

11/18/08 Westlake Facilities Meeting

Census – number of families with school aged children (census)

Attendees: Jeff Williams, Brian Gottfried, Bill Baddour, Melisa Yeoman, Julie McCallister, Nate Cross, Duane Miller, Mark Perpara, Harry Applegate, Dave Puffer, Bonnie Smith, Del Younglas, Chris Milowicki, Bob Fortney, Kim Mather, Jon Dregalla, Mike Medoro,

Lesko representatives

Welcome: Dr. Keenan

Meeting 3: Reflections and responses to the options from last week. New data. Discussion of separate plans. Lesko presentation of architectural challenges and response to any questions. Small groups – rank options and review any questions that remain. Prioritize and discussion of any reduction in options.

Reflections and responses from committee members to the options presented last week:

- Looking at the numbers and the cost of new v. rehab, it was interesting that it wasn't as significant a variation as one would have thought. The new didn't seem as costly as fixing up. In all the comments and plans there was sensitivity to the political and economic climate. #1 going a little bigger makes sense for the efficiencies; looking at the benefits of new v. what we have we can realize the efficiencies of learning environment. Tours make a difference. When went through schools was surprised. Didn't think I would see the conditions that were present. Westlake has good schools but surprised at structural issues that were present. It would be nice to see new building and the efficiencies.
- Lean toward option 3. There are issues with high school, and there have been issues with the high school. Dollars interesting. Not as steep as thought would be. Want to see how accomplish option 3 option 1 and option 2 looking at the update to the land study report from 02 and seeing how they were suggesting you could build a new Hilliard Dover etc. and how can build new building on each while maintaining school/classes.
- Option 1 is what I like. Like the efficiency by increasing number and decreasing maintenance. Concern with #1 that we are moving through building for every couple years. Can't build a sense of continuity. Would lose by going to a new building every couple years. Whatever we do it needs to last for decades. If we want them divided PK-1 that may not be good. The buildings should be adaptable for down the road. We should keep the rehab option on table due to political and economic conditions now and in the future.
- Looking at the numbers. Renovation 87 million up to #2 it's about 30%. It would seem that if it's something that we have to sell that 30% we should go for that extra and get the

higher quality. How it's configured that would take more discussion and whether that's going to affect realignment of grades and voters perception of what they are voting for. More projecting as to how to get the voters to approve it and how to get the best project that is easiest to sell.

- You have to balance the reality of need against the reality of funding issues in the electoral setting. People don't want to spend more money because their budgets are tighter so it's sobering in background. As far as the buildings... one of big questions would be the efficiency of 3 buildings but what wouldn't be good is that the oldest students would be 1st graders. They would be our school leaders. That may be detrimental to younger kids. I think it would be attractive to have all new schools but at some point they are all old schools in the future. It seems prudent to be able to stretch that out. I suspect if go to Olmsted Falls, Bay Village, etc. they have some old and new buildings. Having staggered buildings is prudent.

2 approaches when thinking about how to go the voters

- Go to voters and tell them a change needs to be made and money is needed to do so without giving them a plan
- Or go to them with a plan and know what they are voting on.

Data: whole price, construction cost, demo cost, asbestos cost, without taking into consideration the alternatives we would seek. Numbers from OSFC study and updated for 2009 costs.

Example: 1b first phase the only demolition would be to the high school and Hilliard
Second phase have all elementary and those are reflected

1b bond issue ballot item there is an inflation factor not reflected... usually 5% a year increase

Has it been attempted to lock in a contract at beginning of this project and therefore lock in cost?

We may have some opportunities to take advantage of that. It has been done before but we would have to do that over 5 years and that is a long period of time. 2 years would be reasonable for a contract like that.

Do the cost numbers reflect the staffing change? No staffing, transportation increases, etc. are included

Grad level configuration – From largest to smallest enrollment all districts with Excellent distinction, the number of buildings, grade configuration, how many excellent districts configured differently – about half. If bigger how did they do it – smaller the district the greater likelihood to have grade configured districts. The districts near us... Amherst, Loveland, Hudson, they have different configurations, may depend on size.

Lakota local has 2 10-12 buildings, 1 9th, 4 7-8 buildings... etc.
North Canton – 4 neighborhood schools, grade level there on out
Wadsworth – neighborhood schools then grade level.

The ones that are shaded there is a dedicated building for grade levels.

Benefit to early learning – they are learning about school, problem though feasibility with how small of a building it would be. What I am more concerned about is the transition between buildings. Some of the things could do is solve that with the locations of buildings.

- Security issues – not difficult for a configuration with a early learner building. Focuses on early learning and getting used to school
- Positive affect on curriculum? If we recreate the facilities we would recreate the curriculum wouldn't this help. Dan- advantage to have that grade level teachers all in one building. Would be nice across grade level, coordinating, but disadvantage is that jump. You can keep big building small by using common spaces. Pod concept.
- Son attended pk-1 school and was nice good environ without having to deal with the older kids.
- Getting 6th grade out of Burneson was wonderful

Funding – The district took a look at options and attached the appropriate millage amounts to each option. It is good that we have a solid bond rating AA2 – very high. When we issue bonds they are attractive to investors. City is AAA credit. We are in good stead there

28 year bond issue

Option	Millage	Cost for \$100,000 home value
1a	5.25 mills	\$161
1b phase 1	3.86 mills	\$118
1b phase 2	1.5 mills	\$46
2	5.45 mills	\$167
3	5.37 mills	\$165
4	4.04 mills	\$124

In 2017 the city will have a drop in millage by almost 1.8 mills. By putting on new debt there will be a change in what they pay. The figures are worst case scenario b/c when factor in dropping debt service. Our tax valuation will grow. Could be slightly lower over time.

Q. Can you use an income tax for buildings? It is possible but it is usually not a popular choice and there are some risks. You are estimating what would bring in those dollars and if the city comes into hard times, then the District could come up short and have to go back to voters, or restructure debt and have to pay more for existing debt. The other thing with debt service, when community votes in bond, the good thing is if we come on hard times, that can be adjusted. Board will look at funding options, partnerships, and other ways to reduce costs.

With the phased in approach, the best case scenario is to go to populous once for total amount, and but still go with a phase in approach when it comes to construction. The community would only be taxed for first phase and then second phase would only kick in once the second phase starts.

Lesko:

What's not in estimated costs – pencils, books, computers, equipment, the smart boards not in there. Furniture is in there cabinetry is included in the quoted price. Wiring would be in there but not tech. The buildings would have servers, but not computers. The estimates are for good quality construction, a little above average when doing numbers.

Common thing with districts is consolidation. There is a value with cost of energy and concern to conserve energy, reduce staffing, benefits of pulling staff together. SEL consolidated by putting on an addition for example. Reduced the amount of elementaries, and remodeled some schools. Even when renovating still looking at consolidating. What you are weighing is cost of maintaining to the cost of a new facility. What are you going to have to do to keep that old building maintained over time. One of major costs in renovations – to put in air conditioning you have to tear out ceilings, lighting, reworking whole classroom. The state standard is air conditioning.

Some concerns in other districts is the size of the buildings. Hillsboro combined elementaries into a 1,500 student building. We did that in pods. They share the core facilities but each had their own administration. We did that in two phases with the elementary first and the middle school and high school in the second phase. The community loves it - to have all students together but in different pods. It is possible to do larger facilities. That's where you get bigger savings.

Concerns swing space – when you build new building on the same grounds and can swing right over it works well but if you are putting in an addition or renovating... if you don't have space it's difficult. You do phasing, wing by wing and move the students all over the building. These cost estimates would increase if don't have swing space and have to move kids and do in phases.

Q. What would be the advantage to build to OSFC standards?

- They are now more flexible with phases. We will put project in front and try to get all support we can to get help with it. Will give you help on the buildings that meet their criteria. The difference too is they will write a check for the project.
- The ELP program is they get all the money from community and spend and do as much as can and when number comes up the OSFC will give you credit for what has done and give the additional funding from the state. We are finding that when you get down in the 15% 10% or 5 % their contribution it will be a wash. You can do same type of project as what you could do without the state. When get down to low involvement it won't be in their benefit to go with OSFC. You have to build classrooms a certain size etc.

Renovating is the most costly over time. Issues over time just go with an older building. Most expensive in terms of operating over time. Not a money pit but will have to address issues over time. Have to consider what to do with classrooms b/c you will have the same type of configuration.

Phase 1b starts at 37 million and jumps to 47 million over 5 years figuring in 5% increase in construction costs.

Q. Option 3 how long takes to accomplish that? 3 years to finish (passing bond issue to opening the building) A new building is about 2 – 2.5 years to complete (1 year planning and bidding, and depending on size could be 1 – 1.5 years to open). Projects can be done in groups of three. Springfield passed issue in 2000 and in 2006 have all built but that is with buildings adjacent or to a new site. Good to bid 3 at a time but there is some phasing so there is a re-bid on the other phases. Can build all at same time and will be cheaper b/c costs typically go up.

How could the buildings configure?

High school would keep site and save the PAC and the TV studios and (gym and auxiliary gym maybe).

All scenarios Burneson would be same.

None use Bradley road as a location for a school.

Lesko – neighborhood schools, what it was determined in Euclid people thought would be a problem it wasn't so much. Neighborhood school doesn't really exist. Kids are walking to school. People weren't attached.

Q. What level of green construction and what is the impact on cost? 3%-5% increase for sustainable construction we can achieve gold with these numbers. But this is silver or gold as what is in here. A gold rating has not been achieved in Ohio. The number of buildings going for gold is very few. Requires a lot of documentation but shows you. \$200,000 a year on savings potentially.

Q. What is your confidence with the estimates? We've used these with all project and been just under bids in the end. If you go out for bids they can range 20%. We want to hit mid road for our bidding and have been pretty good. They are within 10% up or down.

Q. What was it that changed people's minds from renovation to new? – One problem with renovation is the core facilities you see cafeteria and gym are well undersized and to fix that is costly to do. Other challenge with renovation and putting h/v/ac these are not a summer job. All the unforeseen conditions – you run into higher costs.

Q. Under options 1 and 3 there are certain properties that are not needed. Does that cost from selling go toward the estimates? You always have the ability to ratchet down millage. We can't over collect. If the properties and with the demo and asbestos abatement... can you run a scenario for the value and the costs in demo for those properties? If we sold the properties we wouldn't have the cost due to the markets and other factors.

Q. How does grade configuration impact support? Most questions still come down to cost. The grade configuration depends on how you want to form your curriculum. How do you see your

district delivering your curriculum. There is an advantage to having all your grade classes together. A lot of schools like to align with certification.

Should all 5 still be discussed?

Should we eliminate option 4? What will market bear support. Do we want this as a plan to come out of here? Is this the direction we need to go? Will 4 get us excellence? We are getting good excellence so to a degree are we going to educate even better? Do you wait till scores go down until you put it on the facilities? Why are we educating our kids well and what conditions exist?

We are providing good value to the community. The benefit of 1-3 is that we are getting this strategically including programs, what best learning environment for students. I don't know if you are selling buildings or if you are selling an improved program improved learning.

- Have to think about what the community can afford.
- Need to look at where we are globally? How we educate within the structure is changing in and out.

Small Group Discussion

Group 1

1a

3

1b

2

4

Questions:

What to do with vacant properties if school torn down?

Importance of neighborhood schools?

New v. renovation?

Loss of fields?

Shifting bus traffic

Bradley road and red brick... what happen with those

Group 2

1a

3

1b

2

4

1a and 3 gave you a 4-6. have a strategy that we are attacking edu process in forward looking manner.

Questions:

Pros and cons between 1a v. 3.

What voting record of surrounding schools?

Was there a shift in public v. private % after buildings were built?

What is the maintenance plan that retains their newness and quality?

Group 3

1a /3 for first

1b/4 whether it made sense to renovate going to be more costly but needs more discussion

2

Considered configuration and layout of where they are. Also considered what the voting population would go for and how we could try and manipulate the best option so it would receive the voting block that is necessary.

Bradley road? Is that viable?

Group 4

1a issue of grouping school by educational process or by local schools

3

1b

2

4

Questions:

Not sure if the community understand all the information. We need an aggressive marketing campaign. Talk about the condition of building, what accomplished, \$ saved by having fewer buildings, bring level of community up to the issues that are here. We have an obligation to educate the community and will have a better time doing that if we can do that ahead of time. Also need data on other districts. See what other districts are doing. Where we are education wise, cost per student. Not only getting better buildings but bringing down cost to administration. Talked about the neighborhood schools and how important they are. Have a plan to make sure everyone buys into it.

	Group 1	Group 2	Group 3	Group 4
#1 Choice	1a	1a	1a /3	1a
#2 Choice	3	3	1b/4	3
#3 Choice	1b	1b	2	1b
#4 Choice	2	2		2
#5 Choice	4	4		4

For the next meeting

Tours of high school to be arranged for those who would like them

Concentrate on the top choices with Lesko and get information on budget and alternatives.

Talking to elementary staff about what reconfiguration would mean to them.