

Summary & Next Steps

Okemos Public Schools Community Conversation

Mrs. Alena Zachery-Ross, Superintendent

Attorney Teresa Bingman, Facilitator

May 14, 2018

Agenda from 4/18/18 Conversation

- Welcome and Introductions
- Inclusion/Connector Activity
- Purpose of the Community Conversation
- Review Today's Norms
- Brief Summaries from Each Committee
- Community Opportunity to Provide Feedback
- Reconnect, Final Statements & Next Steps
- Exit Activity
- Break
- Citizens Participation



Intended Outcomes of Conversation

Participants will have:

- An opportunity to review the recommendations of the Superintendent's Committee reports and recommendations to the Board.
- Provide an opportunity for the Okemos community to provide feedback and ask questions.
- Help inform the Board of Education and administration on our next steps.
- Provide the Board and administration a better understanding of the community's priorities.

Committee Highlights

1. Facilities Committee- Steve Lathrop & Beth Brauer-Delaney
2. Technology/Security/Transportation/Capital Outlay Committee- Dr. Catherine Ash & Patricia Trelstad

Current Reality - Building Use/Capacity

Okemos Public Schools ~ *Building Square Footage and Site Acreage*

<u><i>Building</i></u>	<u><i>Site Acreage</i></u>	<u><i>Building Square Footage</i></u>
High School	96 acres	320,000 sq. ft.
Chippewa Middle School	78 acres	196,750 sq. ft.
Kinawa School	72 acres	153,300 sq. ft.
Bennett Woods Elementary	45 acres	50,000 sq. ft.
Transportation		4,600 sq. ft.
Central Elementary	28 acres	50,400 sq. ft.
Central Administration		18,000 sq. ft.
Cornell Elementary	10 acres	43,130 sq. ft.
Edgewood Child Care	12 acres	33,100 sq. ft.
Hiawatha Elementary	19 acres	62,100 sq. ft.
Wardcliff Elementary (CLOSED)	20 acres	32,700 sq. ft.
Powell Road	<u>25 acres</u>	<u>Undeveloped</u>
TOTAL	405 acres	964,080 sq. ft.

Current Reality - Use/Capacity Continued By School & Site

Okemos Public Schools

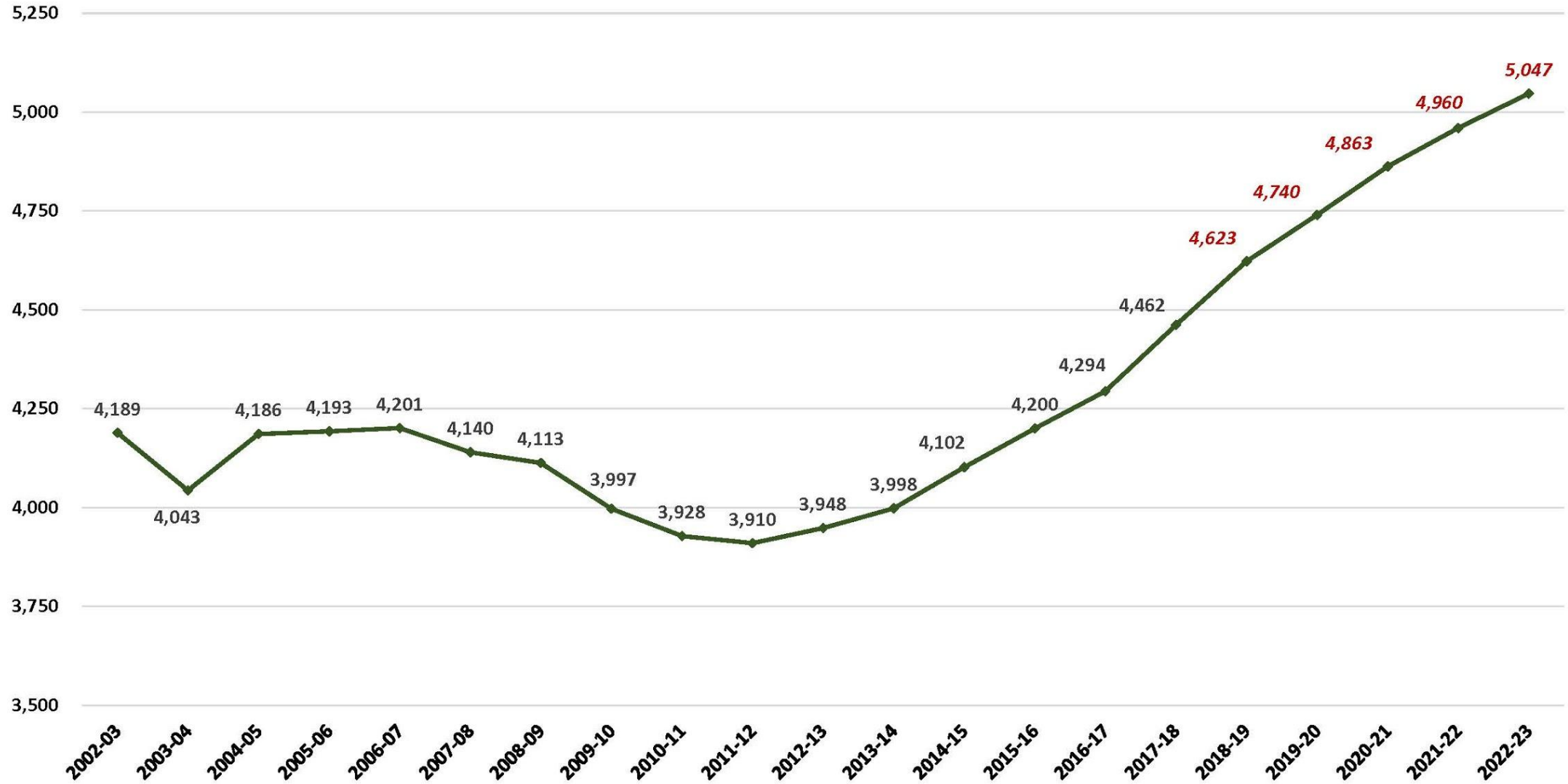
<u>School</u>	<u>Grades</u>	<u>Capacity</u>	<u>Year Completed</u>	<u>Additions</u>	<u>Renovations</u>
High School	9-12	1380/1800	1994	2015	
Chippewa	7-8	708/1000	1958	1963, 66, 77	1995
Kinawa	5-6	713/1000	1965		1994
Bennett	K-4	411/450	1993		
Central	K-4	340/425	1948	1963	
Cornell	K-4	436/475	1955	1958, 77	
Edgewood	Pre	200/300	1963	1966	
Hiawatha	K-4	500/600	1988		
Wardcliff	Closed	300	1955	1963	

Current Reality - Student Enrollment

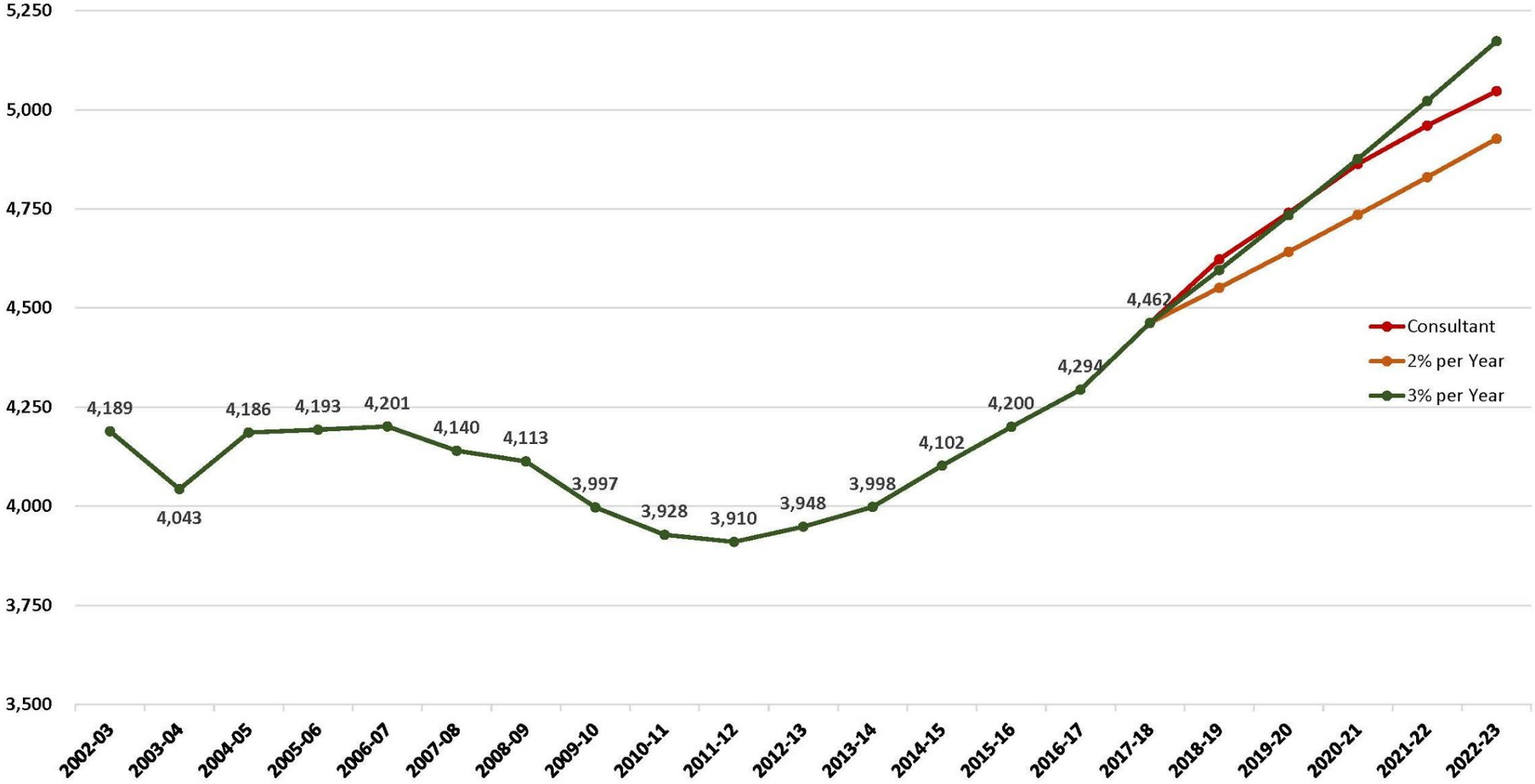
Enrollment by Building

<u><i>School</i></u>	<u><i>Current</i></u>	<u><i>Estimated</i></u>	<u><i>Realistic</i></u>
High School	1358	2100	1800
Chippewa	606-93	1125	1050
Kinawa	605-106	1150	1000
Bennett	412	450	450
Central	327	425	425
Cornell	436	475	475?
Hiawatha	500	600	600
Edgewood	18	300	300
Wardcliff	<u> </u>	<u>300</u>	<u>300</u>
TOTAL	4461	6925	6375

Okemos Public Schools
History of Enrollments
Projected



**Okemos Public Schools
History of Enrollments
with 3 Projections**



Future Projections- Construction





Long Term Recommendations (3-5 years):

Add on to Kinawa and reconfigure grade distribution

Benefits

1. Benefits more students and faculty
2. Grade levels align with child development best practices
3. Relieves space issues at all levels
4. Keeps programs/specials small
5. Cost Effective
6. Allows team teaching/collaboration
7. Creates equity

Challenges

1. Kinawa will be very large
2. Need more playground area in Kinawa
3. Conversations regarding Montessori programming would be necessary



Combination of Options Approach: Add on to existing buildings and reconfigure grades

Benefits

1. Creates equity
2. Utilization of existing buildings
3. Impacts more learning environments
4. Impacts K-12
5. Efficient staffing

Challenges

1. Large budgetary request



Add on to existing buildings (BW & HIA)

Benefits

1. Additional space added with limited additional staff needed
2. Maximizes value for the dollar
3. Provides time to monitor enrollment trend.
4. Takes less time than a new build

Challenges

1. Creates very large building to manage
2. Scheduling concerns/ impact on specials
3. Impacts one building and limits flexibility



Build a New School Building

Benefits

1. Potential central location
2. Modern/ 21st century learning environment
3. Alleviates overcrowding in parking lots and carlines

Challenges

1. Loss of athletic fields- if built on Kinawa Dr.
2. Additional administration/staff
3. Wide spread redistricting
4. High Cost
5. Time it takes to build
6. Limited impact- only one school benefits



Re-open Edgewood

Benefits

1. Uses existing resources
2. Less costly
3. Growing neighborhood
4. Eliminates a bus route

Challenges

1. Amount of updates necessary
2. Less flexible ability to reconfigure
3. Small building
4. Appropriate location for Community Education



Estimated Costs Associated with Options

Long Term Costs

1. Add on to Kinawa and reconfigure grades- \$3.5M
2. Add on to any building and reconfigure- \$4.0 M
3. Add on to one of the exiting buildings- \$3.0 M
4. Build new school- 7.5M Cornell size (3 unit), \$9.5M
Bennett size (4 unit) and \$11.0M HIA size (5 unit)
5. Re-open Edgewood- \$3M

K-12 Technology/Capital Outlay/Transportation Long-Range Planning Study Committee

Community Conversation- April 18, 2018

(Adapted from February 26, 2018 Report to the Board of Education)

Transportation

School Bus Purchase Recommendation

	Proposal		Fleet		Total Fleet	Cost of Proposal **
	Additional Buses *	Replacement Buses	Regular Buses	Spares		
Current			14	4	18	
Year 1	1	3	15	4	19	\$ 370,400
Year 2	1	2	16	4	20	\$ 279,300
Year 3	0	2	16	4	20	\$ 187,200
Year 4	0	2	16	4	20	\$ 188,200

Total number of proposed buses = 11

Total cost for 5 year bond = \$ 1,025,100

*Based on current enrollment projections.

* Each bus costs \$ 92,600; add \$500 to price of individual bus each year.

Technology Comprehensive Needs

Personal Learning Devices Recommendation

- Continue with district-provided personal learning devices for all K-12 students.
- The benefits of **all students** having access to **consistent devices** in classrooms outweighed many of the challenges associated with the specific devices that were purchased with past bond funding.

Technology Comprehensive Needs

Area	Level 1 (Needs, Critical)	Level 2 (Wants, Not Critical)	Level 3 (If possible)
Infrastructure	\$ 1,838,500		
Transportation	\$ 120,000	\$ 45,000	\$ 240,000
Elementary	\$ 1,906,000		
Kinawa 5-6	\$ 1,124,000	\$ 135,000	
Chippewa 7-8	\$ 1,136,400	\$ 202,500	
Okemos High School	\$ 2,295,000	\$ 369,000	
Sound and Lighting	\$ 733,800	\$ 125,000	
Other	\$ 485,000	\$ 135,000	\$ 51,000
Senior Center	\$ 41,000	\$ 15,000	\$ 5,000
Community Education	\$ 25,000		
Total	\$ 9,704,700	\$ 1,026,500	\$ 296,000

Capital Outlay Comprehensive Needs

Capital Outlay Comprehensive Needs

Area	Level 1 (Needs, Critical)	Level 2 (Wants, Not Critical)	Level 3 (If possible)
Furniture- Flexible Learning for student	\$ 1,368,725	\$ 456,242	\$ 456,242
Furniture- Employees	\$ 184,800	\$ 61,600	\$ 61,600
Furniture- Lunch Tables & Other	\$ 280,000		
Musical Instruments	\$ 377,884	\$ 31,629	
Athletics	\$ 100,000	\$ 30,000	
Other	\$ 833,001	\$ 453,194	\$ 34,993
Total	\$ 3,144,410	\$ 1,032,665	\$ 552,835

Changing the learning environment allows for...

- Flexibility to facilitate the activities of engaged learners: working alone, collaborating in small groups, and demonstrating knowledge within larger groups
- Variety in spaces and furnishings: formal and informal places for collaborating, discussing, creating, and listening
- Movement from individual work, to group work, to presentations and demonstrations.
- Self-direction, empowerment, a sense of control and decision-making for students

Flexible Learning Environment Recommendation

- Promote capital outlay purchases that will allow flexible learning environments
- Difference in cost between traditional classroom furniture (desks, chairs, and tables) and flexible learning furniture (casters on chairs/tables; desks/tables used for various groupings or purposes) is approximately \$70/ student
- Funding amounts established for each building; needs identified at the building level
- Buildings select from a specific list of identified furniture options

Air Conditioning

Air Conditioning Recommendation

Add air conditioning to locations where it doesn't currently exist for the following reasons:

- Positive impact on health issues for staff and students (asthma, etc.)
- Mitigate the negative effects of heat on furniture, technology, and buildings
- Comfort and productivity of staff and students
- Equity across the district
- Consideration of extended school year; balanced calendar

Estimate of Costs for Air Conditioning

Schools	Cost
Central	\$ 440,000
Cornell	\$ 525,000
Hiawatha	\$ 705,000
Edgewood	\$ 415,000
Chippewa fine arts wing	\$ 50,000
Chippewa science area	\$ 25,000
Total Cost	\$2,175,000

Security Comprehensive Needs

Security Comprehensive Needs

Level 1 = Needs, Critical	Level 2 = Wants, Not Critical	Level 3 = If Possible
Additional locks		Facial Recognition
Additional cameras		Cement Vehicle Barriers
Server		
Radio Communication		
Exterior Lighting		
Centurion Police Notification- upgrades		
Building PA Systems		
3M Window Film- external windows		
3M Window Film- internal windows		
Estimated Cost = \$ 537,500		Estimated Cost = \$ 238,000

Other Security Options Considered *

- Lock front doors; camera and buzzer system (may or may not include breezeway)
- Reconfigure entries; “visitor” traffic flow through offices

* *Not included in cost estimates.*

Security Options

Main Entry's At Following Buildings:

Option 2 with Buzzer & Camera

Bennett Woods	\$2,500
Central	\$2,500
Cornell	\$2,500
Edgewood	\$2,500
Hiawatha	\$2,500
Kinawa	\$2,500
Chippewa MS	\$2,500
Senior Center	\$2,500
High School	\$2,500
<u>Administration</u>	<u>\$2,500</u>
Total	\$25,000

Option 2 with Buzzer, Camera & Secure Vestibule

Bennett Woods, vestibule existing but have to convert interior door/frame	\$7,500
Central, have to construct interior vestibule	\$15,000
Cornell, have to construct interior vestibule	\$12,000
Edgewood, have to construct interior vestibule	\$12,000
Hiawatha, vestibule existing but have to convert interior doors.frames	\$18,500
Kinawa, vestibule existing but have to convert interior doors.frames	\$20,500
Chippewa MS, vestibule existing but have to convert interior doors.frames	\$18,500
Senior Center, vestibule existing but have to convert interior doors.frames	\$7,500
High School, vestibule existing but have to convert interior doors.frames	\$7,500
<u>Administration, due to stairwells - not a viable option</u>	<u>\$0</u>
Totals	\$122,000
Camera/Buzzer	<u>\$25,000</u>
	\$144,000

Security Options Cont.

Option 3 with Buzzer, Camera, Secure Vestibule & Redirect Through Office

Bennett Woods, construct new interior door/frame	\$9,000
Central, construct vestibule (\$15k) and add door to office area (\$8k)	\$23,000
Cornell, construct vestibule (\$12k) existing office door within vestibule	\$12,000
Edgewood, construct vestibule (\$12k) and add door to office area (\$4k)	\$16,000
Hiawatha, construct new vestibule (\$25k) and add door to office area (\$8k)	\$33,000
Kinawa, convert existing vestibule (\$21k), and add door to office adrea (\$8k)	\$29,000
Chippewa MS, convert existing vestibule (\$19k), and add door to office adrea (\$8k)	\$27,000
Senior Center, not an option	\$0
High School, will require extensive renovation (\$50-500,000)*	\$50,000
<u>Administration, due to stairwells - not a viable option</u>	<u>\$0</u>
Totals	\$199,000
	Camera/Buzzer <u>\$25,000</u>
	\$224,000

*Office redirect at OHS can be as minimal as constructing a new door/window system at the exterior wall of the porch area just outside of the existing main entry doors. Then installing a new door to the main office within this new vestibule. This would eliminate an existing Asst. Principal office. The other option is complete re-construct of the main entry and add on to the south side of the main office.

Summary of Cost Estimates

Area	Level 1 (Needs, Critical)	Level 2 (Wants, Not Critical)	Level 3 (If possible)
Capital Outlay	\$ 3,144,410	\$ 1,032,665	\$ 552,835
Technology	\$ 9,704,700	\$ 1,026,500	\$ 296,000
Security	\$ 537,500		\$ 238,000
Transportation	\$ 1,025,100		
Air Conditioning	\$ 2,175,000		
Total	\$ 16,586,710	\$ 2,059,165	\$ 1,086,835

Opportunity to Provide Feedback

Table Group Feedback

Rotation A

- Transportation
- Technology
- Air Conditioning

Rotation B

- Security Options
 - 3M Window Film
 - Radio Communication
 - Additional cameras
 - Exterior Lighting
 - Server
 - Additional Door Locks
 - Vestibule
 - Vestibule with Direct to Office

Table Group Feedback

Rotation C

- Long Term Facilities Options
 - Add on to Kinawa and reconfigure
 - Combination approach
 - Add on to Existing Elementary
 - Build New Building
 - Reopen Edgewood

Rotation B

- Capital Outlay
 - Flexible Learning Spaces
 - Technology
 - Fine Arts
 - Athletics
 - Senior Center
 - Community Education

Reconvening of Attendees for Gallery Walk

Summary of Findings

Transportation, Technology and Air Conditioning

I like:

- Air conditioning
- Air conditioning for comfort of teachers and students
- Year-round school, “Future proofing”
- Flexibility options for the calendar
- adding busses to deal with crowding and for safety reasons
- Safety on buses
- Technology devices provided for students that are current, maintained, repaired and filtered
- Addressing theatre and auditorium upgrades

I wonder:

- Equity in AC across district
- Energy use with AC
- Types of AC that is being considered
- Prioritization of technology outside of the devices
- Solar panels
- Types of devices
- Types of PD/ training on devices for students, teachers and parents
- Transportation planning- reduction of buses, routes, leasing buses
- Impact of enrollment regarding buses and technology

Long-Term Facilities Options

I like:

- Kinawa option because it creates equity in the district, keeps school families together
- Open Edgewood and Wardcliff and renovating them
- 4th grade move out of elementaries, reconfiguring Kinawa and Chippewa
- Repurposing buildings instead of building new
- Flexibility of reconfiguring
- Adding on to existing buildings

I wonder:

- How will reconfiguring affect Montessori?
- Why was Wardcliff not higher on the list of recommendations?
- Will Wardcliff be considered for re-open?
- Are proposals creating enough space to accommodate/sustain enrollment
- Is Senior Center a part of the district?
- How will travel be impacted on Kinawa Dr.?
- How will the students be impacted if 4th grade is moved to elementary?
- How can BW and HIA handle additional students?

Capital Outlay

I like:

- Collaborative, transformative flexible seating options
- Investment in Fine Arts
- Athletic needs being addressed
- Musical instruments and space
- Handicap accessibility
- Water fountains
- Pool
- Key cards

I wonder:

- Are flexible seating options good for all students
- Definition and examples of flexible seating
- Professional development for utilizing flexible seating properly
- What supports are needed for Fine Arts across K-12
- Is adult furniture addressed
- Pay to play
- Are athletic needs considered K-12

Security

I like:

- Camera and Buzzers/ Locked Doors
- 3M Film
- Secured vestibule options
- Security is a priority
- Updating of the police notification system

I wonder:

- Mental health support
- 3M- strength, uses, dangers
- Radios for staff
- Metal detectors
- Senior center secure to CMS
- What assessments have been done
- How will we train students
- What is the proper balance
- How will this impact our culture
- How far do we go without limiting freedoms
- How to protect students outside of the building

Next Steps



Bond Planning Schedule

Okemos Public Schools



Qualified Progress Timeline

Process Steps:

Community at Large

Outputs:

1. FACILITIES ASSESSMENT		2. EXPLORE OPTIONS		3. IDENTIFY THE RIGHT PROJECT			4. ENGAGE THE VOTERS					
May - June 2018		May - August		August - December			January - May 2019					
Data Collection: Physical Facilities & Building Utilization Assessment		Explore Program Improvements	Review Roles, Expectations, Vision and Data, Building Tours	Evaluate, Prioritize Design Options	Refine Options	Evaluate, Prioritize Refined Options	Develop Final Options	Approve the Right Project	Treasury Process	Bond Application Approvals	Bond Campaign	Election Day May 7th, 2019
<ul style="list-style-type: none"> Prepare list of cyclical renewal and replacement items for each facility Develop associated cost estimates Develop a 'Facilities Condition Index' (FCI) on each facility Prioritize 'deferred maintenance' needs Analyze building utilization <ul style="list-style-type: none"> State approved enrollment projections Review current use in each facility Analyze grade level configurations 		<ul style="list-style-type: none"> Build on/validate District Long-range planning study Kingscott interview Central Administrators and individual building leadership Explore solutions to align current facilities with future use Meetings 1&2 - May <ul style="list-style-type: none"> Review district vision, goals, and expectations with Superintendent Share district Long-Range Study, Facilities Assessment and building utilization Tour district facilities 	<ul style="list-style-type: none"> Week of August 27 - Kingscott, Clark, and OPS to share options and budgets - share options at Community conversation Meeting 3 - Week of September 10 <ul style="list-style-type: none"> Present and discuss bond options to committee; adjust based on recommendations Meeting 4 - Week of October 1 <ul style="list-style-type: none"> Finalized options, pick one to present to Board of Education November 26 - Present Bond Option(s) to Board of Education December 10 - Board approval of Bond Option 	<ul style="list-style-type: none"> January 2, 2019 - Complete Treasury PQ Application Week of January 7 - Meet Department of Treasury Treasury approval Monday, February 11 - Board adopt resolution calling the election Tuesday, February 12 (no later than 4:00pm) - Forward to Election Coordinator Establish Campaign Committees and approach 								
<ul style="list-style-type: none"> Share data via website <i>Continuous updates during process</i> 		<ul style="list-style-type: none"> Community invitation to tour facilities Community survey 	<ul style="list-style-type: none"> Community conversation - review options 			<ul style="list-style-type: none"> Relationship campaign with community 						
<ul style="list-style-type: none"> Comprehensive Facilities Assessment Report: <ul style="list-style-type: none"> Understanding of existing facility conditions and building utilization 		<ul style="list-style-type: none"> Common understanding of District Facility Needs Develop options to align current facilities with future use 	<ul style="list-style-type: none"> Shared vision for the future including: <ul style="list-style-type: none"> Prioritized list of facilities Needs & Wants Curricular / Educational direction Technology direction Concept options Funding scenarios Potential bond scenarios Master Plan for facility improvements Community Committee recommendation to the Board of Education 			<ul style="list-style-type: none"> Approved Bond Application Ballot language defined Community support Successful election 						

Step 1: Facilities Assessment

May-June

Data Collection, Physical Facilities

1. Prepare list of cyclical renewal and replacement items for each facility
2. Develop associated cost estimates
3. Develop a 'Facilities Condition Index' (FCI) on each facility
4. Prioritized "deferred maintenance" needs.

Building Utilization Assessment

5. Analyze building utilization
6. State approved enrollment projections
7. Review current use in each facility (including Edgegood and Wardcliff)
8. Analyze grade level configurations

Step 2: Explore Options

May-August

Explore Program Improvements

1. Build on/validate District Long-range planning study
2. Kingscott interview Central Administrators, Directors and individual building leadership
3. Explore solutions to align current facilities with future use

Review Roles, Expectations, Vision and Data, Building Tours

4. **Meetings 1&2 - May**
5. Review district vision, goals, and expectations with Superintendent
6. Share district Long-Range Study, Facilities Assessment and building utilization
7. Tour district facilities

Step 3. IDENTIFY THE RIGHT PROJECT

August- December

Evaluate, Prioritize Design Options Refine Options Evaluate, Prioritize Refined Options

Week of August 27 - Kingscott, a builder, and OPS to share options and budgets - share options at a Board Meeting

Community conversation

Meeting 3 - Week of September 10 • Present and discuss bond options to committee; adjust based on recommendations

Develop Final Options Approve the Right Project

Meeting 4 - Week of October 1

- Finalized options, pick one to present to Board of Education
- **November 26** - Present Bond Option(s) to Board of Education
- **December 10** - Board approval of Bond Options

Step 4. ENGAGE THE VOTERS

January- May 2019

Treasury Process

Bond Application Approvals

January 2, 2019 - Complete Treasury
PQ Application

- **Week of January 7** - Meet
Department of Treasury
- Treasury approval

Bond Campaign

Election Day May 7th, 2019

Monday, February 11 - Board adopt
resolution calling the election

- **Tuesday, February 12 (no later
than 4:00pm)** - Forward to Election
Coordinator
- Establish Campaign Committees
and approach

**Community
Engagement
Is Important
Continuous Updates
Online**

May- June 2018

- Comprehensive Facilities Assessment Report:
- Understanding of existing facility conditions and building utilization

Explore Options

May- August

- * Community invitation to tour facilities
- Community survey

Identify the Right Project

August- December

- Shared vision for the future including:
- Prioritized list of facilities Needs & Wants
- Curricular / Educational direction
- Technology direction
- Concept options
- Funding scenarios
- Potential bond scenarios
- Master Plan for facility improvements
- Community Committee input to the Board of Education

Engage the Voters

January- May

- Establish Campaign Committees and Community Education/Approach

Questions

Thank you!