

Community Engagement Responses

August 24, 2016

Focus #1
Area #1

College and Career Readiness

How do we improve elementary student success? Less focus on standardized testing, less focus on homework, and rote memorization, etc.

K-5

- We improve elementary student success by continuing to refine our practices and never resting on our laurels. Standardized assessments are only one component and their use is a federal and state mandate.
- We do not teach students for the purpose of rote memory. Our philosophy embraces hands-on application so that information is learned for a practical, applicable purpose and not for sheer memory.

Is elementary too young for practicing application and interviews. Can that be done at middle school level?

- We believe that it is vital that students are able to have productive conversations and to interact with people in order to pursue future success. Our students learn to do so and demonstrate these skills in a number of different ways inclusive of the elementary years.
- We are looking to give our students opportunities for leadership as early as possible, so as to not limit their capacity to grow and flourish as future adults.
- Technology and the prevalent use of it to communicate has eroded the interpersonal skills of younger generations and we know that they need to learn social cues and skills that allow them to have positive interactions with other individuals and groups.

How does a new facility improve the outcomes identified within College and Career Readiness?

K-12+

- New facilities will allow for more flexible and larger workspaces that adhere to state standards and beyond. Our current buildings do not meet state standards.
- Additionally, we can provide venues for our middle school students to access more advanced high school or college coursework via College Credit Plus that will allow them to accrue additional credits enabling them to finish college coursework while still in high school. This will save a parent significant dollars for college tuition.
- We foresee students being able to finish up to two (2) years of college without leaving high school. A student would essentially enter college classified as college junior with only two years for coursework to complete for graduation.

I am interested in one key concept: Model Educational Environment. I believe if you can get agreement on this, all else follows. Is there an existing model or models to compare with what we have? Are we attempting to create something completely unique?

- We are very interested in this concept as well and agree with the assertion.
- There are “models” that exist, but we would like to work with our staff and community to determine and create what the educational environment should look like for our school district.

How do we individualize education to better fit the differing learning styles that students possess?

- Teachers consistently differentiate learning in classrooms for students in order to enhance their strengths and to improve their areas of challenge. Our academic program is geared toward this same philosophy which is why we continue to expand opportunities for students.

Has the district ever considered year-round schooling?

- There is no current discussion about year-round schooling in a traditional sense; however, we have expanded Summer Session opportunities.
- In new facilities with air-conditioned environments, there is no reason we couldn't expand the concept further to provide more opportunities.

How many students have we lost in the past 3 years to open enrollment?

- From ODE school funding data per the first payment date in September the following data have been pulled:
FY14 – 192.227 (Out); 366.06 (In)
FY15 – 217.015 (Out); 341.388 (In)
FY16 – 251.93 (Out); 379.69 (In)
FY17 – 277.76 (Out); 479.35 (In)

How do we prepare all children for the real world, including non-college bound?

- We feel that we have developed an academic program that allows us to do just that.
- Our students have multiple paths to graduation.
- We have created a monitoring system that allows us to track our students' progress on a continuum that spans their years with us from Kindergarten through graduation.

How can we make sure our students are getting a college and career ready education without updated technology, resources, and buildings?

- We have completely aligned with state standards and, in many ways, provided other opportunities beyond those required by the state using our current technology, resources, and buildings.
- We can expand our offerings to give kids more opportunities and choices by providing additional resources and creating larger and more flexible work spaces within new buildings.
- We would also like to create a satellite wing of a major university in our school so that our kids and community can access college courses more easily.

While kids need new technology, they still need basics. When the refrigerator at DeWitt broke, the district refused to buy a new one so the PTA donated one. It was for use in the nurse's office. It Was For Ice & Insulin! This should not happen. (This was 4-5 years ago when Ms. Hartman was the principal.)

We completely agree. We can't speak to the specific situation from 4-5 years ago, but when a school need those types of necessities, they are provided.

With college becoming so expensive and out-of-reach for many, are there any thoughts about adding to the district's vocational training programs? Apprenticeships in plumbing, HVAC, electric, etc.

- We have significant career-technical programs within our school and within the Six-District Compact.
- The expansion of career-technical opportunities would be considered in the discussion and construction of new facilities.
- Further, our expansion of dual enrollment programs provides opportunities to earn college credits in high school, thereby diminishing the cost of a college degree.
- It is worth note that our career-technical programs also offer dual credits and/or articulated credits.

Can students be given aptitude tests at the end of 10th grade to steer them into a career? Can military aptitude tests be used for free?

- We currently give an inventory to our 8th graders that assists them in identifying their interests, strengths, and areas for consideration.
- I believe that students can take the ASVAB for free. Our counselors can assist students in registering for the test.

Within the current curriculum, what tells students how to rehab a house to improve the taxable appraisal?

- We have courses and programs in welding and woodworking that would allow our students to gain some skills in this area.

Beyond general knowledge: How can we teach students/community to think more deeply in general and research questions without falling into traps (e.g. Confirmation bias), be able to see multiple sides of an issue, etc.

- We believe we have to be transparent and open.
- Additionally, we feel that we need to connect with and communicate with people by numerous different means and on a regular basis.

Artificial Intelligence and robotic machines are replacing workers – what careers are left that earn money?

- Future careers would involve the repair, construction, engineering, design, and creation of those machines.
- Part of the difficulty of any school district is that we are preparing students for careers that do not yet exist.

Should the school system teach adults new skills for jobs?

- We absolutely should and want to.
- We have incorporated the conversation in our master facilities plan.
- Dr. Nichols and the Board of Education, as well as the City Rec. and 6-District Compact have initiated discussions.
- In fact, our academy structure is designed such that we develop programs that are geared to help the adults of our community increase their employment potential.

As a CF resident, can I use the current or new facility for community meetings, computer access for life, language, learning, or continuing education?

- YES!

Attract senior citizens by starting a “finishing” group. Teach etiquette, manners by interacting with the elderly.

- Excellent Idea! Perhaps with 6 District

Continuing Education

Focus Area #2

Culture of Excellence

To create a culture of excellence, one MUST create a complete sense of pride.

- Complete agreement on this point!
- More ideas must be solicited on how to make this happen.

How does a new facility improve a culture of excellence?

- Buildings provide a source of pride for students, an added excitement about school and a “place to be.”

I want to be proud to answer the question, “Where do your kids go to school?” I want to smile and say “Cuyahoga Falls”.

- Completely agree!
- Need to solicit more ideas on how to make this happen!

My husband took off a couple of hours of work to go to our daughter’s Bolich Jump Start. Not a single one of her 7th-grade teachers was there and we were very disappointed. Why wasn’t it communicated that most teachers wouldn’t be there?

- That is a good question and it will be discussed with the staff.

Why can’t the schools work more in-cooperation with the city to accomplish more for our kids. The two entities should work hand-in-hand.

- This is a good spot to highlight all of the things that the school works in cooperation with the city and also to discuss future educational opportunities (Adult ED, business partnerships etc.) that we are hoping to bring to the city.

Why do we have one middle school that has such a bad reputation and nothing is done to repair the image?

- I feel like this is all in the message - it is matter of perspective.
- One school is twice as big as the other-so problems appear more prevalent.
- New leadership at one school is working hard on this message.

**Focus #9
Area #3**

Community Engagement

How do you involve the 32% of the community involved and educated about today’s educational requirements? Many think they didn’t need air conditioning, don’t use technology, etc. How do you create appreciation for today’s needs among these constituents?

- While this discussion has been on-going, we need to refine and exemplify these differences in the changing education environment.
- This is a good discussion point.

How can we engage the parents of students to be more engaged in the education of their child? Schools can only do so much.

- Adult education, parenting classes and other community services could be considered to engage this discussion.

In our experience, the elementary level communication (Richardson) was great, and we still have a child there. It seems to be more of a breakdown at middle and high school.

- Does the need for or format of communication change as students’ progress through educational levels? What is needed? Can we get more details?

How will we engage people in the community that no longer have children in the school system and have little interest in paying for new initiatives?

- While property value and community pride are a start, the idea of community rooms and adult learning classes is another point to consider.

How are you going to get the senior citizens to come out and get involved?

- This is a good discussion point for the committee.

To engage senior citizens, set up a community day where students work with seniors – cut grass, weed, clean house, etc. – Helps fill service hours.

- This is a great idea to consider.
- We have a series of engagement events planned at each elementary building (monthly).

Who updates each school's website?

- Jim Marras, Director of Instructional Technology and Karen Kunst, Administrative Assistant to the Superintendent/CEO for the district.
- Principals or designee at the buildings/department level.

I'm happy to see this is a focus area. Starting with middle school, we've found communication to be difficult. It seems most communication is done through social media. That's a good way for some things, but can't be the sole method. The websites are difficult to find information (it seems you know)! We never get emails, but I believe that information is collected each year with student info. We get "all calls" about fundraisers all the time, but not about required athletic meetings and other important things.

- This is one of the reasons we have shifted calendar focus to the Principals and the buildings.
- What would you suggest?

So now the question: What else besides the website can be done to improve communication?

- This is a good committee discussion point; as we have moved to more social media, what would also increase awareness is focus.
- We have expanded to the ROAR and instituted a Levy Line in the *Falls News Press*.

Previously, the now retired music teacher at DeWitt updated the website. At Bolich, there is NEVER a photo gallery online.

- This will be addressed with the Principal.

I think teachers should speak to the public about the resources they need, as opposed to it coming from Dr. Nichols. I think the general public might be able to really see how it affects our kids.

- Good idea! We will take this into consideration.
- Uniform practice so all kids have the same resources is our goal.
- We have had substantial turnover in administration in the last few years, with consistency comes shared vision, mission and message.

Introduce lunch with a veteran.

- Great Idea! In fact, the district will begin work on a Veteran's event to include an evening engagement.

Focus
Area #4

Facilities/Resources

How can a community go forward with facilities that are over 90 years old in the 21st Century? We can't compete!

21st
Century

- The topic of aging facilities versus new construction and their effect on competition is multi-faceted. From my perspective, the district will build new facilities at some point in time. Perhaps that best time is now while we have a willing participant in OFCC, who can contribute nearly one-third of the cost.
- It also makes sense to start with educational delivery as the driving factor in the design phase.

I feel we need to focus on getting the community to realize we can't keep up without updated resources.

- Excellent point, have suggestions on How?

How do we get people to buy into the fact we need new facilities and cannot simply retrofit a retrofitted retrofit?

- We need to get more community members into the buildings to see the end result of constant "adding on", while not incrementally changing infrastructure (HVAC, electric, network, etc.)

As we are in a digital world and there is a mandate to use digital tools more frequently, can I assume that the present high school does not have enough Wi-Fi capacity if all students had Chromebooks or other devices? What would it cost to rewire the high school? Is that realistic?

- The high school and other buildings in the district are wi-fi equipped. We have invested in hotspots to ensure access for the students. In terms of capacity, I believe we have the capacity for all students and staff to access the internet at any time.

How can we achieve success in Focus Area 2 (Culture of Excellence) if we cannot provide a 21st Century digital capacity?

- Currently, we have addressed/are addressing the digital capacity issue per the question above.
- Further, new construction comes with a technology budget for infrastructure that would allow us the opportunity to stop spending from the general fund for infrastructure needs and would allow us to focus more heavily on our goal of achieving one-to-one by way of using a consistent and viable learning management system; the system would grant students access to digital textbooks and other materials anytime from everywhere using their student account.

How much would it be to repair and renovate each school? Is it less expensive to tear down and build new?

- For detailed assessments of each building, visit our website www.cfalls.org. Under the Master Facilities Plan tab there is a drop-down section labeled Building Assessments, on the right-hand side of the sixth page there is a line that reads **Cost to Renovate** (i.e. Bolich = \$18,094,488.95). Feel free to review each.
- That said, it generally does not cost more to renovate; however, all buildings meet the rule of two-thirds. The rule of two-thirds is the industry standard for return on investment and basically means that if renovation costs exceed two-thirds of new construction costs, your best return on the investment is to build new.

Paper said it would cost 110% to bring school to minimum standards.

- That is a complicated statistic that refers specifically to the high school.
- Refer to the assessments on our website. And, please understand that the assessments were done some time ago so some of the facts and figures have changed.
- Essentially, it is estimated that if we were to renovate and reconfigure the high school in the most conducive way for 21st century educational delivery it would cost 110% of building a new building from scratch with 21st century amenities incorporated into the design.

How much money does it take to replace a roof and boiler?

- Replacement costs of these items depends on capacity. For a ballpark estimate, the Bolich roof cost nearly \$700,000 to complete in two phases.

Why haven't the buildings been maintained?

- They have to best of our ability. In fact, the district passed a 20-year bond issue in 1998 that paid for \$8M worth of improvements that included roofs, windows, etc.

**Current
Facilities**

- Additionally, the district budgets approximately \$500K each year to capital improvements. Unfortunately, the buildings are older and in need of more frequent repair. For example, during recent flooding, the high school experienced drainage back-up that caused us to close the restroom and locker rooms in the original building; the back-up was due to deteriorating clay tile. Unfortunately, the newer section of the high school was built upon the clay tile; thus, repair required us to dig up the floor in the main office. This type of incident is becoming more frequent as infrastructure continues to age.
- The district has also placed at least nine Permanent Improvement issues before the electorate since 1980, only one has passed.

Why don't we sell Sill instead of tearing it down?

- Two reasons: we would like to maintain the property for future use; and, interested parties in the property are few and the building is beyond restorable.

DO NOT RELOCATE CFHS. Buy 5 properties on 4th and Thomas Court to enlarge campus. Auditorium, gym, and football field are adequate.

- We do not have the funds to purchase properties.

Upgrade DeWitt, Richardson, Lincoln. Demolish Sill. Combine Price and Preston to one site. Doors, windows, boilers are sufficient. Eliminate Silver Lake – students to Price and Preston, Lincoln and Roberts.

- If this is the will of the group, we could explore the possibility.

Keep BOLICH! Roof repaired, new boilers and pumps, doors/windows replaced.

- See above.

RE: Older parts of the high school: There are classrooms without windows or air conditioning. How often is indoor air quality evaluated? Who is conducting tests? Are the results available?

- That's a very good question. Typically, we would only test if there is concern expressed. I've not heard of any concerns in that area. Nonetheless, we could pursue tests and post results if the community is interested.

What is being done about the older non-functioning restrooms?

- Any non-functioning restrooms will be repaired.

What kind of water quality is being produced at drinking fountains? How many are available and work in schools? E.g. If there are 500 students enrolled there should be at least 25 sources of fresh (testable) water. (In my opinion)

- I'm not sure of the count; however, we repaired all fountains in the high school prior to the start of school.

Healthy students are apt to learn at a higher level. For years, people focused on school lunches, but the air we breathe and water we drink and access to restrooms with soap dispensers that work are just as important.

- We agree and are addressing situations as they fail.

How many classrooms are in the existing middle schools? How many classrooms are in the existing elementary buildings?

- Assessments are available on our website under the Master Facilities Plan tab (i.e. Bolich = 46 classrooms; 48 teaching spaces). Teaching spaces include the gym and band room.

How much floor space is in the average existing classroom?

- That's a tough question because classroom footprint varies with the program and grade level; however, in a general sense, traditional classrooms are 600-700 square feet.
- Classrooms using the OFCC plan are 900-1000 square feet, which offer a great deal more flexibility in furniture selection and configuration.

What about putting ceiling fans in hot classrooms?

- We can, but we'd be moving hot air as opposed to conditioned air.
- Another item to consider is electrical capacity of some rooms/circuits.

Why do so many people hate school levies and taxes? Do people not understand our kids depend on this?

Fiscal Concerns

- We believe that most citizens want to assist schools to the best degree possible, while none of us enjoy paying taxes.
- Schools throughout the country, however, depend on tax dollars although the funding processes and formulas differ across states.

What are the obstacles in our community to pass the levy – new moneys to make improvements in our school buildings?

- This is the reason for building this committee, to discover and build toward community knowledge and pride in the schools; especially WHY it improves life for all.

What are things we can do to solve these obstacles?

- A committee discussion point.

What action steps can we (as teachers) take to encourage that all the levies pass?

- Join this committee and contribute to the discussion.

What is holding up getting the bond for new schools on the levy?

- Before the plan can reach the ballot for vote, it needs to be approved by a supermajority of the BOE (i.e. minimum of a 4-1 vote).

How long will the current buildings be useable and at what point are they too expensive to maintain?

- The life of the buildings is an unknown.
- If we do not agree upon a bond issue, we will need to pass a Permanent Improvement Levy to alleviate the general fund.

When would our "turn" come up again to receive state funding from the Ohio Facilities Commission (should we pass our levy)?

- We will remain a priority district in lapse state until we pass our local share or state funding is no longer available.

Cost analysis Permanent Improvements vs. bond levy?

- We will address this issue during a Finance 101 session at an upcoming community engagement event.

Some districts in the state have an income tax that goes to the schools.

- Yes, income tax is an option for operating revenue.
- In May 1990 the district placed an income tax on the ballot, it only received support from 18% of the voters. That said, if we reach consensus, an income tax is an option.

What will the operating renewal levy fund? Will it be used to build new buildings?

- Operating funds are deposited into the general fund.
- General fund expenses include: salaries, benefits, purchased services, supplies/materials, capital improvements, and other miscellaneous expenses such as postage and shipping.

How can you expect the community to fund new buildings with the looming deficit we are facing?

- That is a community decision.
- The first objective is operating expenses. The looming deficit is not unusual in the world of public education and does need to be addressed. It could be addressed along with the building project as part of a comprehensive plan which is why we are engaging the community in these discussions.
- In public education, funding will remain an issue until the funding system is fixed.

Lower the total cost with a permanent levy.

- For a bond issue, this is not an option. As described above, bond issues act similarly to a mortgage loan.

Educate people about taxes and social services/police, and public works starting in winter.

- We attempt to do that in an on-going manner.

Publish district-wide costs of upkeep for next 5 years by year.

- We can publish our capital improvement projections which are always subject to change based on need and funding.

Consider long-term population trends when building.

- We have engaged at least three 20-year enrollment studies which have been used to determine square footage needs and ultimately the cost of construction.

With declining demographics and increase in on-line or home schooling, why aren't we reducing the size of our facilities?

- Our enrollment has held steady at approximately 4,900 students.
- That said, the plans do include reductions in square footage in some buildings. The square footage would be designed differently to incorporate 21st century education and adult education inclusive of university partnerships.

What is the expected district-wide enrollment in 2020 and 2025?

- Based on recent enrollment studies, enrollment is expected to remain steady or decline slightly.
- The size and funding of the buildings is based upon enrollment projections.

Does open enrollment add revenue to CF's fiscal plan?

- Absolutely. As stated above, Open Enrollment brings in nearly \$3M in revenue. Based on the way in which we administer the program, OE expenses are far less than the revenues generated.

- If we were to eliminate OE, the implications would extend well beyond finances including buildings, staffing, programs, etc.

Why are purchased services so high and seemingly out of control?

- So much of purchased services expenses are out of our control.
- For example, transfers out due to open enrollment out and community schools come from the purchased service line item.
- Additionally, special education contracts come from purchased services line item.
- We have engaged in a lease/purchase contract to obtain 8 buses immediately due to our aging bus fleet. While the overall additional expense is minimal, the line item for the expense is purchased services as opposed to capital improvements. These are just a few examples.

Can the district sell vacant real estate and use the revenue for operating or new buildings?

- As buildings are demolished, if the district wished to part with the properties, there are very specific rules to follow. Typically, the return on the sale of property is much less than is expected.
- That said, revenues would be deposited into the general fund and could be used for expenses associated with the general fund.

How did you determine who would do the work of demolishing and rebuilding the school? Did you get more than one bid? On fixing the buildings as well as replacing them?

- We haven't. We must pass a bond issue contributing our share before we can select a construction manager or an architect of record.

Should the school district merge with Akron or Stow/Munroe Falls?

- Not likely due to tax and revenue complications.
- Would require a vote of both communities and boards; there are many complications with such a merger and the return on investment might be minimal.

Why do people draw to other community's school systems (Copley, Tallmadge, Stow, etc.)? Why not here?

- The fact of the matter is that students/parents want to come to Cuyahoga Falls. Every year we are forced to deny hundreds of applicants due to space and class size constraints.
- Insofar as coming to the community, that is a matter of our housing stock. Typically, we are a bedroom community with a selection of starter homes and rental properties. People do tend to stay as reflected in the 80+% of our population without school-aged children.

How can Coventry School District (in Fiscal Emergency) build a new high school?

- Bond issue revenue and operating revenue are two very distinct sources.
- Operating revenues are deposited into the general fund and can be used for all types of operation including construction. Operating revenues come from property tax and is paid twice annually.
- Revenues are collected Bond issue revenues and specific to construction/renovation and are deposited into a separate account. In the case of a bond, it's more like a home mortgage. We receive the revenue up front and pay through property tax over 36 years.

Do you really think that this city is willing (taxpayers) to go into debt of 180 million for 70 years?

- Indeed it would require an investment. However, the initial investment of 5.98 mills would have cost \$209/year for the owner of \$100,000 in property value which equates to \$17.45/month or 60 cents a day. Even if we added to the amount in phase two, a \$1.00/day investment seems minimal when we are

discussing the future of our educated society. Remember, these kids are going to take care of us someday, we probably should take care of them now.

We need to pass bond issues.

- Given assistance from OFCC, now is the time.

If a bond issue goes up, why will it include money to support open enrolled kids? Why don't we build bigger and better for our kids? Could we not consider a smaller bond for just our kids?

- Open enrollment brings in nearly \$3,000,000/year. Over 36 years at this rate would generate \$108,000,000.
- Changing our OE policy would come with a slight reduction in square footage and cost of new facilities. However, the reduction in millage will not offset the loss of revenue associated with a change in the OE policy.

Why are we buying Chromebooks when other districts are fully funding theirs with 100% grant money?

- We are pursuing grant funding for technology.

Look into grants for Chromebook initiative.

- We are and we are happy to say that the price of Chromebook carts has declined significantly.

Are you looking at different ways to fund new construction (naming rights, alumni donations, etc.?)

- Naming rights are not typical in K-12 education; however, if we were to receive an offer from a major donor, we would consider the option.

Solar power / alternate fuels?

- Absolutely.

School safety – Night lock system

- Agreed. Such items would be included with new buildings.

Consider elementary school consolidation if it makes sense.

- We have per the change in configuration per above; consolidating current buildings is not feasible due to space and enrollment.

Has anyone considered selling Sill?

- Yes, the district attempted to sell the property when it was closed.
- Currently, we would like to place one of our 4-6 elementary schools on that site.

Yes – we may have to close Silver Lake Elementary – turn it into new housing or a community center?

- That decision has not been made.
- Upon consensus, if we choose to use that property, the building would be replaced. The current structure has many flaws.

Keep Newberry.

- Why should we keep Newberry? The building is not in the educational plan or future of the district.

What pressure needs to be done to get leaders on the same page?

Community

- The Building Committee and community consensus will impact leadership decisions. We ultimately work at the will of the community.

Have surveys or research identified ways that members of the CF community would like to engage with/participate within our schools?

- Yes, primarily through the website. Thus, we have improved our website and focus upon its development.

Will there be opportunities for interested community members to tour school facilities that represent “21st Century” design?

- Yes, we have a list of completed buildings that incorporate some of the design features that represent 21st century education.

I am a senior citizen with no children in CF schools; How does a new elementary school improve my quality of life?

- In truth, it might not. However, an educated citizenry is essential to a democratic process of Cuyahoga Falls. The children that we educate will become doctors, engineers, entrepreneurs, etc. They will carry our future.
- If that’s not immediate enough, property values in the community will likely rise as a result of new construction.

How do you get seniors (60+) to buy into the idea of higher property taxes with no direct reward?

- By providing direct benefit. Do you have any suggestions?
- Communities with strong schools attract new growth, new construction, and new residents. These retain property values while lowering taxes. Fixed income folks need values to stay or grow.

Will elementary schools be changing also? Sometimes the parents of the young students feel left out.

- A good point and perhaps a focus of the committee.
- At this time, the plan is to include three PK-3 buildings and two 4-6 buildings with sites to be determined based on community engagement and available property.

If we copy Akron and have “Community Learning Centers,” does that mean we can’t keep sex offenders out? (Or other convicted criminals.)

- No, they are still schools and all laws apply.

What was the most important thing that has been learned from the last strategy (master) plan?

Facilities Planning

- The need for greater communication.

Are we on any type of timeline, like before, for new buildings?

- While we have to engage the entire process again, we remain a priority district in lapse state with OFCC. Thus, while funds are available, there is no strict timeline.

Has there been thought or research done to consider revising the ideas/plans for the buildings? E.g. Start with elementary buildings, next middle schools, and finally, the high school.

- The facilities committee pre-dates my tenure and has been considering plans/options for the last 15 years.

- During my tenure, the last five years, we have considered at least a dozen different plans/options.
- That said, we remain open to different options if they make long-term sense for the district and the community can come to consensus on the plan.

Is it possible to opt out of using the state funding in order to design a campus the community may prefer?

- It is possible to reject the offer from the Ohio Facilities Construction Commission; however, the restrictions in the program no longer justify the benefit of approximately 30% of contribution of cost.
- Further, the district is bound by debt limits that would preclude construction of a campus without assistance from OFCC.

When it comes to the new schools – could we please be more specific on timelines, buildings, etc. Residents are never going to approve something unless it is laid out for them completely.

- Yes, to the best of our ability after we come to consensus on the master facilities plan inclusive of grade configuration and site determination.

Could we have one plan that shows where the new schools would be located? Elementary, middle, and high schools.

- Yes, that is an option if that is the consensus of the group.

Weigh cost of state funds vs. the restrictions that go with that.

- See above response. The restrictions associated with OFCC are minimal. Rejecting OFCC funding would severely limit opportunities due to debt limitation laws.

Address worst buildings first.

- According to the assessments, that would include the high school as a first step in the process.

High School – Discuss options/advantages: A. 13th Street New Building: What will it look like? Is there an idea of the size/layout? 2 or 3 floors? Will there still be space for a new middle school? 6-7-8 or 7-8? B. 4th Street: New or improve. What are the main concerns with the existing buildings? Can we spend half of the \$55 million and have something acceptable?

- Determining what the building will look like comes in the design phase which follows the passage of the bond issue. We have a number of examples of buildings that have been constructed to meet 21st century education that we'd be more than happy to share.
- That said, we have great flexibility at this point. The size of the buildings however are based upon student enrollment. Enrollment projections suggest the new high school will be approximately 231,703 square feet and the 7-8 MS will be 101,800 square feet.
- We could add additional spaces such as additional high-bay career-tech facilities for manufacturing and automotive tech; however, additional spaces are locally funded. Given the 45 acres of the Bolich/Newberry site, there will be ample room for both buildings.
- The primary concerns with the current high school is age and functionality. With original construction in 1922, the infrastructure is aging. Likewise, the additions no longer lend themselves to educational functionality. For example, the building maintains the old factory-style delivery method with segregated areas. 21st century education consist of creativity, communication, collaboration, and critical thinking (the 4 C's of a 21st century education). Thus, the layout of the building would ideally reflect these needs; ours does not. Could we build something less expensive? Perhaps. Let's consider the return on investment in terms of educational value which seems to be the real reason for new construction.

Keep stadium/auditorium/etc. on potential new campus.

- We'd love to have everything on one site; however, our auditorium and gymnasium are special places based on their size and construction. To rebuild those facilities on the new site would be cost prohibitive given that the items would have to be locally funded.
- We would get two competition gyms (one for MS with capacity near 800; one for high school with capacity near 1600).
- We have discussed an 800 seat auditorium as an addition to the plan.

Could it be a possibility to build a new high school where the practice field, Clifford Stadium, and the parking lot is located? This way the school would still be located centrally. This is being done in Akron with Firestone High School.

- The answer is maybe, but with complications.
- The problems include acreage and what's known as swing space. The CFHS location consists of 9.9 acres; thus, building a new, nearly 300,000 square foot facility on that small of a site where one already exists makes the working space very limited. As mentioned, it would include the demolition of Clifford Stadium, the tennis courts, and the parking lots. As such, if it is possible, we would have to consider the limitations.
- Alternately, the committee who established the current Master Facilities Plan chose Bolich/Newberry because the site consists of more than 45 acres and a MS/HS configuration is much more conducive to today's cognitive approach to educational delivery versus that based upon chronology.

Previous PLAN had 5th- and 6th-grade at high school and Roberts. This is not an acceptable option because there is no definitive plan for the elementary buildings. Therefore, the middle schools must remain 6-7-8 for now.

- Placing 5th- and 6th-grade students at the high school and Roberts represents a step toward the second phase which includes two 4-6 intermediate schools and three PK-3 elementary schools.
- Moving students in this way is commonly called swing space. While Sill would be a perfect site for one of the intermediate schools the locations for the other four schools is to be decided by a committee representing the citizens on which anyone is welcome.

Why 7-8 building. Where is 6th-grade?

- As stated above, the first option is to use Roberts and CFHS as swing space for 5th and 6th grade prior to commencing phase two of the total plan which includes two 4-6 intermediate schools and three PK-3 elementary schools.
- In fact, we could move 4-6 into the swing space and begin working the educational plan immediately upon completion of the 7-8 building.

Is the Bolich site our school district's largest chunk of land? How many acres is it?

- Yes. 45 acres including the Newberry area.

After speaking with elderly friends of my parents about a new campus (in the Bolich area) I found that a main reason residents were concerned (and didn't want a new campus) was traffic. If you look at the traffic at Bolich and Falls High during drop-off and pick up, it is ridiculous. Many people I've spoken to – home owner, elderly and friends of, who reside around Bolich state that they would support a new campus if the children were bused. They do not want more traffic in that area, kids walking through their lawns, etc. We have buses that sit empty and do not run. They could be put to use - busing most of the kids to and from school. Not just kids that live more than a mile away.

- The plan would include busing of students more than one mile in grades 7-12 which may actually reduce some of the traffic problems currently experienced.

- Further, the site design would include parking and bus lanes on the site with the goal of traffic control.
- Our goal would be to limit the chaos experienced during pick-up and drop-off. When the current buildings were designed, most students walked. Unfortunately, they are now dropped off at many sites in the city.

Bad to move to Bolich site!

- Thank you for your opinion. We have attempted to illustrate the reasons for our recommendation.

New building could be 2 or 3 levels depending on future enrollment. DO NOT TAKE DOWN BOLICH and build on fields. Remove and upgrade all elementary schools.

- This is an option.

New multiuse stadium at Bolich/Newberry site.

- That is a possibility with the acreage we have; however, it is not co-funded.

Move Layborne to high school.

- There are three primary issues with this suggestion. The first is space. To recreate Laybourne at the high school means reconfiguring the entire site to accommodate a track and soccer field which is larger than a football field.
- The second is schedule. With the number of home competitions for soccer and football 7-12, we would have great conflicts in scheduling and the site would require turf...we could not sustain grass.
- Third, cost. The entire project is locally funded.

Is there any way to combine Layborne Field with the stadium if the high school is torn down? It doesn't seem to make much sense to keep the track separate from the stadium. Other schools use their stadium for soccer, track, and football.

- It is possible, but comes with some complications. See above.

Would bus routes change?

- Absolutely. We would prepare for the addition of routes, drivers, and buses.

Build on same area using the school parking lot; there should be enough room. By doing this, we keep the gym, auditorium, and maybe the section built in 1960. While the school is being build, use the old building, then remove and use for a new parking lot. Clifford Stadium would probably remain.

- This could be an option. As stated above, there are complications. See above.

Is there a target date that we need to meet in regard to the building project?

- The first objective is to pass the renewal levy.
- In terms of the building project, there is no drop-dead date.