

# Long-Range Planning Committee

## February 4, 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:** Terry Davis, Betty Timmer, Ralph Dergance, Karen Johnson, Brian Bostwick, Lucie Stanish, Chris Jobanputra, Dave Culp, Erick Hartzell, Bob Colwell, Crysti Copp, Bill Canterbury,

**Absent:** Diane Doney, Dana Wedlick, Brett Collins

**Ad hoc attendees:** Nicole Moyer, Mike Hush, Jessica Gould, Tera Helmon, Mike Porter, Kathleen Ambron, Jonathan Levesque

**Consultant attendees:** Shannon Bingham, Mark Crisman

#### **Minutes:**

1. Welcome and review agenda.
2. Revisit SWOT exercise results.
  - a. Walk through and discuss the SWOT results.
  - b. Discussion about junior stadium SWOT: community concerns, possible locations for stadium on the campus.
  - c. Additions brought forth for updating the presentation with SWOT results.
    - i. SWOT Newton slide: correction “Powell to Newton” (not Euclid)
    - ii. SWOT Ames slide: add weakness “Preschool relocating”
    - iii. SWOT Optional HS area: ST is “short term”
    - iv. SWOT Franklin slide: add 2 possible new housing developments as an opportunity
    - v. SWOT Bond Premium School: weakness - trouble resetting boundaries amid the uncertainty about which school(s) we’ll address with premiums.
3. Introduction of sample goals/criteria.
  - a. Review of sample criteria.
  - b. Direction for table exercise:
    - i. How would you wordsmith? What would you add? What would you take away?
4. Committee table exercise: preliminary goals/criteria development.

- a. Break into two table groups.
- 5. Discussion
  - a. Identify common elements from table exercise.
    - i. North Group:
      - 1. Transportation, i.e., beware of major street crossings.
      - 2. Feeder patterns.
      - 3. Map that makes logical sense (no islands, "neck ties," etc.).
      - 4. Program size = operating cost = full service school.
      - 5. Maintain socio-economic diversity.
    - ii. South Group:
      - 1. Enhance neighborhood factors.
      - 2. Transportation constraints.
      - 3. Feeder patterns.
      - 4. Address school program size (for goal of 4-round schools).
      - 5. The other three criteria should be considered, but some of them will take care of themselves if we do the rest correctly (for example, if goal is 4-round schools, operating cost per student will even out).
  - b. Refine group results into unified draft criteria.
    - i. Shannon will work on this prior to next meeting.
- 6. Boundary work/discussion
  - a. Small area idealized boundaries.
    - i. Shannon brought maps developed showing populations of students in small study areas for each committee member to start drawing ideal boundaries.
- 7. Idealized boundary exercise.
  - a. Each person working on their own maps; initial maps when submitting to Shannon.
- 8. Discussion.
  - a. This will be part of March 4's agenda.
- 9. Upcoming meetings:
  - a. March 4
  - b. April 22
- 10. Adjourn.