

Vision 20/20

12/8/14 Committee Meeting Notes



Welcome: Geoff Palmer. We'll be reviewing where we are, where we've been.

Review of Survey Data

- 146 completed online surveys. We opened it up to the community and staff.
- Words mentioned in open-ended response questions include air conditioning, technology, space, educational facilities for needs v. wants.
- Valued in facilities: technology, learning, space, heating, functionality, gym
- Neighborhood v. grade level: neighborhood is gaining traction (55%). What you expect in a community that has known neighborhood.
- Ranking preferences: Highest #1 ranking is keeping all 4 neighborhood schools. PreK-4 has the lowest #1 ranking. 2 elementary buildings has second highest #1 ranking.

Review of Phase 2 Options

1. *One PK-4 building*
 - a. Available sites are Bradley Road and Parkside for 1,400 students.
 - b. Projections around \$34 million
 - c. Strengths: sharing of resources by teachers, efficient use of resources, ability to have grade-level meetings, grade accelerations, instructional and collaborative consistency, elimination of overflow, continuity of programs, less transitions for students, better operating efficiencies, better chance for communications, consolidated services, plant operating efficiencies, family convenience, one PTA, siblings together, reduction in teacher travel, world language options, better teacher collaborating, leveled grouping.
 - d. Challenges: Negative impact on property values potentially, losing feeling of family, loss of building culture, overwhelming to small children, safety, will this impact the IB program, transportation, hard sell, increased traffic, loss of neighborhood/community perception, scheduling of gym/cafeteria/media center, is Parkside facility adequate, access to technology,
2. *Two buildings – grade level or neighborhood*
 - a. *Option 2a/2 new grade level buildings (PreK-2 and 3-4)*
 - i. Available sites are Bassett, Bradley Road, Parkside and Holly Lane
 - ii. Strengths: collaborative instruction, eliminate overflow, maintain neighborhood building, teacher planning, collaboration among grades, scheduling, more

focused building culture, improved traffic flow, instructional consistency, continuity of programs

- iii. Challenges: perceived increased transitions, instruction interrupted during construction, logistical demands with children at different grade levels, loss of modeling, impact on learning transitions, acceleration from 2nd to 3rd grades, longer bus rides

b. *Option 2b/2 new neighborhood buildings*

- i. Available sites are Bassett, Bradley Road, Holly Lane and Parkside
- ii. Strengths: Allows building culture development, modeling, PTA, travel time, less transitions, parent pickup/dropoff, overflow, comfort level of being in same place, more continuity for students, operational efficiencies, maintain neighborhood feel, safety, property values remain neutral, staff communication, programming consistency, grade-level appropriate changes
- iii. Challenges: dividing volunteer engagement, equity issues of parent involvement, overflow could be introduced again, diluting staff collaboration, duplication of resources, lose grade-level planning, cost difference between two options, consistency in school policies, would have to redistrict some way, continuity in programming

3. *Three elementary buildings (1 renovation/2 new)*

- a. Potential sites are Bradley Road, Parkside, Holly Lane
- b. Strengths: Fewer transitions, PTA consistency, limits change for some, intimate feel, more manageable transportation, neighborhood culture, less travel time, traffic flow, continuity in schools, maximum accessibility to parents,
- c. Challenges: perception of equity, overflow, higher cost for renovating Parkside, potential idiosyncrasies among buildings, prevents protecting programs at the expense of operations, volunteer engagement minimized, limits flexibility of future, loss of efficiencies, could take longer to get through the process, redistricting, cost, renovating Parkside, decreased collaboration

All estimates from last year were higher than what Lesko came back to us with this year. We'll work with Lesko to get those numbers updated.

Question we've heard is transportation and how the different options impact operational costs.

Dave Kocovar/Business Director

Looked at what we have. We transport about 1,500 students daily. Each K-4 building has a one-mile walk area. We may be losing a building or more. Of the 1,500 students, if we lost one building, we would gain a certain number of students who would need to be transported. There is a number for each building:

- Hilliard – Increases by 5% (84 students)
- Bassett 8%
- Dover 5%

- Holly Lane 6% (96 students)

Permanent Improvement Levy

Permanent improvement can protect programming and steady the ship. Doesn't cure operational needs, but can take care of facilities while we don't negatively impact what we do for our students.

Q&A:

1. In this model, are you factoring in the likelihood that parents will choose to drive their students because bus times will be longer?
 - a. Right now just based on our current program. Keeping our walk distances at one mile and maintaining the ride times.
2. How would Bradley Road be impacted?
 - a. A wash if you lose one building.
3. Is there any thought given for getting the kids to school as the city installs more bike lanes and sidewalks?
 - a. Bike lanes, health and wellness are looked at. Everything now is just looking at our current program.
4. Surprised intimacy is an issue. You go from neighborhood to the intermediate school to the middle school.
5. I think there is a value in intimacy of the neighborhood schools. It's a great life lesson to move to the next level. There is some validity with a smaller group that has not been together and have the ability to teach them to integrate.
6. You have a critical mass socially (gifted/accelerated), looking forward to moving from a small group at the elementary level to a larger group at the intermediate and middle school levels.
7. There are so many communities outside of this area that have only 1 building. We have to look 10 years from now. We've already lost two levies – one on a rumor and one on in-fighting.
 - a. We're taking a step back. This is too important an issue to rush. We have to be reflective and visionary and have the dialogue.
8. Shocked the three-building plan we liked the most is now the one I like the least. Doesn't make sense from a dollars and cents perspective. Let's learn from community perspective. We invest a little more in the two-school system.
9. Holly Lane is cited in the two-building concepts. Impact on construction schedule applies to Option 2a and b and Option 3.
10. Perception that you are being wasteful when you tear buildings down. There is a risk that overlooking the renovation option will lead to negative PR the high school received.
11. Following the evening's discussion, a "show of hands" was conducted to gauge support of the various options. At this stage, it appeared that Option #1 had the most support from this group.

NEXT STEPS

We will put these options together and post notes online. Next meeting is Dec. 18. We'll have option 3 cost updates, and updates on other pieces of the puzzle. CAC will present their results in mid-January.