

STUDY AREA 2 PLANNING COMMITTEE #5

OPTIONS REVISIONS

Wednesday, February 05, 2020

The Comprehensive School Planning Review (CSPR) is a collaborative process that will assess the District's neighborhood enrollment, school facilities, and educational program offerings, to help us plan for the future in a way that ensures our students have access to a great school close to where they live.

MEETING OBJECTIVES

- Study Area Planning Committee members will review second round of options.
- PC members will provide feedback to direct further refinement and options development.
- PC members learn about upcoming Community Input Forum.

INTRODUCTION AND OVERVIEW

The meeting began with brief reflections on feedback from previous meetings, some reminding and reframing of overview information previously shared about the process as a whole, as well as new information about what would be shared tonight.

MEETING 4 HIGHLIGHTS

Level of Agreement on a scale of 1-5 (1 is strongly disagree - 5 is strongly agree)				
	This session helped me better understand the CSPR process.	I felt comfortable sharing my input during the meeting.	This meeting was a good use of my time.	I feel like my presence and input is being valued in the CSPR process.
Study Area 2	3.73	4.20	3.93	3.60

Anecdotal Feedback Included:

- I feel like its more talk than action
- It's good to attend meetings like this to get a better understanding of the schools and its problems. It's good to have ideas to find solutions
- Need better options/more
- Some healthy conversation about a difficult issue
- The options presented today did not reflect previously offered feedback
- This time around I really felt like I was being heard

GUIDING PRINCIPLES

The CSPR team reminded planning committee members of guiding principles and process guidelines.

- Make Pre-K available in as many elementary school locations as possible
- Provide a clear PreK-12 continuum for families in their neighborhoods with preferred grade configurations: PreK-5, PreK-8, 6-8, 6-12, 9-12
- Provide all children access to any needed educational programming (i.e. SPED, ESOL, gifted, PreK)
- Direct resources in an equitable - not equal - way to meet the needs of neighborhoods

Process Guidelines

We will also consider, to the extent possible, the following process guidelines.

These are not prioritized or in any particular order.

- Balance utilization to relieve overcrowding and maintain an acceptable utilization level based on facility capacity
- Minimize disruption of future attendance area adjustments and established programming
- Promote safe routes to/from schools by considering student travel times, limiting the number of natural and human-made physical boundaries students must cross to and from school, and considering the availability of sidewalks
- Avoid adversely impacting any specific community
- Impact of enrollment projections
- Financial viability
- IS IT GOOD FOR KIDS?

KEEP IN MIND:

- The content shared today is for the purposes of discussion and deliberation.
- The options being discussed today are not intended to be the final or complete options.
- The options being discussed today focus primarily on solving issues related to enrollment and facilities, and are not yet inclusive of all potential solutions.

FORECAST INDICATORS

A number of data points were shared related to trends around public and private enrollment, where catchment students go to school on both the east and west sides of Broad Street, and residential building permits.

FORECAST INDICATOR SUMMARY

Assumptions

- Despite growth in the public-school share of school-age children since 2014, public school enrollment has declined.
- Counts of children attending their neighborhood catchment schools have declined at an even higher rate.
- With almost no new construction, low rates of real estate activity, and continued declines in city fertility rates and total births, continued decline in enrollment at SA2 neighborhood schools is expected.
- If the increasing rate of charter choice over time stabilizes, the impact of the declining school-age population on utilization at SA2 neighborhood schools will be partially mitigated.

POTENTIAL OPTION STUDY AREA 2

The CSPR team then previewed several options, and provided data for groups to engage in an hour-long discussion. In Study Area 2, the potential solutions that we provided as a basis for discussion were:

STUDY AREA	CHALLENGES	POTENTIAL SOLUTIONS DISCUSSED
Study Area 2 (North)	<ul style="list-style-type: none"> • Low building utilization • Grade level transitions 	Introduced a 1/22 Meeting
		<ol style="list-style-type: none"> 1. Improve student safety through revised boundaries for SA2 schools 2. Change Cramp from K-5 to K-4; Co-locate or reassign Sheppard students to de Burgos; Seek opportunities to repurpose Sheppard building 3. Grade level configurations to K-8 for SA2 schools, Co-locate or reassign Sheppard students to de Burgos; Seek opportunities to repurpose Sheppard building
	<ul style="list-style-type: none"> • Same as above • Solutions considered are in response to new options put forward by planning committee members. 	Introduced at 2/05 Meeting
		<ol style="list-style-type: none"> 4. Change Elkin and Willard from K-4 to K-5; Sheppard students to de Burgos or neighborhood school 4.1 Change Elkin and Willard from K-4 to K-5; Sheppard students to de Burgos or neighborhood school; Revise boundaries for safe passage

In addition, input was sought on programming alternatives to enhance student learning opportunities for all students included in this cycle.

Potential solutions discussed were surfaced by both internal and external stakeholders. Feedback has been collected and potential solutions will be revised accordingly and discussed during the next round of meetings.

Next Steps & Wrap Up

The CSPR Team and FLO Analytics will use feedback to update a set of options, and come back to the Planning Committees at the next round of meetings.

Reminder – Updated Study Area Meeting Schedule:

Timeline	Study Area 2
March	3/4 – Public Input Meeting
	3/18
April	4/01
	4/22 – Public Input Meeting
May	5/20
June	Bring Recommendations to Board of Education