Summary
Advice on the primary questions facing the district

Q: Should the district run a capital bond and/or a levy in 2016, or neither?
A: Run both a capital bond and a capital levy in February 2016
Could run both or either, but not neither

Q: How large should a capital bond or levy be?
A: Smaller than the $259.4M we ran in 2014
Make bond decision based on the dollar amount rather than tax rates

Q: What should the planning horizon be?
A: Shorter length than the 8 years we proposed in 2014
Four years is preferable for bond since it will reduce $amount as well

Q: What should the district consider as it makes a decision?
A: Provide space for growth
Deal with immediate needs
Equity - all regions get something in the bond
Safety and security – would you want your child in this place?
Technology needs and 21st Century skills
Look at list of projects and prioritize by when they need to be done
Use lessons learned from the two failed bonds
Pay attention to marketing
Comments from individual table groups

Equity/Needs in All Areas of District
- Projects for each area of district
- Equity across north to south ends
- Project on the list for everyone versus the truly important, crucial needs
- Look at equity...needs to help schools be equitable across the district
- Focus on community spaces (cafeterias) first (community and kids see and use these spaces more)
- Pay attention to what yields greatest benefit to students’ education

Student Needs
- Does ____ improve education of students
- Does ____ improve security of students
- Decisions that relate to student safety and health

Planning – Long Range/Short Term
- Get feedback from staff and community members
- Look at the impacts to other projects when approving or denying one
- Prioritize needs and resources
- Plan for what is needed 5-8 years from now...not what is needed now. Ex: plan for future growth, not to relieve existing bottlenecks.
- Look at downstream and upstream impacts.
  - Ex: 1:1 computers to kids means more wifi, more electrical, more backroom infrastructure to support it.
  - Ex: More teachers means “classroom” more support staff, more supplies, etc.
- Look at vision for 8-10 years but can look at in in consistent small increments for bond & levy
- Projections are lower than actuals. Look at “high” projections and plan for those (not medium) for this bond.

Lessons Learned
- Pay attention to:
  - Success/failures of other schools – what can we learn from those & does that match our experience
- Break up bond to small chunks of time (4 years?)
- I1351 not an issue – I doubt it will be implemented by legislature

Education of Voters
- Public perception of cost of projects (total cost)
- Find low cost improvements in lieu of replacement (i.e. paint CHS gym & new scoreboards to make it “look” new, new P.E. lockers)
- K-3 class size touches operating costs, number of teachers, and capital- that’s not clear to voters
- Larger bond and longer horizon = more-more-more education of voters
- Public not knowledgeable (comfortable) with operating versus capital costs as relates to their “wishes”
- Educate voters on costs and breakdowns. Ex: Tablet = $400, infrastructure = ? and why
- Public perception of unit cost of projects, e.g. $/square foot, $/student
- Educate voters
  - Talk to unions, staff, PTA’s
- Important to educate voters on our needs!! Graphically!
- What triggers voters to support bond/levy
- Perception of growth on enrollment – from changing demographics (more/less students per household)
- Important to lead with needed direction for schools in terms of big list…tell voters what’s important and why!
- Ripple effect – adding infrastructure
- Perception of growth in enrollment – from new residences

**Technology**
- 1:1 technology is important
- Instructional technology
- Technology infrastructure (while not pretty) is necessary
- Begin a phase-in of 1:1 implementation
- Technology use & improvements. Pay attention to:
  - Use of Chromebooks and other devices in classrooms
  - 1:1 mobile device initiative
- 1:1 computer ratio is too expensive

**21st – 22nd Century Skills**
- Learning space for 21st Century skills
- Planning for what education looks like in the future is important – thus re-modernizations are necessary
- 21st Century learning spaces optimizing 21st Century technologies

**Space**
- Portables are a big expense for something no one wants or likes
- Classroom space is essential at all 3 levels
- The District is growing – we need to provide space
- New schools and classroom space for growing enrollment
- Reducing class sizes (pay attention to)
  - More teachers
  - Current number of students in classrooms
  - Increasing number of students in what type of classes

**Modernizationss**
- “Brick and Mortar” items pass bonds
• It is important to pay attention to the 40-year mod cycle in prioritizing upcoming mods
• Getting back on track with the 40-year modernization cycle
• Plan for manageable school sizes

Marketing
• How do we communicate accurate information to our voters
• Pay more attention to communicating what we are “for” (e.g. college/career readiness) vs what we are against (e.g. overcrowding)
• Important to market the bond to the voters
• It is important for the board to listen to the urgent needs within the district and choose to run the bond soon
• Don’t shy away from big ticket items

Safety
• Safety of students, building, athletics
• School safety

Bond Structure
• Long-term financing structure that supports long-term building and tech needs

Mission
• Do what is best for kids
• We are in the business of student learning
• Mission and vision alignment

Taxes
• Consider how to package this in view of tax implications that were not previously an issue.

Election
• An effective communication plan is needed
• Must consider mood of community
• Need to consider a different “get the vote out” strategy
• Both bond & levy
• 4-year cycle bond
• Current levy has been very helpful in solving larger maintenance issues, what is resource for that after 2016?
• Pay attention to items already on the list from the last cycle
• Focus on getting rid of super majority
• Can we do a “Chinese Menu” of options? Perhaps during community outreach?

Cost
• Are we pricing out for quality schools or cutting edge schools?
• Pay attention to the price tag – if we couldn’t pass a $259 million package...
Learning Environment
- Pay attention to the quality of educational experience possible in the space
- Would you want your child in the space? If not is should be replaced.
- How will EPS keep pace with technological needs of our graduates?
- Can the student take pride in the learning environment
- How do we prepare our graduates for the high tech jobs in our area?
- Is it safe?
- Balance crowding issues with attention to older buildings before they are past repair

Stay Focused
- Ignore: Tendency to be reactive – or focused on special interests
- Don’t pay attention to special projects that appease a few loud people

Reasonableness
- Avoid taking on massive new projects (1:1 mobile device initiative) before funding facilities needs that exist.
- Decide based on what is best for kids, tempered with reasonability of cost to do so