

# New Castle Community School Corporation Task Force

# Welcome

- \* Introductions

- \* Task Force Members

- \* Subcommittee Chairs

- \* Jacob White - Curriculum

- \* Chris Walker - Enrollment

- \* Kirk Amman - Facilities

- \* Megan Bell – Finance

- \* Amy Blake – Organizational Issues

# Framing Question

- \* What changes in educational programming do we need to make in order to equip our children for future success and what implications might these changes have on the organizational structure, educational facilities and attendance areas of our school district?

# Process

- \* Every meeting of every group is open to the public. The media is encouraged to attend.
- \* Review work of any previous groups
- \* Subcommittees collect and analyze assigned data collection
- \* Subcommittees report to whole group with follow up to the questions raised
- \* Tour of facilities includes entire task force and welcomes members of the community to attend

# Further Process

- \* Each subcommittee identifies the critical elements the task force needs to consider in developing the options the task force will present to the board and shares those elements with the entire task force
- \* Reorganize into teams of about ten with each team having representation from each subcommittee
- \* Each team is charged with developing 2-3 options and reporting to the entire task force the options with rationale, strengths and weaknesses
- \* Entire task force works to reduce total options going forward to two or three options

# Building Further Community Support

- \* Task Force Meets with Community Groups
- \* Identify Obstacles
- \* Develop Strategy for Overcoming or Minimizing Objections
- \* Modify Options As Needed
- \* Task Force Makes Report to the School Board with statement of consensus

# Task Force Role in Strategic Plan

- \* Yields building blocks for strategic plan
- \* Input for refining your mission & goals
- \* Identifies actions that require:
  - \* Phasing & development of timelines
  - \* Sequencing
  - \* Development of measurable objectives
  - \* Metrics (criteria & methods of measuring)

# Curriculum Subcommittee Tasks

- I. Conduct Curriculum Review
- II. Conduct program review
  - A. Magnet programs by grade levels
    - Gifted & Talented
    - STEM
    - ARTS
    - Vocational
    - Foreign Language
  - B. Preschool
  - C. Latch key
  - D. Special Education
- III. Review extra-curricular offerings
- IV. Visit or Secure information about Model Programs such as (examples only)
  - A. New Tech Highs (Rochester)
  - B. Flip classrooms/Project Based Learning (Plymouth)
  - C. International Baccalaureate
  - D. Technology Integration
  - E. Project Lead the Way
  - F. "A" schools
  - G. Magnet programs
- V. Visit or Secure information about Districts with
  - A. Different graded configurations (along with enrollment subcommittee)
  - B. Different calendars including length of school day
  - C. Different schedules including daily remediation

# Curriculum Subcommittee Tasks

- \* VI. Identify:
- \* Gaps in curriculum
- \* Changes, deletion and/or additions to curricular offerings
- \* Changes, deletions, and/or additions to programs
- \* Changes, deletions, and/or additions to extra-curricular activity programs
- \* Changes in the forms of delivering instruction
- \* Advantages & disadvantages of graded configurations
- \* Advantages & disadvantages of different calendars
- \* Advantages & disadvantages of different schedules
- \* Identify any facility or space implications of any of the aforementioned topics
- \* Identify any staffing implications of any of the aforementioned topics
- \* Identify any support or operational implications of each of the aforementioned topics
- \*
- \*
- \* VII. Identify the 3 best ideas that have come from your investigation

# Enrollment Subcommittee Tasks

I. Review Enrollment Projections

II. Confirm or Modify Building Capacity

- A. Classroom space
- B. Maximum class size (30?)
- C. Current utilization
- D. 85% capacity
- E. Number of additional students that could be accommodated

III. Visit or secure information from districts with different grade configurations (along with curriculum subcommittee)

IV. Develop decision tree about when the district needs to close a school, change grade configurations, change attendance areas, introduce magnet programs, and/or change attendance policies

# Enrollment Subcommittee Tasks

V. Develop conceptual guidelines regarding possible attendance policies for example through magnet programs, balancing class sizes, attendance of siblings, when transportation may or may not be provided

VI. Develop attendance maps by grade level

VII. Develop the ability to redraw attendance boundaries to see how different boundaries would impact building capacity at each school. (work with Organizational Issues Subcommittee)

# Facilities Subcommittee Tasks

- I. Review footprint of each building including rooms and site
- II. Arrange tour of all buildings
- III. Analysis of physical condition of buildings
  - A. Age, dates of additions, remodel, & renovation (Review CPF Plan)
  - B. Cost of operation
  - C. Repair and maintenance needs with timeline (Immediate, near term, or long term)
- IV. Use metrics to estimate construction cost
  - A. Develop the subcommittees own estimator or
  - B. Update planning tool #3 with more recent data and plug into example
- V. Possible repurposing of school buildings
- VI. Arrange tour of or secure information about model school safety programs (e.g. Shelbyville)

# Finance Subcommittee Tasks

- I. Review how Indiana schools are financed
- II. Review current & future tax rates and levies
- III. \* Review procedures for
  - A. General Obligation Bonds
  - B. Lease Financing
    - a. Holding Corporations
      - i. Public
      - ii. Private
  - C. Petition Remonstrance
  - D. Referendum
- IV. \* Effect of Options on Circuit Breaker

# Organizational Issues

## Subcommittee Tasks

- I. Visit or secure information about different calendars and length of school day (with the curriculum subcommittee)
- II. Identify transportation implications associated with different lengths of school day by levels, preschool, latch key programs and possible attendance policy options
- III. Impact of changes in attendance area on transportation (with enrollment subcommittee)
- IV. Secure voting records of last primary and general election
- V. Develop survey of sample electorate
- VI. Conduct survey(s) and tabulate results
- VII. Advertise **ALL** meetings – be certain to remind media
- VIII. Keep public informed in a timely fashion!!
  - A. Media
  - B. Social Media
  - C. Website
  - D. Mailings and newsletters

# Principles

- \* You are encouraged to present ideas that increase or improve educational opportunities for students
- \* Options need to be financially viable
- \* Any option must address student, staff, patron and school safety
- \* Options should be developed with the goal of at least stabilizing enrollment in the school district

# Guidelines

- \* Guidelines
  - \* Contribute
  - \* Listen
  - \* Ensure everyone has had the opportunity to air their views
  - \* Establish some group norms such as length of time any one person has the floor, have a recorder that summarizes what has happened at any meeting, share information between groups
  - \* Public is encouraged to observe, communicate with members of the task force and if invited by the chair of any subcommittee or team leader to offer comment

# Responsibilities

- ❖ \* Duty of each subcommittee is to suggest
  - \* Critical questions
  - \* Preferences
  - \* Critical data
  - \* Criteria to measure acceptable solution
- \* Duty of Task Force to identify
  - \* Critical questions
  - \* Preferences
  - \* Critical data
  - \* Criteria to measure acceptable solution

# Responsibilities

- \* Duty of each Team to develop 2-3 options that meet criteria
- \* Task Force is to decide upon
  - \* 2-3 options to be presented to the board that answers the framing question with suggestions regarding the phasing of any steps to be taken

# Key Dates & Timelines

- \* Initial Subcommittee Meetings in the Evenings of
  - \* April 24
  - \* May 8
  - \* May 22
  - \* June 5
  - \* August 14

# Key Dates & Timelines

- \* Early Sept. - Subcommittees present initial report to entire task force
- \* Late Sept. - Subcommittees respond to questions raised by the entire task force & task force establishes criteria for options to meet
- \* Early Oct. – Task force is reconstituted into 5 teams with representation from each subcommittee
- \* By late Oct. each team generates 2-3 options

# Key Dates & Timelines

- \* Early Nov. - Entire task force reviews options from each team
- \* Late Nov – early Dec. – Entire task force identifies 2-3 best fit options
- \* No later than mid- Jan. – Community meetings are held to present options and receive feedback
- \* Late January Task Force reconvenes to consider any modifications to options
- \* Feb. Board meeting – Task Force makes presentation to school board