

Long-Range Planning Committee

January 28, 2019

4:30 p.m.–6:30 p.m.

ESC Board Room

“To review the district physical plant, program capacity, enrollment boundaries, transportation routing, and major capital equipment requirements, and determine what improvements to efficiency, sustainability, and infrastructure needs may be required during the next five to ten years.”

Attendees: Diane Doney, Terry Davis, Betty Timmer, Dave Culp, Brian Bostwick, Lucie Stanish, Dana Wedlick, Karen Johnson, Brett Collins, Bob Colwell, Crysti Copp, Erick Hartzell, Ralph Dergance, Bill Canterbury,

Absent: Chris Jobanputra

Ad hoc attendees: Nicole Moyer, Tera Helmon, Kathleen Ambron, Jon Levesque, Donna Villamor, Clay Abla, Mike Porter, Diane Leiker

Consultant attendees: Shannon Bingham, Mark Crisman, Mike Lopez

Minutes:

1. Welcome and review agenda.
 - a. Overview of what the committee’s work will look like until spring of 2020.
2. Review
 - a. Committee charge, tasks, and norms.
 - i. Working through boundary efficiencies for the district.
 - ii. Getting in front of various stakeholder groups for informational/feedback gathering purposes
 1. Community, focusing on parents and students.
 2. PTOs.
 3. Faculty.
 - iii. Question: will Transportation be building routes based on potential boundaries so we can address how that will be impacted with the various stakeholder groups?
 1. Mike Hush, transportation director, will be attending most of our meetings and providing feedback for how transportation will be affected.
 - iv. Boundaries: what do we have now? vs. what is desirable?
 - b. Demographic information pertinent to boundaries.

- c. Bond projects and construction schedule.
 - i. Made enough premium to hopefully be able to do an additional school.
 - ii. Built in program contingency as well.
 - iii. Keep this in mind as the decisions on boundaries could affect which school(s) get redone, consolidated, etc. (whatever makes the most sense).
 - iv. Discussion of processes that will include architects, construction managers/general contractors (CM/GCs), etc.
 - v. Where to point people for information?
 - 1. Maybe develop a one-pager?
 - 2. District website's bond page.
- 3. Boundary process:
 - a. Hopes and desires for boundary process?
 - i. Address feeder patterns.
 - ii. Being considerate of not building boundaries with high ELL, free and reduced price lunch populations all attending one school (or any specific population--this is just one that was mentioned).
 - iii. Streamline operations (everything from transportation to walk boundaries, etc.).
 - iv. Resolving transportation issues.
 - v. Efficiency--as we are underfunded, why are we wasting resources on inefficiencies? Huge value to taxpayers.
 - vi. South of Dry Creek--struggle for those kids because we don't have a school down there, so what can we do for those families?
 - vii. Easy-to-use mapping on the district website for finding schools and feeders.
 - viii. Looking to the future, especially with potential consolidations.
 - ix. Having schools stay about the same size as each other.
 - x. Review historical data to make sure we don't make the same mistakes again.
 - xi. Making sure we are data-driven to give the Board what they need to defend the decision they make and to make sure families know there are good schools at every location.
- 4. Committee small group SWOT exercise.
 - a. Break into two groups to discuss 4 topics presented by Shannon and what changing boundaries would mean to the 4 topics.
- 5. Discussion: SWOT exercise (large group)
 - a. North Group:
 - i. Any time a new school is built...
 - S: new school, improved flow of traffic, parking, etc.; more central ECE location.
 - O: out-of-district, taking pressure off others schools.
 - T: short-term emotional response of affected families.

W: centralized to the east and south of the district, so the people on the west won't be getting too much out of this.

ii. Newton:

T: stadium threat--lights, sound, etc. new to the neighborhood.

O/W: new communities being built.

iii. High School optional area:

S: streamlining bus routes and efficiencies.

W: families like having the option and might not appreciate the change, losing Meals on Wheels.

b. South group:

i. S: structural improvement, eliminating some challenges by balancing enrollment and drawing them back when they went elsewhere; fully staffed, more departments in each building (able to fill the school).

W: increased construction traffic and how to access what we currently have; disruption of education process; how people perceive the "rush" to the new school

T: attraction of a new school will draw in- and out-of-district enrollment to the school, so how do we manage that change?; effects of the stadium on the community.

6. Upcoming meetings:

a. February 4 (NEXT MONDAY)

b. March 4

c. April 22

7. Adjourn.