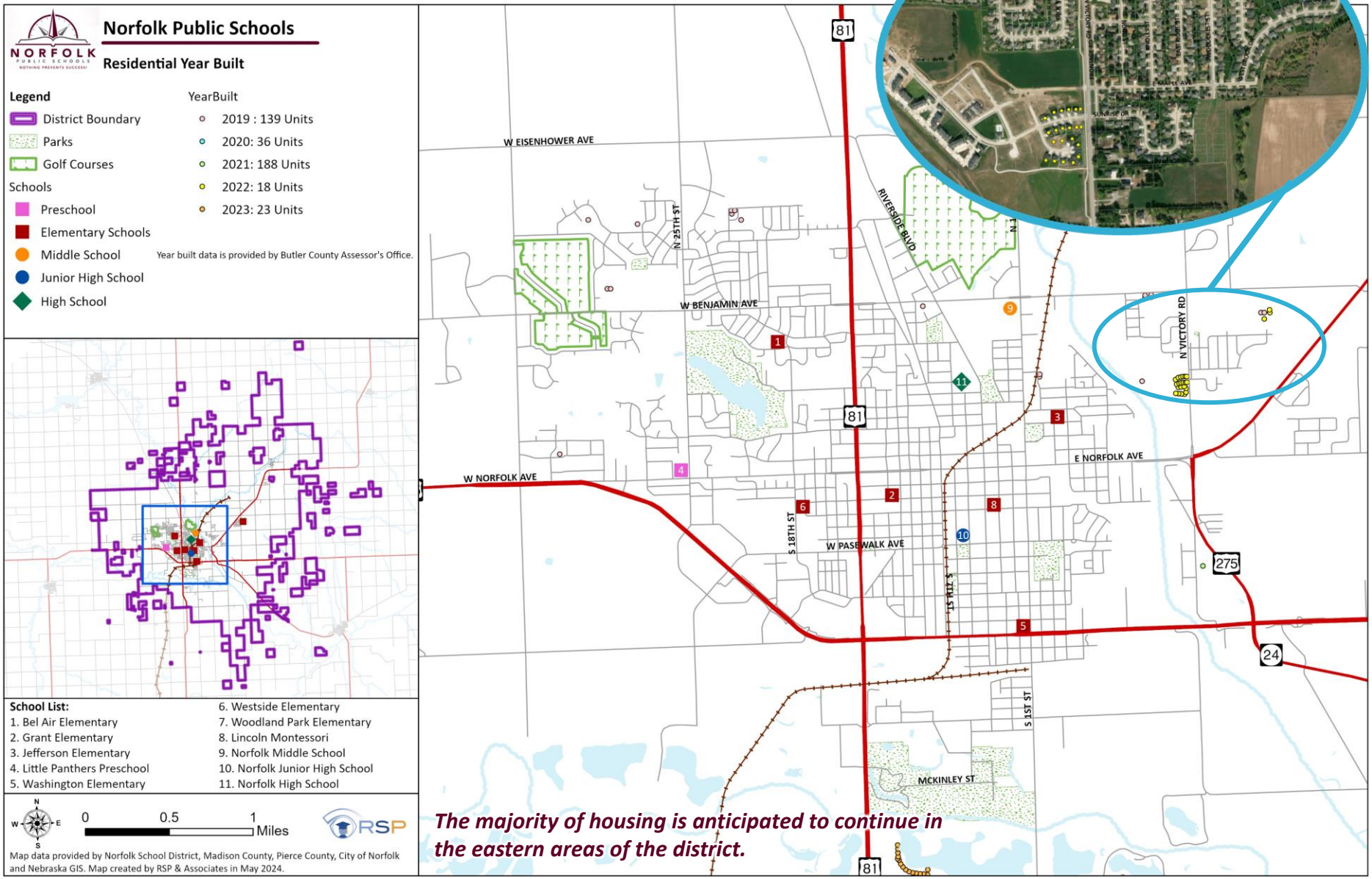
Recent Year Built Map



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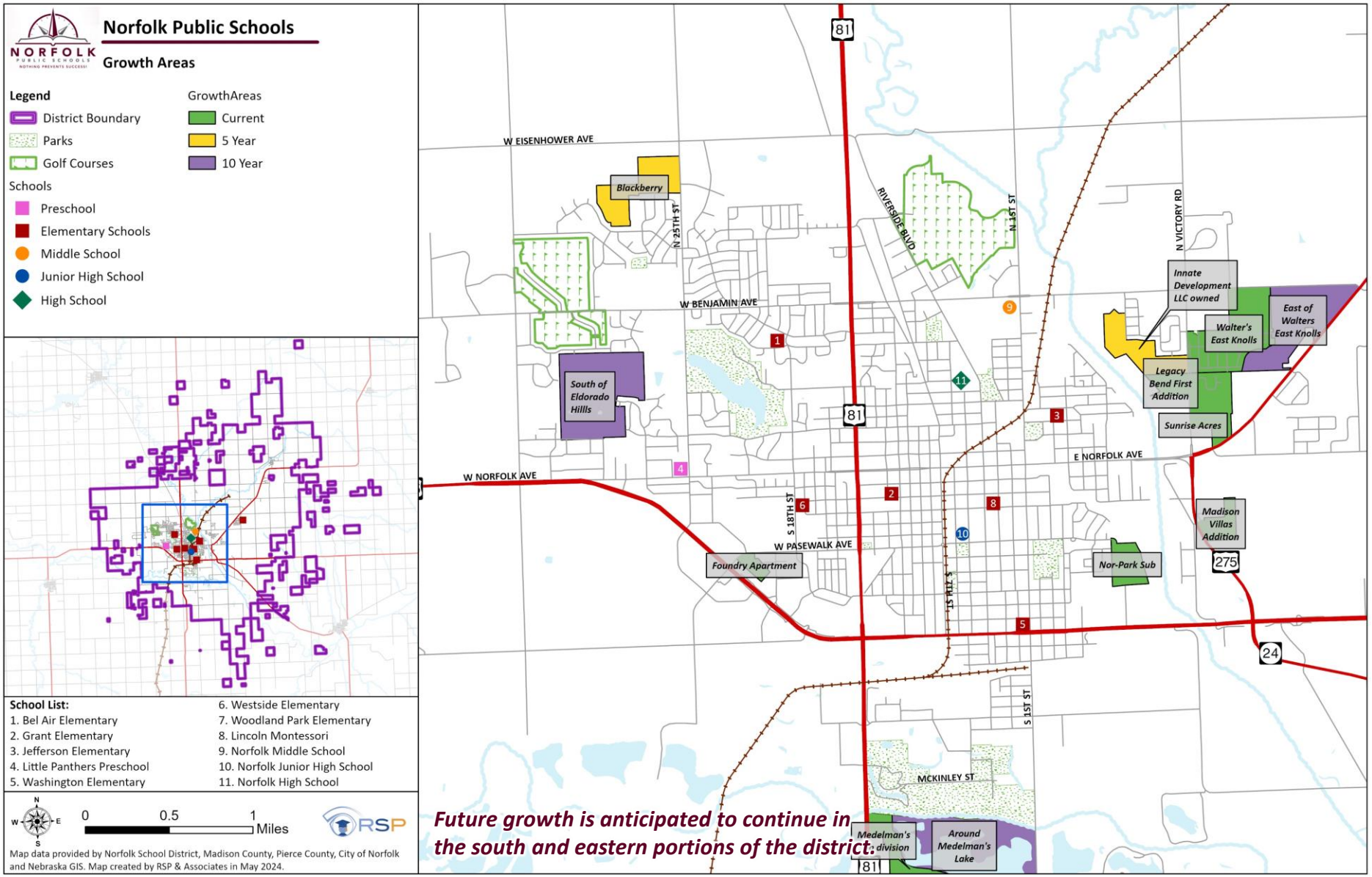
Growth Area Map



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Development Table

RSP Plan Area Name: Identified Growth Areas	Current Development Type	Timing of Growth	Existing Units	Potential Units
Nor-Park Sub	Mixed-Use	Current	66	110
Medelman's Sub division	Single-Family	Current	23	17
Legacy Bend	Mixed-Use	Current	49	12
Sunrise Acres	Single-Family	Current	37	18
Walter's East Knolls	Single-Family	Current	197	70
Foundry Apartments	Multi-Family	Current	0	175
Madison Villas Addition	Townhomes	Current	17	40
Innate Development LLC owned	Agriculture	5 Year	0	375
Blackberry	Single-Family	5 Year	233	135
South of Eldorado Hillls	Agriculture	10 Year	0	200
Around Medelman's Lake	Rural	10 Year	2	140
East of Walters East Knolls	Agriculture	10 Year	0	200
North of Walters East Knolls	Agriculture	10 Year	0	400
South of Woodland Park, 2	Agriculture	10 Year	1	175
South of Woodland Park	Agriculture	10 Year	0	200
Current Growth Area Potential:			**389**	**442**
5-Year Growth Area Potential:			**233**	**510**
10-Year Growth Area Potential:			**3**	**1,315**
Total Growth Area Potential:			**625**	**2,267**

Source: City of Norfolk, Madison and Pierce counties, and RSP

Observations

- Table has been created to illustrate the type and amount of potential development
- The speed in which any developments are built are influenced by who owns the property, access to infrastructure, and economic indicators
- RSP utilizes a building permit allocation model to reflect unit production accurately
- Not all developments will be completed in their associated time frames (some may happen quicker or slower than noted)
- Growth Areas are created from existing land use, future land use, capital improvement plan, zoning, and city staff input
  - **Green**: identifies where current development activity is happening
  - **Yellow**: identifies where potential development may happen in 5 years
  - **Purple**: identifies where potential development may happen 10 years

Main Takeaway: There are over 2,200 potential units identified for development over the next decade in the district. 5 and 10-year potential units are contingent on many factors: developer interest, city approval, flood plain challenges, economy and market, etc.

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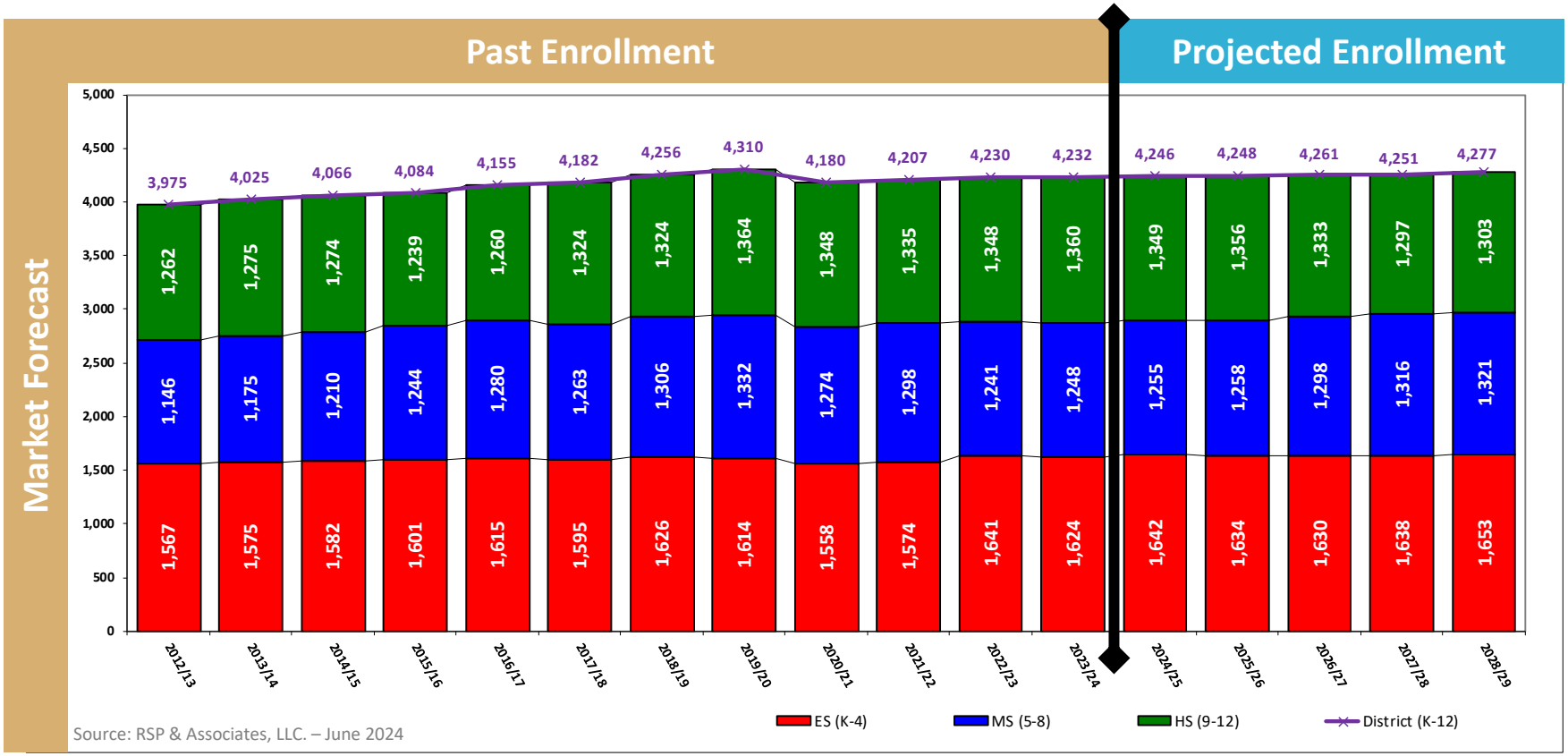
Past, Current, & Future Enrollment



Source: RSP & Associates, LLC. – June 2024

Observations: District enrollment is forecasted to **increase** over the next five years to 4,277 students **(+45 students, +1.1%)**

- Elementary School (K-4) enrollment is forecasted to **increase** to 1,653 students **(+29 students, +1.8%)**
- Middle / Junior High School (5-8) enrollment is forecasted to **increase** to 1,321 students **(+73 students, +5.8%)**
- High School (9-12) enrollment is forecasted to **decrease** to 1,303 students **(-57 students, -4.2%)**

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Projections by Elementary Buildings

Updated 6/27/24

Market Forecast

Norfolk Public School Projections By School (Based on Student Reside)

School	Max Capacity	Preferred Capacity	Enrollment Type (Past)	Past School Enrollment				Projections Based on Residence				
				2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Bel Air Elementary School			Reside/Attend	313	297	297	276					
K to 4th	435	366	Reside	370	363	356	349	342	332	334	340	337
			Attend	350	339	337	324	329	309	311	317	314
Grant Elementary School			Reside/Attend	151	141	142	123					
K to 4th	290	244	Reside	198	187	204	179	177	170	172	167	178
			Attend	216	215	228	210	194	198	200	195	206
Jefferson Elementary School			Reside/Attend	157	146	154	160					
K to 4th	290	244	Reside	205	194	215	217	230	226	232	228	233
			Attend	227	221	234	249	256	252	258	254	259
Lincoln Montessori Elementary School			Reside/Attend	156	184	193	216					
K to 4th	250	244	Reside	156	184	193	216	205	199	193	197	201
			Attend	156	184	193	216	205	199	193	197	201
Washington Elementary School			Reside/Attend	153	160	164	156					
K to 4th	290	244	Reside	215	221	237	225	239	242	239	239	236
			Attend	220	220	231	233	246	242	239	239	236
Westside Elementary School			Reside/Attend	133	136	132	124					
K to 4th	290	244	Reside	173	183	179	179	193	207	196	196	187
			Attend	198	210	210	193	214	231	220	220	211
Woodland Park Elementary School			Reside/Attend	176	171	191	181					
K to 4th	290	244	Reside	241	242	257	259	256	258	264	271	281
			Attend	191	185	208	199	198	203	209	216	226
ELEMENTARY SCHOOL TOTAL			Reside/Attend	1,239	1,235	1,273	1,236					
K to 4th	2,135	1,830	Reside	1,558	1,574	1,641	1,624	1,642	1,634	1,630	1,638	1,653
			Attend	1,558	1,574	1,641	1,624	1,642	1,634	1,630	1,638	1,653

Source: RSP & Associates, LLC - June 2024

Note 1: Student Projections are based on the residence of the student.
Note 2: The Enrollment Model is based on a Head count of students by Planning Area at each facility
Note 3: Transfers between Facilities are shown with Attend Projections
Note 4: The Enrollment Model assumes ES(K-4) MS(5-8) and HS (9-12)
Note 5: Each planning area is assigned the 2023/24 boundary
Note 6: School capacities provided by the District
Note 7: Reside is based on the student home address
Note 8: Attend is based on which facility the student attends
Note 9: Res/Att (Reside/Attend) are the students who reside in the attendance area that they have chosen to attend

School Utilization Legend

- Under 70% School Preferred Capacity
- Over 100% School Preferred Capacity
- Over 100% School Max Capacity

Forecasted over-utilization at:

- ❑ Jefferson Elementary (attend)
- ❑ Woodland Park Elementary (reside)

Main Takeaway: Boundary Analysis will evaluate current attendance boundaries and improve the balance between schools to have appropriate utilization at facilities.

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Projections by Secondary Buildings

Updated 6/27/24

Market Forecast

Norfolk Public School Projections By School (Based on Student Reside)

School	Enrollment Type (Past)	Past School Enrollment				Projections Based on Residence				
		2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Norfolk Middle School	Reside/Attend	646	653	600	605					
5th to 6th	Reside	646	653	600	605	640	657	660	659	660
	Attend	646	653	600	605	640	657	660	659	660
Norfolk Jr High School	Reside/Attend	628	645	641	643					
7th to 8th	Reside	628	645	641	643	615	601	638	657	661
	Attend	628	645	641	643	615	601	638	657	661
Norfolk Senior High School	Reside/Attend	1,348	1,335	1,348	1,360					
9th to 12th	Reside	1,348	1,335	1,348	1,360	1,349	1,356	1,333	1,297	1,303
	Attend	1,348	1,335	1,348	1,360	1,349	1,356	1,333	1,297	1,303
ELEMENTARY SCHOOL TOTAL	Reside/Attend	1,239	1,235	1,273	1,236					
K to 4th	Reside	1,558	1,574	1,641	1,624	1,642	1,634	1,630	1,638	1,653
	Attend	1,558	1,574	1,641	1,624	1,642	1,634	1,630	1,638	1,653
MIDDLE SCHOOL TOTAL	Reside/Attend	1,274	1,298	1,241	1,248					
5th to 8th	Reside	1,274	1,298	1,241	1,248	1,255	1,258	1,298	1,316	1,321
	Attend	1,274	1,298	1,241	1,248	1,255	1,258	1,298	1,316	1,321
HIGH SCHOOL TOTAL	Reside/Attend	1,348	1,335	1,348	1,360					
9th to 12th	Reside	1,348	1,335	1,348	1,360	1,349	1,356	1,333	1,297	1,303
	Attend	1,348	1,335	1,348	1,360	1,349	1,356	1,333	1,297	1,303
DISTRICT TOTALS	Reside/Attend	3,861	3,868	3,862	3,844					
K to 12th	Reside	4,180	4,207	4,230	4,232	4,246	4,248	4,261	4,251	4,277
	Attend	4,180	4,207	4,230	4,232	4,246	4,248	4,261	4,251	4,277

Source: RSP & Associates, LLC - June 2024

Note 1: Student Projections are based on the residence of the student.

Note 2: The Enrollment Model is based on a Head count of students by Planning Area at each facility

Note 3: Transfers between Facilities are shown with Attend Projections

Note 4: The Enrollment Model assumes ES(K-4) MS(5-8) and HS (9-12)

Note 5: Each planning area is assigned the 2023/24 boundary

Note 6: School capacity provided by the District

Note 7: Reside is based on the student home address

Note 8: Attend is based on which facility the student attends

Note 9: Res/Att (Reside/Attend) are the students who reside in the attendance area that they have chosen to attend

Main Takeaway: The forecasted enrollment decrease at the Senior High School is due to smaller grades currently in the Middle School and Junior High. The bubble of smaller grades limits growth the next five years. As these grades exit the system, the Senior High School will likely return to enrollment growth year to year. Future discussions on secondary capacity may need to still continue

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Disclaimer: Capacity was provided for elementary buildings only

Step 2: Boundary Analysis

- ❑ **Board provided foundation**
- ❑ **Administration provided input**
- ❑ **RSP provided data and analytics**
- ❑ **Public input – September 2024**
- ❑ **Board approval – November 2024**

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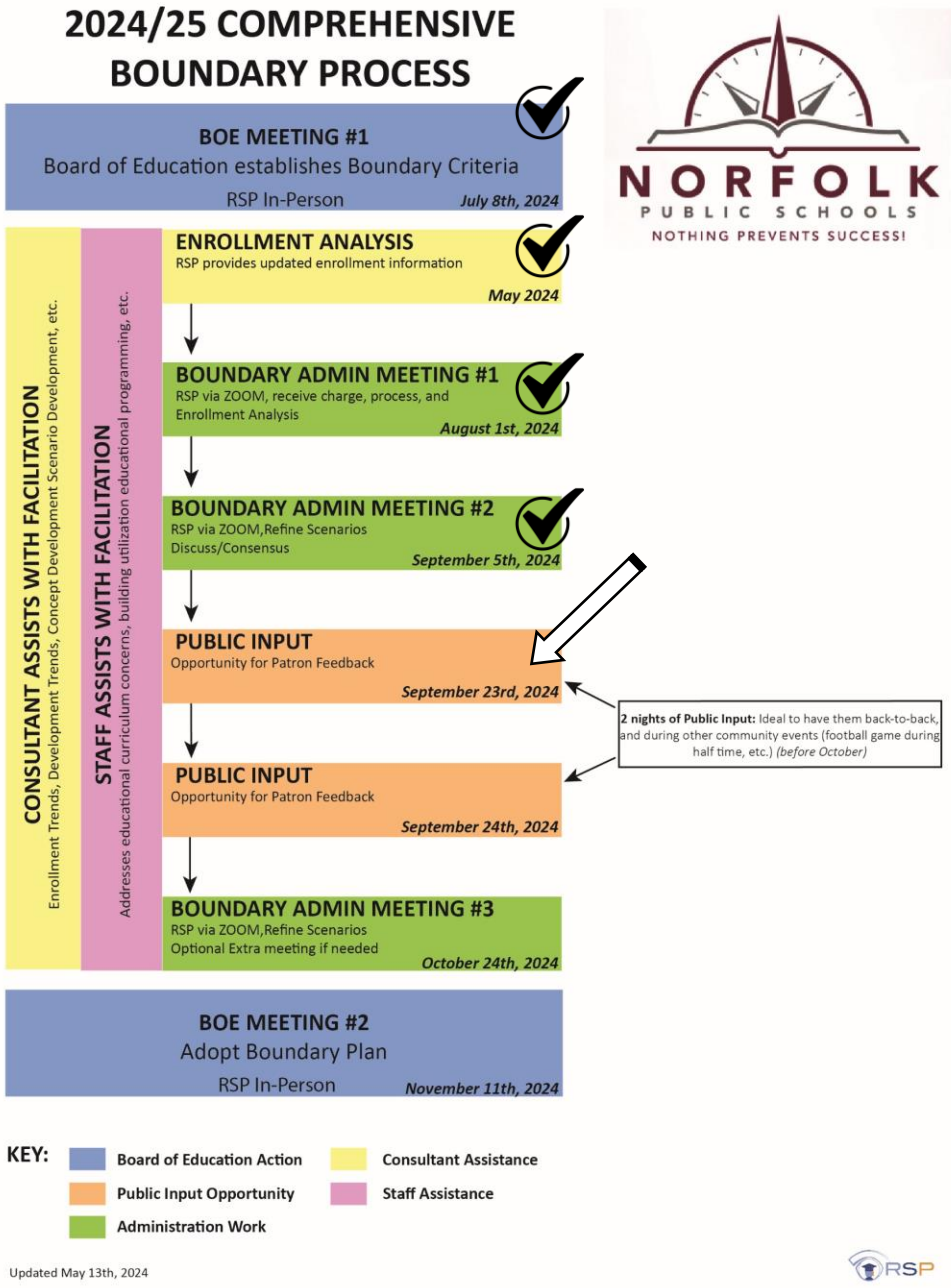
Process

The District will be evaluating Elementary boundaries over the next few months to balance enrollment between buildings

Process Fast Facts:

- 2 Board Meetings
- 3 Boundary Admin Meeting
- 2 Opportunities for Public Input

Potential adoption of new elementary boundaries: **November 2024**



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Guiding Principles

Framework for any Potential Boundary Recommendations (Board Approved 07/08/2024)

- The Board will consider this boundary work as part of district wide long-range planning
- The future boundary should provide even better educational opportunities at each school to ensure an equitable student experience at each school
- Neighborhoods/Planning areas are influential in how attendance areas are created and accepted by the community
- Future boundaries can anticipate future change of the neighborhood
- The focus of the Boundary Process will be at elementary school level
- The boundary proposed should continue to effectively utilize District resources
- Boundary lines that follow natural/manmade boundaries are desired in how attendance areas are created
- Grandfathering/Student Options will be a recommendation from Administration to the Board according to Board policy
- The process will include examination of Boundary Exceptions Policy

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Board Prioritized Boundary Criteria

TOP CRITERIA (Board Approved 07/08/2024)



Students Impacted by Boundary Change

Boundaries that minimize the number of current students that have to change schools



Projected Enrollment & Building Utilization

Boundaries that focus on balancing enrollment, so each building is utilized efficiently while not projected to exceed functional capacity for several years



Fiscal Considerations

Ensure boundary changes minimize the need for additional construction projects, plan for staffing efficiency, and maximize district resources



Demographics Considerations

Boundaries that seek some level of balanced socioeconomic indicators

Transportation Considerations



Boundaries that consider transportation logistics including walkability and neighborhood connectivity (transportation is provided outside of a 4-mile bussing radius)

Other Boundary Criteria:

- Contiguous Boundaries
- Duration of Boundaries
- Neighborhoods Intact

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Boundary Exception Policy

DISCLAIMER: The school retains the right to reassign/revoke or deny any Boundary Exception for students or families through the provisions set forth in the Student Rights and Responsibilities for Norfolk Public Schools should tardiness/absence problems persist. This action may take place at the end of the first semester or at the end of the school year. These provisions may not apply to students who require English as a Second Language or Special Education programs.

2023/24 Intra-Transfers by Grade

	Bel Air	Grant	Jefferson	Washington	Westside	Woodland Park	TOTAL	*Percent of Total*
Kdg	11	12	17	11	14	2	67	*17.3%*
1st	10	16	16	15	14	6	77	*19.8%*
2nd	14	14	16	13	14	3	74	*19.1%*
3rd	8	20	16	18	14	3	79	*20.4%*
4th	5	25	24	20	13	4	91	*23.5%*
TOTAL:	48	87	89	77	69	18	**388**	

Source: Norfolk Public Schools and RSP - 2023/24

More information at: https://www.norfolkpublicschools.org/district/student-services/enrollment/boundary-exceptions.html

Observations:

- Over the past five years, 16.2% of intra-transfers were from kindergarten students
- As grade levels increase, the percentage of intra-transfers increases
- In 2023/24, 388 students transferred from their boundary school; 17.3% of those students were in kindergarten

Current Policy:

- Classroom enrollment caps are set at:
  - 25 students per class for kindergarten (Boundary Exceptions set at 20 students)
  - 30 students per class for grades 1-4th (Boundary Exceptions set at 25 students)
- If the class size reaches **5 less than the maximum limit** for any classroom, no boundary exceptions will be approved – once a Boundary Exception has been approved, it will remain in effect for this student for the balance of his/her elementary school years.

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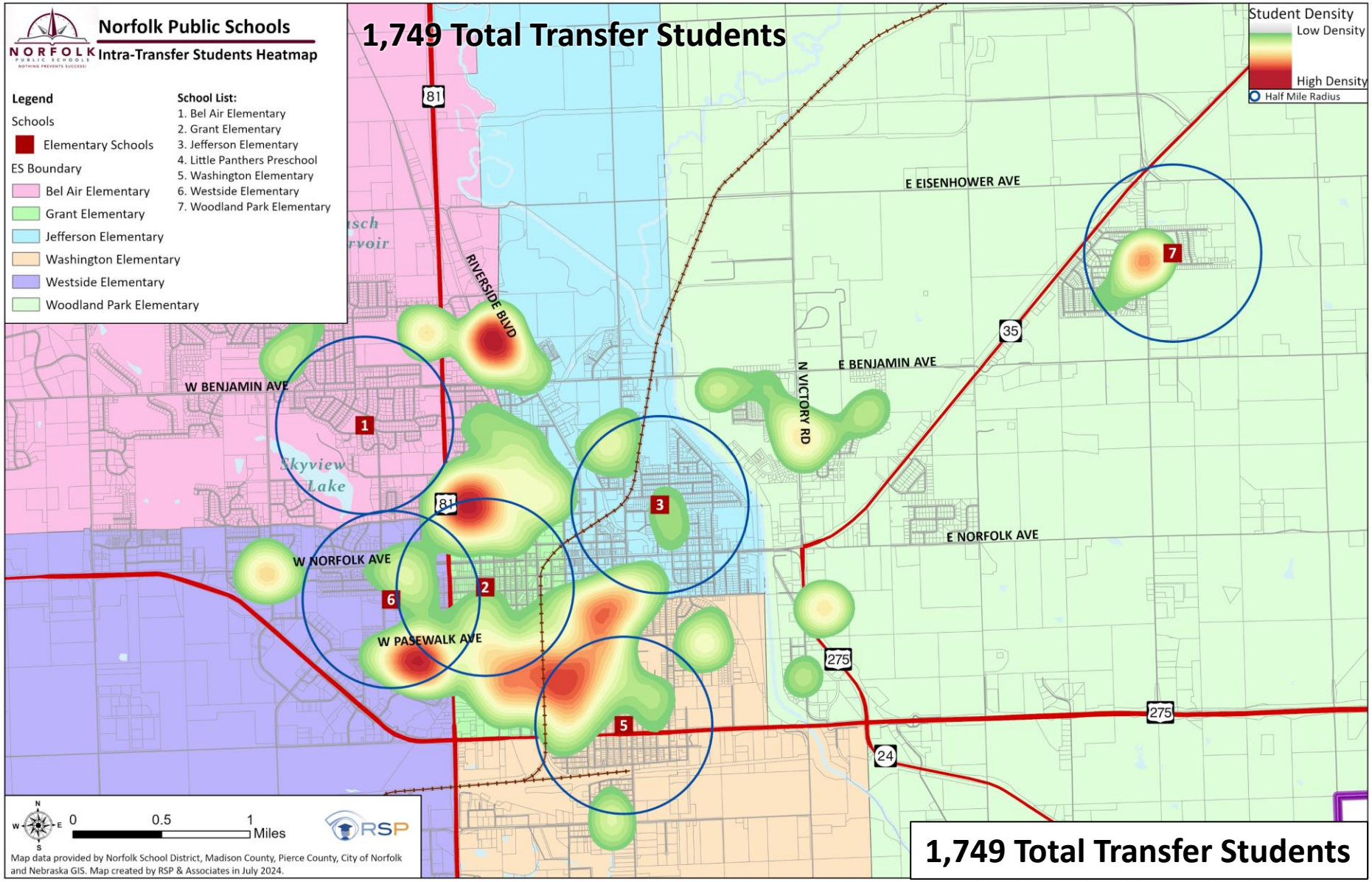
5-Year Boundary Transfer Heat Map (All)



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Current Elementary Projections (Attend)

Market Forecast

Enrollment Projections by Student Attend

School:	Preferred Capacity	2025/26		2026/27		2027/28		2028/29	
Bel Air Elementary	366	309	84.4%	311	85.0%	317	86.6%	314	85.8%
Grant Elementary	244	198	81.1%	200	82.0%	195	79.9%	206	84.4%
Jefferson Elementary	244	252	103.3%	258	105.7%	254	104.1%	259	106.1%
Lincoln Montessori Elementary	244	199	81.6%	193	79.1%	197	80.7%	201	82.4%
Washington Elementary	244	242	99.2%	239	98.0%	239	98.0%	236	96.7%
Westside Elementary	244	231	94.7%	220	90.2%	220	90.2%	211	86.5%
Woodland Park Elementary	244	203	83.2%	209	85.7%	216	88.5%	226	92.6%
TOTAL (K-4)	1,830	1,634	89.3%	1,630	89.1%	1,638	89.5%	1,653	90.3%

Source: RSP & Associates, LLC. - May 2024

Projections adjusted for likely student boundary exceptions.

Main Takeaway:



Jefferson Elementary over-utilization challenges



Grant Elementary available capacity to relieve challenges

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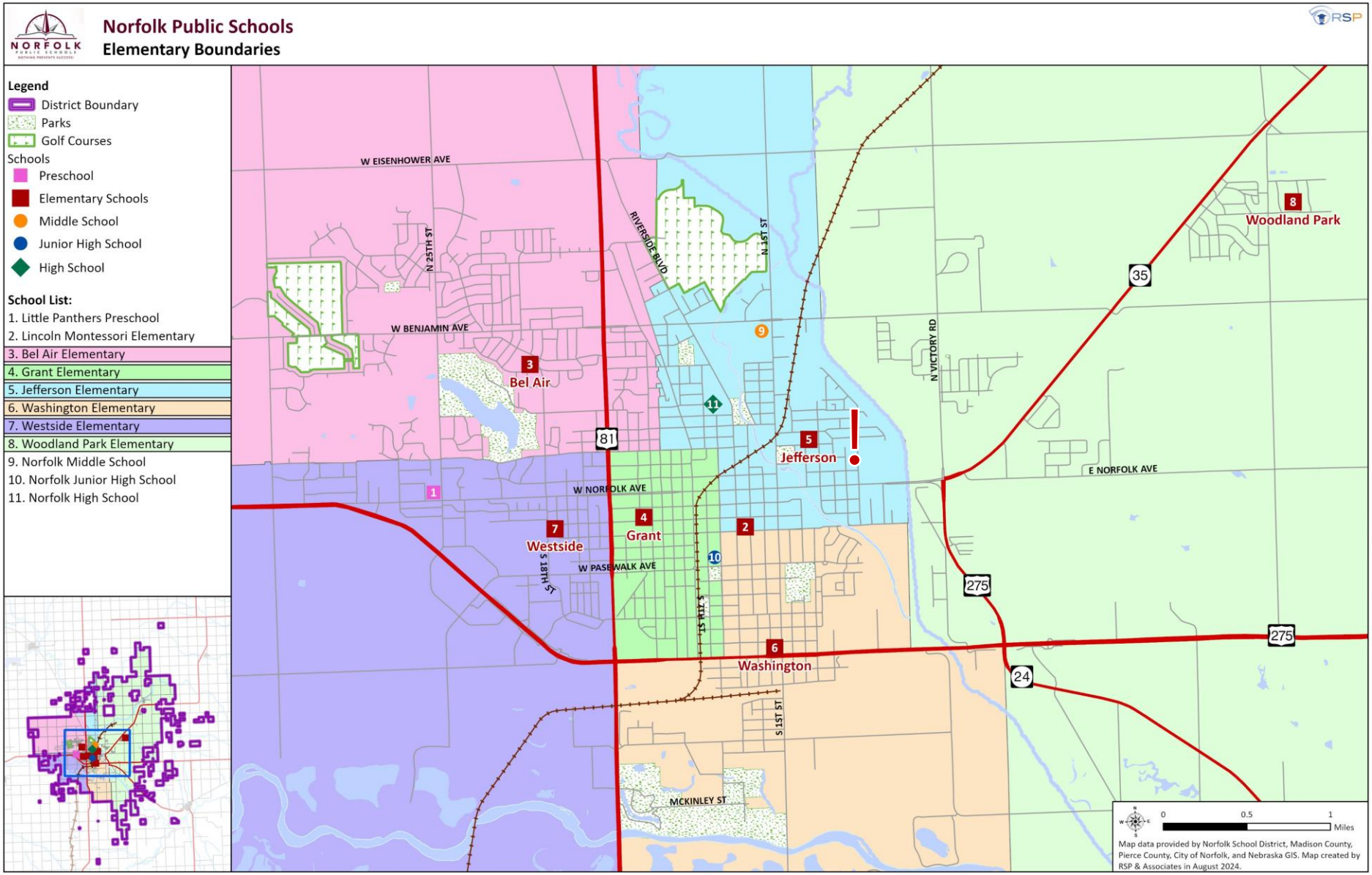
Elementary Boundary Map



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III. PROPOSED SOLUTIONS

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Proposed Options



Option 1: Adjust Boundary Exceptions Policy



Option 2: Adjust Attendance Boundaries



Option 3: Adjust Boundary Exceptions Policy and Attendance Boundaries

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Grandfathering Policy

Current Policy

- All current Boundary Exception students would continue at their current schools for the remainder of their Elementary experience
- Siblings applying for Boundary Exception receive approval preference, but do not receive automatic approval
- Potential changes to school boundaries will impact future students – all current students in affected areas will continue at their current schools for the remainder of their Elementary experience
- Potential changes to the grandfathering policy may happen after community input with Board guidance

Main Takeaway: The proposed solutions will be phased in over the next 5 years creating minimal impact on current students

✓ Current Boundary Exception students will continue at their schools

✓ Current Jefferson students in adjusted area will continue at Jefferson Elementary

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Option 1: Adjust Boundary Exceptions Policy

	Kindergarten Class Size	1-4th Grade Class Size
CURRENT	Capped at 20 students	Capped at 25 students
PROPOSED	**Capped at 18 students**	**Capped at 20 students**

Observations:

- By lowering the student cap, the District would have more control over class sizes while still allowing student movement between school boundaries
- Kindergarten policy stays lower than other grades to encourage smaller kindergarten classes
- If a class size is at the proposed cap of students, no new transfers will be accepted at that school

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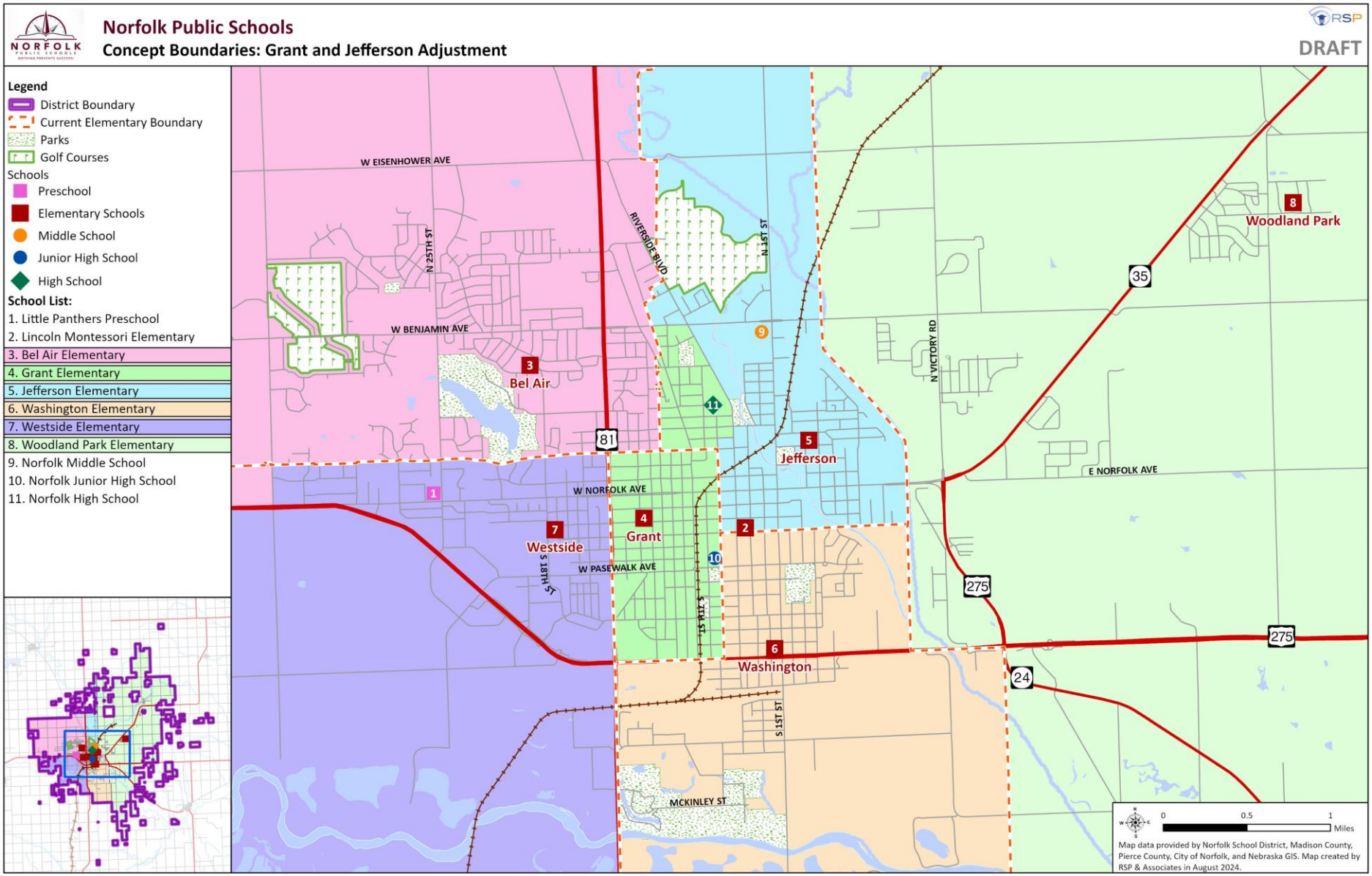
Potential Boundary Adjustment Map



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Option 2: Boundary Adjustment

Assumes Transfer Policy stays the same

Phased-In Concept Boundaries: Enrollment Projections by Student Attend

School:	Preferred Capacity	2025/26 *Kdg Impacted*		2026/27 *Kdg-1st Impacted*		2027/28 *Kdg-2nd Impacted*		2028/29 *Kdg-3rd Impacted*	
Bel Air Elementary	366	309	84.4%	311	85.0%	317	86.6%	317	86.6%
Grant Elementary	244	207	84.8%	219	89.7%	223	91.5%	237	97.0%
Jefferson Elementary	244	243	99.6%	239	98.0%	226	92.5%	212	87.0%
Lincoln Montessori Elementary	244	199	81.6%	193	79.1%	197	80.7%	197	80.7%
Washington Elementary School	244	242	99.2%	239	98.0%	239	98.0%	239	98.0%
Westside Elementary School	244	231	94.7%	220	90.2%	220	90.2%	220	90.2%
Woodland Park Elementary School	244	203	83.2%	209	85.7%	216	88.5%	216	88.5%
TOTAL (K-4)	1,830	1,634	89.3%	1,630	89.1%	1,638	89.5%	1,638	89.5%

Source: RSP & Associates, LLC. - September 2024

Observations:

- New boundary would be phased in starting with the incoming Kindergarten class in 2025/26 (about 10 Kdg students forecasted in this area for 2025/26)
- Each year, an additional grade is added to the impact as the current students cohort forward
- Grant Elementary utilization increases from 84.8% to 97.0% over the four years
- Jefferson Elementary utilization decreases from 99.6% to 87.0% over the four years
- Boundary adjustment would allow for more transfers to be accepted in Jefferson Elementary and increase the student draw into Grant Elementary over time while minimizing the impact on current students
- The projection table of the phased-in boundaries has the following assumptions:
  - Future students in the impacted area will attend Grant Elementary and are not using the Boundary Exception Policy
  - Current students in the impacted area will utilize the grandfathering option and stay at Jefferson Elementary
  - Boundary Exception policy will be annually reviewed by administration that may adjust projection outlook (table includes likely forecast based on recent trends)

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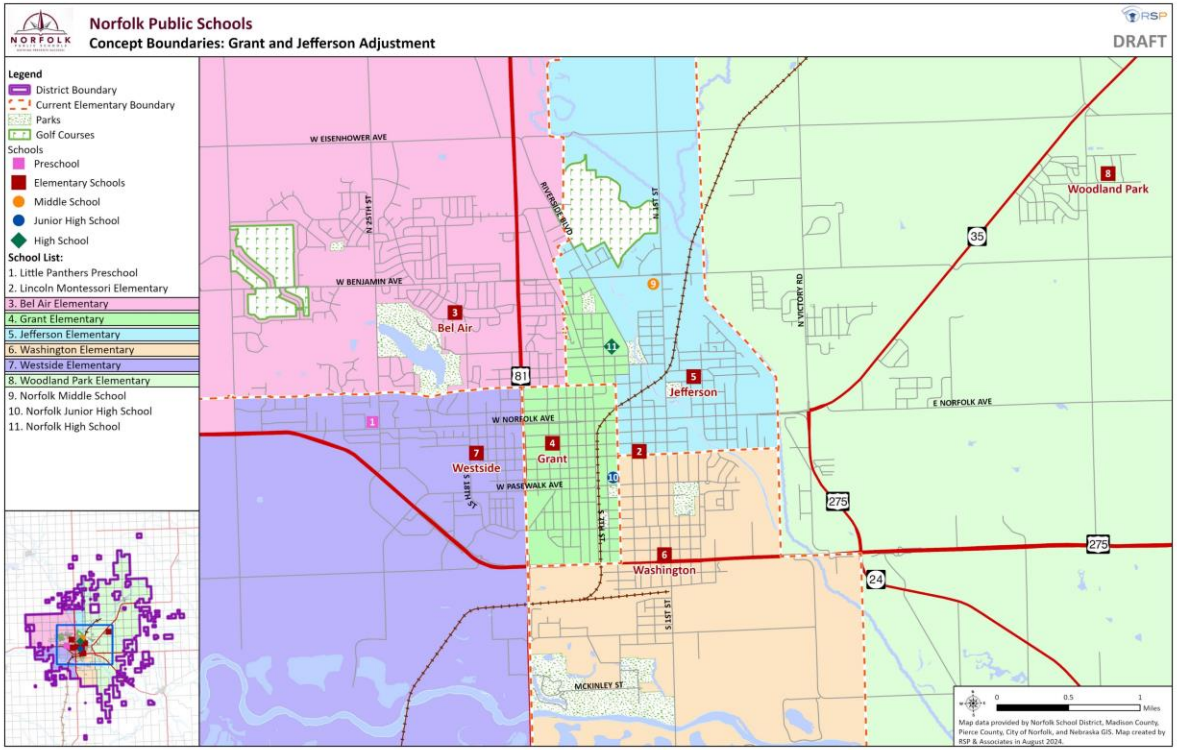
Option 3: Policy + Boundary Adjustment



Observations:

- Implements the new Boundary Exception policy **AND** the attendance boundary change between Grant and Jefferson elementary
- Boundary adjustment increases Grant Elementary resident students over time (phased-in)
- Boundary adjustment decreases Jefferson Elementary resident students allowing more opportunity for Boundary Exception students to accepted over time (phased-in)
- Lowering the class cap for boundary exceptions increases District control over class size

	Kindergarten Classroom Size	1-4th Grade Classroom Size
PROPOSED	**Capped at 18 students**	**Capped at 20 students**

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Option Comparison

	Option 1: Policy Change	Option 2: Boundary Change	Option 3: Policy + Boundary Change
ADVANTAGES	• Improves District control over class sizes • Improves District placement of Boundary Exception students • Maintains current boundaries	• The number of resident students increases at Grant Elementary • Jefferson Elementary receives relief from resident students • Maintains current Boundary Exception policy	• Improves District control over class sizes • Improved District placement of Boundary Exception students • The number of resident students increase at Grant Elementary • Jefferson Elementary receives relief from resident students • Addresses challenges while creating long-term boundaries for Grant & Jefferson
DISADVANTAGES	• May not completely solve challenges • Jefferson Elementary enrollment remains at capacity • Balance between other schools not achieved	• May not completely solve challenges • Students may choose Boundary Exception to stay at Jefferson Elementary	• Greater impact on students (policy and boundaries are adjusted)
IMPLEMENATION	• Current Boundary Exception students would continue with elementary school programming • Policy would be integrated starting 2025/26 school year with new student boundary exceptions	• Impacted Jefferson students can continue at Jefferson for remainder of elementary school programming • New boundary would be integrated starting in 2025/26 school year with kindergarten and new students in the Grant/Jefferson boundary	• Current Boundary Exception students would continue with elementary school programming • Impacted Jefferson students can continue at Jefferson for remainder of elementary school programming • New boundary and policy would be integrated starting in 2025/26 school year with kindergarten and new students in the Grant/Jefferson boundary

Note: The table provides general notes to compare options. Bullet points are NOT all-encompassing but provide an overview to facilitate dialogue.

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Board Input and Proposed Options

Boundary Criteria (Board Prioritized)	Option 1: Policy Change	Option 2: Boundary Change	Option 3: Policy + Boundary Change
#1 Student Impacted	• Potential to impact future Boundary Exception students • **No impact to current students**	• Potential to impact future students residing in the adjusted neighborhood • **No impact to current students**	• Potential to impact future Boundary Exception students • Potential to impact future students residing in the adjusted neighborhood • **No impact to current students**
#2 Projected Enrollment & Building Utilization	• Jefferson Elementary may still operate at 100% utilization • Grant Elementary does not receive additional students	• Jefferson Elementary receives future relief of students • Grant Elementary receive future increase of students	• Jefferson Elementary receives future relief of students • Grant Elementary receive future increase of students
#3 Fiscal Considerations	• Improves District control over Boundary Exceptions to balance class size and improve staffing distribution	• Does not address District control over Boundary Exceptions	• Improves District control over Boundary Exceptions to balance class size and improve staffing distribution
#4 Demographic Considerations	• By not impacting current students, there is no impact on the demographic balance between schools		
#5 Transportation Considerations	• Minimal adjustment to the transportation network of schools • Boundary adjustment between Grant and Elementary is within Transportation Eligibility Radius		

Note: The table provides general notes to compare options. Bullet points are NOT all-encompassing but provide an overview to facilitate dialogue.

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IV. PUBLIC INPUT

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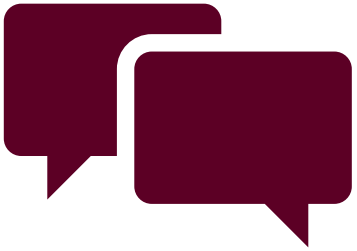
Public Input Expectations





Goals of Public Input

- ❑ Have questions answered from RSP and District staff
- ❑ Provide comments/concerns on the proposed three options
- ❑ Provide general support between the three options:
  - ✓ Implementing ONLY policy change (Option 1)
  - ✓ Implementing ONLY boundary change (Option 2)
  - ✓ Implementing policy AND boundary change (Option 3)

Electronic Survey

- ❑ Survey is live to collect this feedback for the entire community
- ❑ Survey will be open for the next two weeks to continually engage patrons
- ❑ Presentation and other resources are also accessible at the survey link
- ❑ Results of the survey will be presented to the Administration and the Board and will be posted online
- ❑ Survey and materials are available in Spanish and other languages (see top right for language options)



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OPEN HOUSE DIRECTIONS

Thank you for your participation!

NEXT MEETINGS:

- ✓ 3rd Admin Meeting: Oct. 24
- ✓ 2nd Board Meeting: Nov. 11

- ❑ Stations are set up throughout the room
- ❑ All stations have the same information
- ❑ View large maps of current and proposed boundaries at each station
- ❑ Scan the QR code to access the survey and online materials
- ❑ Share the platform with others!

SCAN ME

Or Click Here: https://rsp.mysocialpinpoint.com/norfolk-public-input

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